West Creek Academy
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

School Name	West Creek Academy
Street	28767 North West Hills Dr.

City, State, Zip	Valencia, CA 91354
Phone Number	(661) 294-5385
Principal	Susan Bett
Email Address	sbett@saugususd.org
School Website	
County-District-School (CDS) Code	19649980119230

2023-24 District Contact Information

District Name	Saugus Union School District
Phone Number	(661) 294-5300
Superintendent	Colleen Hawkins, Ed. D.
Email Address	chawkins@saugususd.org
District Website	www.saugususd.org

2023-24 School Description and Mission Statement

We are pleased to share our annual Accountability Report Card for West Creek Academy. West Creek Academy opened its doors thirteen years ago as the newest of fifteen high-achieving elementary schools in the Saugus Union School District. Prior to opening in 2010, the underdeveloped West Creek Academy neighborhood had 70 students slated for attendance. In order to increase enrollment, West Creek Academy opened to all interested students within the district. In August of 2010, interested families left their current schools to join West Creek Academy's educational journey as the district's first music and performing arts focus school. Over 900 students applied for this new concept school and 630 ethnically and socio-economically diverse students of varying abilities were accepted. Since our school's opening, families looking to move into the area have gravitated towards the West Creek Academy boundaries due to the reputation of our music and arts focus program, coupled with its excellence in academics, a focus on 21st century learning, as well as celebrating a diverse population. As a result, students have transferred from over 100 different schools, many different states, and over 28 different countries. Since opening, our population has grown by almost 40%, reaching over 1,000 students. Current TK-6th grade students were born in 20 countries, and over the last six years, students attending West Creek Academy were born in an additional 20 countries. To accommodate our student growth and focus on science and the arts, a new two-story building was added in 2018 including five classrooms, along with 3 music and piano labs and a flexible science lab accommodating up to 80 students at a time. Additionally, our school district is the second lowest funded district in Los Angeles County and the fourteenth lowest funded district in California.

Since the opening of West Creek Academy, 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). ALPS is the method by which West Creek Academy instills higher level thinking and a deepened knowledge of all subjects taught through the use of Depth and Complexity icons for all students. Students learn the 11 Dimensions of Depth and Complexity and apply them in the core curriculum in Kindergarten, 1st, and 2nd grades. Students continue to utilize the Dimensions of Depth and Complexity and learn how the five Content Imperatives empower them to accomplish even more in 3rd, 4th, 5th, and 6th grades.
In 2016 West Creek Academy received the Gold Ribbon Schools Award recognition for our model practice of STEAM. Since our Gold Ribbon recognition, our school has continued to expand and create a program for fostering 21st century learners and was recognized as a 2020 and 2023 California Distinguished School. We have increased the use of technology with instruction, expanded our Chromebook ratio to one-to-one for our 1st through 6th grade students and a one-to-two ratio for our TK students, and implemented Professional Learning Communities (PLCs) with our staff. Additionally, we use Illuminate to create standards based assessments, implement Wonders for our Language Arts Curriculum, McGraw Hill for our Math coupled with Next Gen Math, and teach Next Generation Science Standards using STEMscopes. Students receive 20 minutes of Social Emotional Lessons through Harmony SEL, which includes community circle and buddy up opportunities as students connect with their classmates and lessons aligned to the CASEL standards designed to foster positive character development and well-being. Our Positive Behavior and Intervention Supports (PBIS) program has grown and teaches school-wide behavior expectations of being safe, respectful, and responsible, which embolden students to be, "Honest Optimistic Willing Leaders." School assemblies recognize students who exemplify this motto, character traits, and academic success and has been recognized as a 2021, 2022, and 2023 PBIS Gold Implementation Award. Students and staff health is also a focus and in 2022

2023-24 School Description and Mission Statement

West Creek Academy was one of 11 schools in our nation to be a 2022 America's Healthiest Schools All-Star Awardee and in 2023 one of 14 schools in the nation to be a 2023 America's All-Star Awardee.

