

West Creek Academy

28767 North West Hills Dr. • Valencia, CA 91354 • (661) 294-5385 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Saugus Union Elementary School District

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District Governing Board

David Powell
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Paul De La Cerda
Judy Egan Umeck
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District Administration

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Isa De Armas, Ed. D.
**Assistant Superintendent
Education Services**

Nick Heinlein
**Assistant Superintendent
Business**

Jennifer Stevenson, Ed. D.
**Assistant Superintendent
Human Resources**

School Description

We are pleased to share our annual Accountability Report Card for West Creek Academy. Opening its door in 2010 as the newest of fifteen high achieving elementary schools in our district, West Creek Academy offers exceptional programs based upon rigorous, research-based teaching practices. Prior to opening in 2010, our immediate neighborhood, which was, and is, still under development, had only 70 students slated to attend West Creek. The West Creek Committee, determined that, in order to increase enrollment, West Creek Academy would be open to all interested students. In August of 2010, interested families left their current schools to join West Creek Academy to embark upon a new educational journey in the District's first music and performing arts focus school. Word spread rapidly, and over 900 students applied for this new concept school, of which 630 racially and socio-economically diverse students of varying abilities were accepted. Subsequently, since our school's inception, families looking to move into the area have gravitated towards the West Creek boundaries due to the reputation of our focus program. As a result, students have transferred from well over 100 different schools, more than a dozen different states, and five different countries as our population has reached just over 1,000 students.

Our motto, "Tomorrow's Future Starts Today," is founded upon the deeply rooted belief that elementary school is the opportunity to equip young minds with solid foundational skills to be active 21st century learners. Furthermore, at West Creek Academy, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and emotional needs of our students while creating a unique opportunity to apply the "Four Cs" - Critical Thinking, Communication, Collaboration, and Creativity. Since the opening of West Creek, as the Saugus Union School District's first focus school in the Arts, we have developed and sustained a unique arts-integrated curriculum requiring students to utilize the dimensions of depth and complexity that are specific to our Advanced Learning Process for Scholars (ALPS). After successfully implementing our Pathway to the Arts program, the West Creek community decided to take things one step further by launching a STEM education program within the Arts initiative. Currently, all students are highly engaged in the areas of science, technology, engineering, art, and music classes through our STEAM Pathway Program. We believe our students' success is a direct result of the school's effort to integrate the "Arts + STEM" into everyday intellectual pursuits taking them above the "ceiling" set by traditional classroom curriculum. As each day dawns, students, teachers, administrators, and parents alike, rededicate themselves in our pledge to "pursue academic excellence and never settle for less than my best." Whether it be through daily collaboration, instruction, creativity, or leadership, we unite together to positively impact our students today, as they become tomorrow's 21st century leaders.

As part of our Positive Behavior and Intervention Supports (PBIS) program, West Creek Academy teaches school wide behavior expectations with a focus of students being, "Honest Optimistic Willing Leaders." In August of 2016 the last line of our current school pledge was added where West Creek's students daily recite, "I am an Honest Optimistic Willing Leader (HOWL)." Monthly school wide assemblies recognize students who exemplify being Honest Optimistic Willing Leaders as well as exemplifying traits of the character pillars.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	140
Grade 1	147
Grade 2	126
Grade 3	135
Grade 4	136
Grade 5	130
Grade 6	149
Total Enrollment	963

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.3
Asian	25.3
Filipino	11
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.3
White	38.5
Two or More Races	2.8
Socioeconomically Disadvantaged	5
English Learners	10.6
Students with Disabilities	7.2
Foster Youth	0

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			
West Creek Academy	15-16	16-17	17-18
With Full Credential	37	42	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	398
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
West Creek Academy	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 9/29/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Scott Foresman: Grades K-6 Certified 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill: Grades K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan/McGraw-Hill: Grades K-5 Harcourt: Grade 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman: Grades K-5 Harcourt: Grade 6 Certified 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our campus opened on August 12, 2010. Prior to our opening, careful planning went into the design of our facility. West Creek Academy's custodial staff collaborates with the District's maintenance department to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for all students, staff, and visitors. Our principal and head custodian communicate regularly regarding school facilities and maintenance issues, custodial responsibilities, and special program schedules. Our students, staff, and parents take pride on our school and work together to ensure a clean and safe learning environment for everyone.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 7/31/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	90	92	82	79	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	81	77	64	62	48	48
Math	75	70	52	51	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	30.3	35.6

