

West Creek Academy

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

Susan Bett, Principal

sbett@saugusd.org

<http://westcreek.saugusd.org>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Saugus Union Elementary School District

24930 Avenue Stanford
Santa Clarita, CA 91355
(661) 294-5300
www.saugusd.org

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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 the Saugus Union School 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, many different states, and 24 different countries as our population has reached just under 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). ALPS is the method by which West Creek instills higher level thinking and a deepened knowledge of all subject taught through the use of the GATE icons for all students. Students learn the eleven 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.

After successfully implementing our Pathway to the Arts program, the West Creek community decided to take things one step further by launching a STEAM education program within the Arts program. Currently, all students are highly engaged in the areas of science, technology, engineering, art, and music classes through both classroom lessons and our STEAM Pathway Program. Through our partnership with CalArts, our students participate in General Music, Drumming, Keyboards, Choir, and Stop Motion Animation during the school day. Pathway classes during the day delve into engineering, the arts, coding, theater, hip hop and poetry. After school programs through CalArts include beginning woodwinds, strings, and drumming, and intermediate and advanced orchestra. Also included as part of our after school programs are Theater and GATE classes.

LA Opera has partnered with West Creek over the years to provide Voices for Tolerance, a program that teaches students about respecting other cultures and being accepting of others' differences. Throughout the process, students sing in 5 different languages and perform with opera singers and actors from LA Opera.

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 on students being, "Honest Optimistic Willing Leaders." In August of 2016 the last line of our current school pledge was added: "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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	174
Grade 1	122
Grade 2	153
Grade 3	129
Grade 4	143
Grade 5	138
Grade 6	136
Total Enrollment	995

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.2
Asian	26.9
Filipino	11.3
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.2
White	39.8
Socioeconomically Disadvantaged	8.7
English Learners	13.2
Students with Disabilities	8.0
Foster Youth	0.0

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	16-17	17-18	18-19
With Full Credential	42	37	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	16-17	17-18	18-19
With Full Credential	◆	◆	381
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
West Creek Academy	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 8/16/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill: Grades K-6 Certified 2018 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

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: 7/24/2018		
System Inspected	Repair Status	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	Fair	
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	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/24/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	77.0	80.0	62.0	65.0	48.0	50.0
Math	70.0	71.0	51.0	53.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.7	22.3	53.2

* 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.

**School Year 2017-18 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	546	540	98.90	79.63
Male	272	271	99.63	72.32
Female	274	269	98.18	86.99
Black or African American	21	21	100.00	52.38
American Indian or Alaska Native	--	--	--	--
Asian	145	143	98.62	86.71
Filipino	59	59	100.00	77.97
Hispanic or Latino	90	90	100.00	71.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	209	205	98.09	80.49
Two or More Races	18	18	100.00	88.89
Socioeconomically Disadvantaged	43	43	100.00	60.47
English Learners	86	85	98.84	78.82
Students with Disabilities	52	52	100.00	44.23

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 2017-18 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	546	541	99.08	71.35
Male	272	272	100	71.32
Female	274	269	98.18	71.38
Black or African American	21	21	100	42.86
American Indian or Alaska Native	--	--	--	--
Asian	145	144	99.31	83.33
Filipino	59	59	100	79.66
Hispanic or Latino	90	90	100	57.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	209	205	98.09	67.32
Two or More Races	18	18	100	88.89
Socioeconomically Disadvantaged	43	43	100	46.51
English Learners	86	86	100	72.09
Students with Disabilities	52	52	100	38.46

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 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 on-line newsletters and emails. Parents interested in volunteering at our school should contact the school office for information.

Through our partnership with the West Creek Academy PTA, parent engagement sessions are held each year including opportunities for parent to be engaged with and learn about areas that have including technology, social skills, and mindfulness. 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 Daughter Dance, and a Son Dance.

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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.3	0.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	23	22			2	7	6	6			
1	27	25	24				4	6	5			
2	28	25	26				5	5	6			
3	26	25	26				5	5	5			
4	31	29	32				4	5	3			1
5	33	33	31				2	2	5	2	2	
6	33	30	34				3	5		1		4

* 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 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 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 as well as two professional development days scheduled throughout the school year. These professional development days incorporate training on a variety of subjects, including Common Core State Standards, Constructing Meaning for English Language Development instruction, Next Generation Science Standards (NGSS), Kennedy Arts integration, Language Art Curriculum and technology. Teachers utilize the information that they have learned as they plan together with their colleagues during Collaborative Instructional Planning, which is the planning time teachers receive with their grade level 3 days during the school year as well as 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 about Visible Learning. Our staff participates in learning walks and instructional rounds as well, which gives teachers the opportunity to visit the classrooms of their peers and collaborate about different instructional practices.

Committees comprised 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. These standards-based documents are the foundation for what is taught and assessed in our district.

The primary focus at West Creek Academy for staff development is Professional Learning Communities, Visible Learning, Direct Instruction, California Common Core State Standards in each of the content areas (including the Next Generation Science Standards), Positive Behavior and Intervention Supports (PBIS), Advanced Learning Process for all Scholars (ALPS), and Construction Meaning instruction and ELPAC training for English Learner students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$50,084
Mid-Range Teacher Salary	\$80,770	\$80,256
Highest Teacher Salary	\$95,203	\$100,154
Average Principal Salary (ES)	\$130,422	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$222,447
Percent of District Budget		
Teacher Salaries	38.0	37.0
Administrative Salaries	5.0	5.0

* 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,529	\$2,778	\$6,751	\$77,152
District	◆	◆	\$6,959	\$82,457
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-3.0	-6.6
Percent Difference: School Site/ State			-5.4	-4.8

* Cells with ◆ 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.

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.