In 2018, West Creek Academy teachers and administrators began training and implementing Professional Learning Communities in each grade level. This design allows teachers the opportunity to collaborate and examine data that drives instruction. Students are assessed utilizing the program Illuminate, a data rich program that allows teachers to analyze results, and proceed accordingly with instruction. Ensuring teachers meet the instructional needs of students continues to be the common goal across West Creek Academy classrooms.

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 through our program highlighting 21st Century Learning.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	120
Grade 2	132
Grade 3	142
Grade 4	163
Grade 5	165
Grade 6	145
Total Enrollment	1,024

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.4%
Asian	27.6%
Black or African American	2.7%
Filipino	8.2%
Hispanic or Latino	21.7%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	8.3%
White	30.4%
English Learners	5.9%
Foster Youth	0.1%
Homeless	0.4%

Socioeconomically Disadvantaged	11.2%
Students with Disabilities	7.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.30	100.00	353.80	94.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	1.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.00	0.54	12115.80	4.41
Unknown	0.00	0.00	6.20	1.67	18854.30	6.86
Total Teaching Positions	24.30	100.00	372.70	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.00	97.14	347.90	94.74	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.40	2.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.86	2.50	0.70	11953.10	4.28
Unknown	0.00	0.00	6.10	1.68	15831.90	5.67
Total Teaching Positions	35.00	100.00	367.30	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

Year and month in which the data were collected	January, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders Grades K-5 McGraw-Hill Study Sync Grade 6 Certified 2018	Yes	0
Mathematics	McGraw-Hill My Math Grades K-5 McGraw-Hill Glencoe Math Course 1 Grade 6 Certified 2015	Yes	0
Science	STEMscopes Certified 2020	Yes	0
History-Social Science	Studies Weekly Grade K-6 Certified 2020	Yes	0

School Facility Conditions and Planned Improvements

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment in which learning can take place. Playground campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in fire drills, lockdown drills, and disaster drills on a regular basis to ensure preparedness in the event of an emergency. A disaster supply bin is maintained on our campus and the disaster plan is updated annually. Staff receives annual training in disaster preparedness, safety training and CPR/First Aid training.

Year and month of the most recent FIT report	11/29/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	80	79	64	63	47	46
Mathematics (grades 3-8 and 11)	75	77	57	59	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
All Students	621	619	99.68	0.32	79.32
Female	306	306	100.00	0.00	82.03
Male	315	313	99.37	0.63	76.68
American Indian or Alaska Native	--	--	--	--	--
Asian	182	181	99.45	0.55	92.82
Black or African American	18	18	100.00	0.00	72.22
Filipino	48	48	100.00	0.00	83.33
Hispanic or Latino	124	124	100.00	0.00	69.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	73.58
White	192	191	99.48	0.52	74.87
English Learners	30	30	100.00	0.00	36.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	83	100.00	0.00	68.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	38.89

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
All Students	621	619	99.68	0.32	77.22
Female	306	306	100.00	0.00	74.18
Male	315	313	99.37	0.63	80.19
American Indian or Alaska Native	--	--	--	--	--
Asian	182	181	99.45	0.55	93.92
Black or African American	18	18	100.00	0.00	61.11
Filipino	48	48	100.00	0.00	79.17
Hispanic or Latino	124	124	100.00	0.00	65.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	77.36
White	192	191	99.48	0.52	70.16
English Learners	30	30	100.00	0.00	46.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	83	100.00	0.00	67.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	50.00

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)	70.99	67.48	53.86	53.85	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	164	163	99.39	0.61	67.48
Female	85	85	100.00	0.00	65.88
Male	79	78	98.73	1.27	69.23
American Indian or Alaska Native	0	0	0	0	0
Asian	52	51	98.08	1.92	88.24
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	30	30	100.00	0.00	56.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	52	52	100.00	0.00	61.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	0.00	60.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	38.89

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

Our school is fortunate to have a high level of parental support. Volunteers help at the school and in the classrooms on a daily basis in various capacities. West Creek quickly established an excellent reputation due, in part, to the support we received, and continue to receive, from our parents and our community. Parents are kept informed of school events and news through weekly online newsletters and messages in Parent Square. Parents interested in volunteering at our school should contact the school office for information.

