

# Westbrook Elementary

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Westbrook Elementary
<b>Street</b>	4501 Solaire Drive
<b>City, State, Zip</b>	Roseville, CA 95747
<b>Phone Number</b>	916 771 1910
<b>Principal</b>	Jessica Brooks
<b>Email Address</b>	jbrooks@rcsdk8.org
<b>School Website</b>	<a href="https://westbrook.rcsdk8.org/">https://westbrook.rcsdk8.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	31-66910-0000000

### 2024-25 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	916-771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website</b>	www.rcsdk8.org

### 2024-25 School Description and Mission Statement

Westbrook Elementary is the newest elementary school in the respected Roseville City School District. The school is committed to providing a nurturing and inclusive learning environment for students from diverse backgrounds. With a dedicated team of educators, Westbrook Elementary strives to push students to their highest potential academically, socially, and emotionally. The school's mission is to foster a love for learning while building resilience in students. By encouraging students to overcome challenges and persevere, Westbrook Elementary aims to equip them with the necessary skills to succeed in all aspects of life.

## 2024-25 School Description and Mission Statement

At Westbrook Elementary, creating a collaborative community is a core value. The school believes in the power of teamwork and recognizes that collaboration is essential for student growth and development. Teachers, staff, and parents work together to create a supportive and inclusive atmosphere where every student feels valued and respected. By fostering a sense of community, Westbrook Elementary aims to create an environment where students can thrive and reach their full potential. The school encourages students to work together, share ideas, and learn from one another, promoting a sense of unity and cooperation. Through this collaborative approach, Westbrook Elementary strives to prepare students for a successful future in an interconnected world.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	170
Grade 1	84
Grade 2	77
Grade 3	73
Grade 4	64
Grade 5	78
<b>Total Enrollment</b>	<b>546</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.5
Asian	22.9
Black or African American	3.7
Filipino	11.7
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.1
White	31.3
English Learners	13.2
Homeless	0.9
Socioeconomically Disadvantaged	57.5
Students with Disabilities	9

## **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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

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.

## 2022-23 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)			510.70	93.72	231142.40	100.00
Intern Credential Holders Properly Assigned			1.00	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			6.50	1.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			15.30	2.81	11746.90	4.23
Unknown/Incomplete/NA			11.30	2.08	14303.80	5.15
<b>Total Teaching Positions</b>			<b>544.90</b>	<b>100.00</b>	<b>277698</b>	<b>100</b>

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	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
<b>Total Teachers Without Credentials and</b>			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
<b>Total Out-of-Field Teachers</b>			

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)			
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 12, 2024, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

**Year and month in which the data were collected** August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark 2024	Yes	0
<b>Mathematics</b>	Houghton Mifflin -Expressions 2015	Yes	0
<b>Science</b>	Discovery Education 2020	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman 2007	Yes	0

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

## School Facility Conditions and Planned Improvements

### General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

### Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

### School Facility Good Repair Status:

#### Overall Summary of School Facilities Repair Status-Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

### Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

This is Westbrook's opening year and all facilities are currently under warranty by the builder.

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

12/2024

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



## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)						
<b>Mathematics</b> (grades 3-8 and 11)						

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	220	96.92	3.08	65.91
Female	107	102	95.33	4.67	70.59
Male	120	118	98.33	1.67	61.86
American Indian or Alaska Native	--	--	--	--	--
Asian	56	53	94.64	5.36	73.58
Black or African American	--	--	--	--	--
Filipino	31	31	100.00	0.00	77.42
Hispanic or Latino	35	35	100.00	0.00	54.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	40.00
White	73	70	95.89	4.11	67.14
English Learners	23	20	86.96	13.04	35.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	122	97.60	2.40	65.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	33.33

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	222	98.23	1.77	58.56
Female	106	103	97.17	2.83	49.51
Male	120	119	99.17	0.83	66.39
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	66.07
Black or African American	--	--	--	--	--
Filipino	31	31	100.00	0.00	74.19
Hispanic or Latino	35	35	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	50.00
White	72	69	95.83	4.17	56.52
English Learners	23	23	100.00	0.00	21.74
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	122	98.39	1.61	56.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	28.57

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)						

## 2023-24 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	84	82	97.62	2.38	56.10
Female	39	38	97.44	2.56	63.16
Male	45	44	97.78	2.22	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	68.42
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	28	93.33	6.67	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	55.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

### 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

## 2023-24 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 requires only participation results 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	95	96	91	96	95

## 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.

## 2024-25 Opportunities for Parental Involvement

Westbrook Elementary strongly believes in the importance of parent involvement in a child's education. The school offers a variety of opportunities for parents to actively participate in their child's learning journey. One such opportunity is the Parent-Teacher Club (PTC), which serves as a platform for parents to engage with teachers, administrators, and other parents. The PTC organizes events, fundraisers, and workshops that promote parent involvement and support the school community. By joining the PTC, parents can have a direct impact on their child's education and contribute to the overall success of Westbrook Elementary.

