

# Westlake Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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).

#### 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Westlake Elementary School
<b>Street</b>	1000 High St.
<b>City, State, Zip</b>	Santa Cruz, CA 95060-2596
<b>Phone Number</b>	(831) 429-3878
<b>Principal</b>	Katharine Norton
<b>Email Address</b>	knorton@sccs.net
<b>School Website</b>	<a href="https://westlake.sccs.net/">https://westlake.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698156049928

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	krismunro@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Welcome to Westlake Elementary School, home of the Wildcats. Westlake is dedicated to educating the whole child through a comprehensive visual and performing arts program, including visual arts, music, dance, and theater for students in kindergarten through fifth grade. Programs are made possible by local parcel taxes and PTA donations. Westlake Elementary School is known throughout the Santa Cruz area for its ongoing commitment to excellence. This rich tradition and reputation is possible due to the hard work of a dedicated and talented staff, the full participation of parents, and community involvement.

Westlake Elementary School is located on the northwest side of Santa Cruz, California, near the campus of the University of California at Santa Cruz (UCSC). In the academic year 2023-24 approximately 475 students were registered for transitional kindergarten through fifth grades.

In order to improve our student achievement, we have provided staff with assessment information of their current students. The most informative achievement data for classroom teachers are the local literacy and math assessments that are administered three times a year. With this information, teachers are able to identify areas for improvement and set targets for academic achievement. Teachers work together in grade level teams and as a whole staff on continuous school improvement.

A positive school climate is a constant focus for Westlake. The Positive Behavior Instruction Systems (PBIS) program includes the four Wildcat Ways school expectations: Be Safe, Be Respectful, Be Responsible, and Do Your Personal Best. There are also specific procedures, routines and rules for all areas of the school. Positive behavior is reinforced through Cool Cat tickets. They can be redeemed for items from the student store and popcorn on Fridays. The social emotional learning curriculum Second Step is taught TK-5 and the units of study are: skills for learning, problem solving, emotion management and empathy. Together these programs help create a safe, orderly and positive learning environment.

Westlake is dedicated to providing an enriched learning experience. Students participate in the science fair, county spelling bee, and county math league. Other enrichment activities include Math Monday games, skate dogs, art and dance clubs, math club, sports, young scientist program, and lunchtime chess.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	82
Grade 3	71
Grade 4	82
Grade 5	87
Total Enrollment	472

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	52.8%
Asian	4.9%
Black or African American	1.3%
Filipino	0.2%
Hispanic or Latino	18.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	11.4%
White	61%
English Learners	5.3%
Foster Youth	0.2%
Homeless	1.3%
Socioeconomically Disadvantaged	22.5%
Students with Disabilities	17.4%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.60	87.04	74.80	86.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	9.35	8.60	10.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.90	3.61	2.70	3.13	18854.30	6.86
<b>Total Teaching Positions</b>	24.90	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.80	90.27	80.00	89.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.50	9.77	7.50	8.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	26.40	100.00	89.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	2.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.30</b>	<b>2.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	13
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Benchmark Workshop - Benchmark Education Company Adopted 2019	Yes	0%
<b>Mathematics</b>	Eureka - Great Minds Adopted 2016	Yes	0%
<b>Science</b>	FOSS - Delta Education Adopted 2017	Yes	0%
<b>History-Social Science</b>	TCI History Alive! Adopted 2023	Yes	0%

## School Facility Conditions and Planned Improvements

Westlake opened in 1960, sits on a 10 acre lot in Santa Cruz's upper west side neighborhood and shares a property line with the University of California at Santa Cruz. Westlake's day and night custodians keep the facilities clean. Each classroom is vacuumed every other day and restrooms are cleaned daily. Landscaping and grounds staff maintain the fields and landscape. A facilities bond was passed by the local community in 2016 which supports modernizations and improvements. Some of the recent projects include a new roof, school painting, digital marquee, restroom repairs, sewer line repairs, a perimeter fence, and upgraded electrical service. A new classroom wing and modernization of the existing classrooms are in the planning stages.