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	147	144	98.0	91.7
Male	72	72	100.0	94.4
Female	75	72	96.0	88.9
Asian	41	41	100.0	97.6
Filipino	13	13	100.0	84.6
Hispanic or Latino	24	23	95.8	82.6
White	58	57	98.3	94.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	557	553	99.28	77.22
Male	272	272	100	74.26
Female	285	281	98.6	80.07
Black or African American	22	22	100	50
American Indian or Alaska Native	--	--	--	--
Asian	147	147	100	87.76
Filipino	58	57	98.28	71.93
Hispanic or Latino	94	94	100	68.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	213	98.61	77.93
Two or More Races	13	13	100	76.92
Socioeconomically Disadvantaged	35	35	100	51.43
English Learners	82	82	100	80.49
Students with Disabilities	49	49	100	38.78

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	557	551	98.92	69.87
Male	272	272	100	73.9
Female	285	279	97.89	65.95
Black or African American	22	22	100	50
American Indian or Alaska Native	--	--	--	--
Asian	147	147	100	85.03
Filipino	58	57	98.28	73.68
Hispanic or Latino	94	92	97.87	54.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	213	98.61	66.2
Two or More Races	13	13	100	92.31
Socioeconomically Disadvantaged	35	35	100	45.71
English Learners	82	82	100	70.73
Students with Disabilities	48	48	100	31.25

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our school is privileged to have a high level of parental support. Volunteers work at the school and in the classrooms on a daily basis. West Creek quickly established an excellent reputation due in part to the support we received from our parents and our community and the reputation continues as we enter into the 8th school year. Parents are kept informed of school events and news through weekly on-line newsletters and emails. Parents interested in volunteering at our school should contact the school office for information.

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.

School Safety Plan

West Creek Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. West Creek Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

West Creek Academy is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1.6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	24	24				4	7	7			
1	24	25	27		1		4	4	4			
2	30	25	28		1		4	4	5			
3	25	26	26				4	5	5			
4	31	31	31				4	4	4			
5	31	29	33		1		4	2	2		2	2
6	31	29	33		1		4	3	3			1

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

Professional Development provided for Teachers

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Induction program extends individual support and training and support success in the practice of teaching.

Our teachers are highly qualified and fully credentialed by the State of California. As educators we constantly strive for excellence. Professional growth activities are planned annually based on current need and input received from staff. Teachers' receive professional development during staff meetings and their work calendar has includes three professional development days. Teachers utilize the information that they have learned as they plan together with their colleagues during Collaborative Instructional Planning. Teachers have been learning about what works best for student learning through training and collaborative conversations about Visible Learning. Teachers continue to be trained in Construction Meaning for English Language Development instruction, Next Generation Science Standards (NGSS), Kennedy Arts integration and technology. Our staff participates in learning walks where students have a chance to visit classrooms and collaborate about instructional practices.

Committees comprised of teachers and administrators reviewed the state standards and adapted them for our curriculum for mathematics, language arts, history-social science and science. These standards-based documents are the foundation for what is taught and assessed in our district. Common Core State Standards professional development opportunities have been planned and implemented at the site and District levels.

The primary focus at West Creek Academy for staff development is Visible Learning, Directed Instruction, California Common Core State Standards in each of the content areas, Advanced Learning Process for all Scholars (ALPS), and Construction Meaning instruction for English Learner students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,461	\$48,678
Mid-Range Teacher Salary	\$76,924	\$78,254
Highest Teacher Salary	\$90,931	\$96,372
Average Principal Salary (ES)	\$125,330	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$184,497	\$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,431	\$2,512	\$5,919	\$77,562
District	♦	♦	\$6,076	\$78,879
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-2.6	-1.7
Percent Difference: School Site/ State			-10.0	-1.0

* Cells with ♦ do not require data.