

Westlake Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Westlake Elementary School
Street	80 Fieldcrest Dr
City, State, Zip	Daly City, CA 94015
Phone Number	(650) 991-1252
Principal	Elizabeth O'Neill
Email Address	loneill@jeffersonesd.org
County-District-School (CDS) Code	41689166043905

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

School Description and Mission Statement (School Year 2019-20)

Westlake Elementary School is located in Daly City, California north of John Daly Boulevard in a small, safe and friendly neighborhood. It is one of fifteen schools in the Jefferson School District. Westlake is an exciting community of students, parents, faculty and volunteers. We are a strong, richly diverse community that exemplifies a broad world view. The Westlake community strives to challenge, support and inspire each student to reach for personal academic excellence. We encourage our students to take risks, wonder, explore, imagine and embrace all learning opportunities. Teachers provide an enriched and challenging environment where students engage and strive to excel in the Common Core Standards to become critical thinkers, curious innovators and creative problem solvers so that they are prepared for college with the 21st century skills required to succeed. Westlake School provides a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility and commitment to academic and civic excellence.

Currently, 167 classroom teachers provide general instruction to an enrollment of approximately 375 students in grades from Preschool through fifth grade. The support staff consists of: one Principal, one secretary, one attendance clerk, one full time Intervention Teacher for English Learners, one 80% Intervention Literacy Teacher, one half time special education resource teacher, two special education instructional assistants, one speech therapist, one half time library clerk, one half time psychologist, one part time nurse, one day and one night custodian, one full time physical education aide, two part time physical education aides, two noon duty supervisors and a half time counselor. The ethnic composition includes: Arabic, African-American, Asian (Chinese, Japanese, Korean, Vietnamese, Burmese), Brazilian, East Indian, Filipino, German, Hispanic (from numerous Latin American countries), Pacific Islanders, and Soviet Union to name a few.

Westlake School offers after school programs to meet the needs of students and families. Most students live within walking distance of the school and the majority of parents work outside the home during the day. We offer before and after school fee based extended care beginning at 7:00 AM until 6:00 PM. Think Together, another after school enrichment program provides math, reading, science and health activities after school from dismissal to 6:00 P.M. for no fee to parents. Parents have the option of paying for enrichment programs such as Bricks for Kids, Mad Science and Mandarin Class. These programs provide academic and enrichment activities.

Parent involvement is highly valued and encouraged at Westlake School. Parents are participants in all aspects of the educational program. Attendance at Back to School Night, parent conferences and Open House is good. Parents regularly assist with classroom activities by volunteering in a multitude of ways around campus. Parents participate in School Site Council, English Advisory Council, PTA and monthly principal coffees. School events, parent workshops, classroom volunteers, family nights, book fair, field day, ice cream social, our annual walk-a-thon, and a welcome back pasta dinner are a few of the activities that traditionally promote parent involvement and enhance the educational experience for our children. We welcome new ideas for participation.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request. Please contact the school at 650-991-1252 for information about the SARC.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	85
Grade 1	64
Grade 2	66
Grade 3	49
Grade 4	47
Grade 5	66
Total Enrollment	377

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	19.9
Filipino	34.5
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.3
White	17
Two or More Races	3.7
Socioeconomically Disadvantaged	53.1
English Learners	63.1
Students with Disabilities	6.1
Foster Youth	0.3
Homeless	0.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	17	16	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (TK-5) State Approved, Board Adopted in 2019	Yes	0
Mathematics	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0
Science	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0
Health	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Westlake School was built in 1952. Each year the school district makes any needed repairs to maintain a safe facility. In addition the site is cleaned and maintained by the District's custodians and grounds workers. Over the next five years all of the schools in the district will be modernized. A list of planned projects is available at the district office. All classrooms in the school have internet access including the library/computer lab. Students have access to a large playground and upper field during recess and physical education times.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: June 2019

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	42	49	48	50	50
Mathematics (grades 3-8 and 11)	42	41	36	37	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	146	92.41	7.59	41.78
Male	78	72	92.31	7.69	38.89
Female	80	74	92.50	7.50	44.59
Black or African American					
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	47.22
Filipino	50	49	98.00	2.00	48.98
Hispanic or Latino	41	35	85.37	14.63	34.29
Native Hawaiian or Pacific Islander					
White	23	19	82.61	17.39	36.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	90	78	86.67	13.33	34.62
English Learners	117	105	89.74	10.26	35.24
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

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

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	159	159	100.00	0.00	40.51
Male	79	79	100.00	0.00	43.04
Female	80	80	100.00	0.00	37.97
Black or African American					
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	61.11
Filipino	50	50	100.00	0.00	46.00
Hispanic or Latino	42	42	100.00	0.00	26.83
Native Hawaiian or Pacific Islander					
White	23	23	100.00	0.00	30.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	91	91	100.00	0.00	30.00
English Learners	118	118	100.00	0.00	32.48
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: 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.

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

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Children do better in school when families are meaningfully involved in educational activities. With this in mind, parent involvement is important at Westlake Elementary. Parents and staff work together to plan school events and activities. Processes and procedures are in place that provide opportunities for parents to volunteer and participate in school activities and receive information about their child's education.