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### 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).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	69	54	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	61	64	44	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	241	240	99.59	0.41	69.17
<b>Female</b>	109	108	99.08	0.92	75.00
<b>Male</b>	131	131	100.00	0.00	64.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	53	100.00	0.00	41.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	68.97
<b>White</b>	143	142	99.30	0.70	79.58
<b>English Learners</b>	11	11	100.00	0.00	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	39.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	98.00	2.00	26.53



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	241	240	99.59	0.41	63.75
<b>Female</b>	109	108	99.08	0.92	62.96
<b>Male</b>	131	131	100.00	0.00	64.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	53	100.00	0.00	39.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	79.31
<b>White</b>	143	142	99.30	0.70	69.72
<b>English Learners</b>	11	11	100.00	0.00	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	31.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	98.00	2.00	18.37

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.83	68.97	40.31	48.62	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	68.97
Female	47	47	100.00	0.00	70.21
Male	39	39	100.00	0.00	69.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	90.91
White	52	52	100.00	0.00	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	43.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	99%	99%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Westlake. Parents are encouraged to volunteer in their child's classroom and at PTA events. There are numerous events throughout the school year that are run by parent volunteers with the support of the Westlake PTA. There are also a few school committees that parents can participate on including Site Council, Arts Committee, and the PTA Executive Board. Parents are also encouraged to bring their creative ideas to the Principal and PTA. All parents are also encouraged to get and stay involved in their child's education. Parents can contact the school office for more information on ways to get involved.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	489	117	23.9
Female	234	231	50	21.6
Male	263	257	66	25.7
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	0	0	0.0
Asian	27	26	1	3.8
Black or African American	6	6	2	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	98	95	40	42.1
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	53	53	9	17.0
White	298	295	56	19.0
English Learners	31	30	14	46.7
Foster Youth	1	1	1	100.0
Homeless	11	8	7	87.5
Socioeconomically Disadvantaged	125	120	55	45.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	106	40	37.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.20	0.00	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Westlake provides a safe, supportive, and caring school environment. The School Safety Plan is revised annually at the beginning of the school year and monitored by the School Site Council. Staff participate in monthly safety meetings and online training. We hold fire, earthquake, and lockdown drills regularly. Each room is equipped with a disaster and first aid kit. Yard duty and teachers supervise school grounds before and after school, during recess, and at lunch periods. We send a copy of school rules home in the student folders at the beginning of the school year, review them twice a school year at expectation rotations, and reinforce them regularly in the classroom. We use programs that develop students' sense of safety in class and on the playground, including Positive Behavior Interventions and Supports (PBIS) and social emotional learning curriculum Second Step for social skills and academic success. Visitors to Westlake are required to sign in at the office and receive an identification badge.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	1	1
1	25	2		1
2	27	1	1	1
3	31		2	2
4	31		2	
5	29		2	
Other	18	3	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	2	1
1	20	1	3	
2	17	4		
3	29	2		2
4	28		3	
5	27		3	
Other	9	3		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	2	1	1
1	20	1	3	0
2	19	1	3	0
3	38	0	1	2
4	27	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	9	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	472

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,273	\$3,081	\$9,193	\$91,392
<b>District</b>	N/A	N/A	\$8,457	
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.3	9.6
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	32.9	-19.0

## Fiscal Year 2022-23 Types of Services Funded

In the 2022-23 school year, supplemental funds were provided to the school through the Local Control Accountability Plan via Local Control Funding Formula. Funds were used to: hire paraprofessionals to work with English learners, in the reading intervention program, provide classroom supplies, and substitutes for professional development.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

The ongoing focus of professional development are the Common Core Standards and Professional Learning Communities implementation. Specific focus area is implementation of the History Social Science Adoption and specific strategies related to supporting Multi Lingual Learners. An ongoing focus is Integrated ELD and the use of accountable talk strategies during instruction. There are two professional development days held districtwide each school year. There are monthly follow up sessions facilitated by leadership team members to identify best practices of instruction and to provide professional learning community meeting time. Progress monitoring of students in Math is used to evaluate the instructional program and identify areas for improvement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4-6	4-6	6-8