Parents may be involved during family nights that are organized by our PTA. Family nights have included a STEAM night, Fall Festival, student talent show, Matters of the Heart where something is created to help others, a family dance, and a Global Night.

Parents and Caregivers also have an opportunity to engage in educational sessions to learn more about school programs and how to support their own child. This includes school and district-sponsored meetings and workshops. Parents and caregivers can learn about school programs at monthly Coffee with the Principal sessions.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1053	1051	58	5.5
Female	521	520	23	4.4
Male	532	531	35	6.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	291	290	12	4.1
Black or African American	28	28	0	0.0
Filipino	84	84	2	2.4
Hispanic or Latino	226	225	11	4.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	86	86	7	8.1
White	326	326	24	7.4
English Learners	71	71	3	4.2
Foster Youth	1	1	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	136	136	14	10.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	97	10	10.3

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	0.30	0.76	0.02	0.21	0.46	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	0.76	0
Female	0	0
Male	1.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.57	0
Filipino	1.19	0
Hispanic or Latino	0.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.33	0
White	0.92	0
English Learners	1.41	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.21	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.09	0

2023-24 School Safety Plan

West Creek Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Our Comprehensive School Safety Plan is updated annually. The plan includes sections on child abuse reporting, disaster preparedness, suspension and expulsion, dangerous student notification, sexual harassment, dress codes, and hate crime reporting. Fire drills are conducted monthly and earthquake and lockdown drills are held four times each year. The plan was discussed at our school site council and staff meetings in December/January and submitted to the Board of Trustees for approval in March.

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 to our volunteer management system, wear a visitor's badge during their stay, and check out at the front office upon departure.

The Comprehensive School Safety Plan developed under SB187 guidelines addresses each of the following three elements:
- School-wide Positive Behavior Support
- Safe School Environment
- Disaster Preparedness

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	23	1	3	
1	22	1	2	
2	22	1	3	
3	24	1	3	
4	20	2	2	
5	27	1	3	
6	25		3	

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	26		5	
1	29		4	
2	24	1	4	
3	24	1	5	
4	28	1	4	
5	26	1	4	
6	28	1	5	

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	0	6	0
1	24	1	4	0
2	26	1	4	0
3	24	1	5	0
4	27	1	5	0
5	28	1	5	0
6	29	0	5	0
Other	0	0	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
Pupils to Academic Counselor	0

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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.2

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
School Site	12138	4324	7814	88524
District	N/A	N/A	8165	$93,001
Percent Difference - School Site and District	N/A	N/A	-4.4	6.9
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	16.9	1.4

Fiscal Year 2022-23 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.

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	$51,009	$54,215
Mid-Range Teacher Salary	$92,409	$86,843
Highest Teacher Salary	$108,129	$111,440
Average Principal Salary (Elementary)	$143,844	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$211,150	$252,466
Percent of Budget for Teacher Salaries	31.6%	33.16%
Percent of Budget for Administrative Salaries	4.25%	5.15%

Professional Development

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into their teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Induction and Peer Assistant Review programs extend 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 as well as two professional development days scheduled throughout the school year. These professional development days incorporate training on a variety of subjects, including Professional Learning Communities, Positive Behavior Intervention and Supports, Next Gen Math, Next Generation Science Standards (NGSS), iReady, Language Art Curriculum and technology. Teachers utilize the information that they have learned as they plan together with their colleagues during Collaborative Instructional Planning each Wednesday created by our early release of students. Teachers have also been learning about what works best for student learning through training and collaborative conversations through Professional Learning Communities.

Committees composed of teachers and administrators reviewed the state standards and deconstructed them for our curriculum for mathematics, language arts, history/social science and science. Breaking the standards apart into smaller chunks makes them more easily understood and more succinct to plan and teach and have been incorporated into a district pacing guide. These standards-based documents are the foundation for what is taught and assessed in our district and what we ensure students will learn each year. .
The primary focus at West Creek Academy for staff development is Professional Learning Communities, California Common Core State Standards in each of the content areas, Positive Behavior and Intervention Supports (PBIS), technology and Construction Meaning instruction and ELPAC training for English Learner students.

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	2	2	2