The following organized activities encourage student and parental involvement at Westlake School:

- Big Lift SummerProgram
- Kindergarten Orientation
- Kindergarten Book-in-a-Bag Program
- Back-to-School Night
- Welcome Back Family Pot Luck
- Open House
- Art Show
- Parent/Teacher Conferences
- Field trip chaperones
- Room Parents
- PTA (Parent Teacher Association) meetings
- SSC (School Site Council) meetings
- School BBQ, Field Day in June
- PTA fundraisers
- Parent Education Evenings
- Soul Shoppe Life Skills Program
- Junior Peacemakers
- Student Council
- Think Together After School Program BBQ and parent activities
- Scholastic Book Fair

Before and after school intervention

- Safe Routes 2 School Program
- Walk to School Days
- Walk-a-thon
- Opera a la Carte
- Arts 4 All Program
- Walk-a-thon
- Volunteering in classrooms
- Monthly newsletters
- English Learners Advisory Committee
- District Literacy Day
- Family Reading Night
- Family Movie Nights
- Read-a-thon
- Walk-a-thon
- Education Outside for School Gardening
- Recycling Program
- Family Dine Out Activities
- Junior coaches

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Westlake works to provide a safe environment for students and staff. We maintain a detailed Comprehensive Safe School Plan that outlines information around protocols, systems and procedures in the event of an emergency or disaster. We follow the San Mateo Coalition for Safe Schools and Communities Guideline, The Big Five. Staff members and School Site Council review and update the plan annually. A copy of the safety plan is available in the school office and was last reviewed in 2019 at a staff meeting and at School Site Council. Fire, earthquake and disaster drills are regularly conducted. The Daly City Fire Department conducts school assemblies every October to educate students about fire safety. Westlake has a regular visiting community police officer. Our school is identified as a designated shelter by the Red Cross should an emergency occur. The administrator participates in safety sessions with the police department to update the safety plan. We are a participating Safe Routes 2 School and encourage families to walk, carpool or park a distance away and walk for health and to protect our environment.

Westlake School is committed to maintaining a safe, caring environment for students, staff and volunteers. Consistent expectations is essential to providing a positive learning environment for students. The goal of our positive behavior program is to provide children with the opportunity to learn self control and respect for others so they can become responsible citizens in the future. The children are guided by specific expectations that promote the positive character traits of respect, cooperation, courtesy and acceptance of others. Students and parents are informed about our expected behaviors throughout the school year through notices, assemblies, or parent nights. Westlake is in year three implementation of Positive Behavior Intervention Systems (PBIS). This is a set of expectations for positive student behavior. All students participate in monthly assemblies that outline the expectations of how to be Peaceful, Aware, Wise and Safe. Our school adopted a set of expectations for positive student behavior that applies specifically to our school. Westlake School has a conflict resolution program in place and students participate in Peace Assemblies through Kaiser Permanente and Soul Shoppe. A positive, no bullying playground ensures that all students are included and if there is a conflict it will be resolved by talking and the use of the Peacepath. Students are taught to express their feelings and to clearly communicate through discussion instead of using physical action to solve a problem. Physical Education aides, noon duty supervisors and a Playworks Coach promote safe play through fun, inclusive games so that all students feel valued and included on the playground. Students demonstrate leadership skills by participating as Junior Playworks coaches or Junior Peacemakers. These model mentors support positive behavior among their peers in the class and on the yard. A half time counselor provides Second Step classroom lessons so that all students are supported. Students learn appropriate social interactions through active learning and play; they are carefully monitored throughout the day. Our after school Think Together Program is aligned to the school day; they follow the behavior expectations, encourage respectful citizenship and active participation in Math, Language Arts and Science. Parents are active participants and frequently volunteer and/or participate in PTA, Principal Coffees, Parent Project Class, special school events, activities and in the classrooms. All visitors are required to register at the office before being allowed on campus.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	2		22		4		20	2	2	
1	22		2		20	2	1		21	2	1	
2	24		2		24		2		20	2	1	
3	22		3		25		2		23		2	
4	33			2	31		2		24		2	
5	30		2		30		2		33			2
6	31		1									
Other**					13	1			10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	754.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11685	3136	8549	76414
District	N/A	N/A	8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-1.4	-1.4
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	13.0	-7.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Westlake School funds programs to support our students' educational and emotional needs. Several services and programs are available to create opportunities for all kids to discover their passion and reach their full potential so that they are prepared for college and have 21st century skills to be successful.

LCAP funds:

- .80% Literacy Teacher for instructional support in reading.
- Full time English Language Development Teacher
- Half time counseling services for student emotional support.
- Playworks Coach on site for improved positive interactions on the yard.
- Imagine Learning Computer Program for English Learners and students struggling with reading.
- Targeted Tutoring before and after school with specific math or reading standards.
- Soul Shoppe to support positive behavior and character.
- Purchase of extra computers to augment the Chromebook cart and class Chromebooks. 1-1 chromebooks and ipads

Think Together-A comprehensive after school program that consists of academic, enrichment and healthy living components that supports learning and builds character.

Extended Day care 7:00 am-6:00 pm

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

District and school professional development programs provide numerous opportunities to enhance skills and gain new teaching strategies. All staff development activities are tied to district and school goals. Westlake School has focused staff development geared towards Language Arts, English Language Development and Mathematics. All teachers and the principal participate in district sponsored Common Core State Standards professional development. Sessions may be ongoing throughout the school year as a release day, before the school year begins or at the end of the school year. Teacher learning is supported through on site coaching, Wednesday early release day collaboration time and/or teacher observations. Teachers are trained to use performance based assessments that promote problem solving skills in math. ELA Bridge lessons provide a foundation for deeper, more critical learning. Grade level planning and coordination of curriculum occurs at weekly staff meetings and during common preparation time. We are a school that values professional development to increase our knowledge base to provide a high quality education to our students.