In addition to the PTC, Westbrook Elementary provides other councils and committees for parents to join. Our School Site Council team plays a crucial role in shaping the policies and decisions that affect the school community. Our English Learner Advisory Committee (ELAC) is focused on supporting English Learner (EL) students and their families.

Parents can volunteer in the classroom, assisting teachers with activities and projects. They can also participate in school events and field trips, providing valuable support and enriching experiences for students. Westbrook Elementary recognizes that parents have unique skills and talents that can benefit the school community. Therefore, the school welcomes parents to share their expertise by leading workshops, giving presentations, or organizing extracurricular activities. By actively involving parents in the educational process, Westbrook Elementary aims to create a strong partnership between home and school,

**2024-25 Opportunities for Parental Involvement**

fostering a collaborative environment that enhances student learning and success.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate								8.2	8.9
Graduation Rate								86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	587	73	12.4
Female	287	286	34	11.9
Male	306	301	39	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	137	137	15	10.9
Black or African American	20	20	1	5.0
Filipino	70	67	5	7.5
Hispanic or Latino	114	113	24	21.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	62	9	14.5
White	183	181	18	9.9
English Learners	91	89	9	10.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	337	334	41	12.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	81	25	30.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.51	0.00
Female	0.35	0.00
Male	0.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.61	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.47	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Staff have been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff.

Westbrook Elementary is committed to providing a safe and secure learning environment for all students, staff, and visitors.

## 2024-25 School Safety Plan

The school has developed a comprehensive school safety plan that encompasses various measures to ensure the well-being of the school community. The plan includes a combination of preventive, responsive, and recovery strategies to address potential safety threats.

Westbrook's comprehensive school safety plan includes the implementation of security measures. All visitors are required to check in at the main office and wear identification badges while on school grounds. Westbrook has also established emergency procedures and conducts regular drills and trainings to prepare students and staff for various emergency situations, such as fire drills, lockdown drills, and earthquake drills.

Additionally, Westbrook Elementary places a strong emphasis on fostering a positive and inclusive school climate. The school promotes a culture of respect, empathy, and kindness, which helps to prevent incidents of bullying and promotes a sense of belonging among students. Westbrook also has a comprehensive anti-bullying policy in place, which includes reporting mechanisms and intervention strategies to address and resolve any bullying incidents.

Overall, Westbrook's comprehensive school safety plan prioritizes the physical and emotional well-being of the school community. By implementing security measures, establishing emergency procedures, and promoting a positive school climate, Westbrook Elementary ensures that students can learn and thrive in a safe and supportive environment.

Our Comprehensive Safety Plan will be approved on January 13th, 2025, by our School Site Council.

## 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.

### 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
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### 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	6	35	
1	17	27	7	
2	21	5	21	
3	20	5	21	
4	23	5	14	
5	21	5	21	

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	N/A	N/A		\$97,790
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2023-24 Types of Services Funded

Westbrook Elementary receives district funds to support its academic, behavior, and social emotional educational programs. Reading intervention materials such as Heggerty, Secret Stores and Focus for reading have been purchased with LCFF funds for teachers to use to provide intervention for students. LCFF funds were also used to purchase iXL math for grades 2-5 to provide additional math support. District funding provided all students in grades K-1 access to Lexia and grades 2-5 access to iReady instruction in ELA. These programs also provide additional reading support. Students in grades K-5 are 1:1 with Chromebooks which is district funded. LCFF funds are also utilized to support our school-wide Positive Interventions and Supports Program.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$51,032	\$58,553
<b>Mid-Range Teacher Salary</b>	\$99,594	\$93,924
<b>Highest Teacher Salary</b>	\$115,955	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$135,935	\$149,898
<b>Average Principal Salary (Middle)</b>	\$158,377	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$265,000	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	41%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

At Westbrook, we believe professional development provides an opportunity to build relationships among staff members. Through collaborative workshops, team-building activities, and shared learning experiences, educators have the opportunity to connect with their colleagues on a deeper level. By engaging in relationship centered activities, staff members can develop a sense of camaraderie and trust, which strengthens their ability to work collaboratively and support one another. These relationships foster a positive and supportive school culture, where staff members feel valued and empowered to contribute their unique perspectives and expertise. Ultimately, relationship focused activities as a staff help create a cohesive and united team that is dedicated to the success and well-being of all students.

In addition to our focus on building relationships, Westbrook provides professional development around Multi-Tiered System of Support (MTSS). Westbrook teachers can proactively identify students who may be struggling and provide targeted interventions to meet their specific needs. This tiered approach allows for early intervention and prevents students from falling behind. Additionally, MTSS promotes collaboration among educators, families, and other support professionals, ensuring a coordinated and comprehensive approach to supporting students. By utilizing MTSS, and by providing opportunities to practice and review the process, Westbrook can create a supportive and inclusive environment where all students have the opportunity to thrive and reach their full potential.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7