

West Park Elementary School District

2695 South Valentine Avenue Fresno, CA 93706 ▪ www.westpark.k12.ca.us

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SARC

2022-23

School Accountability
Report Card

Published in 2023-24



West Park Elementary School

Grades K-8
CDS Code 10-62539-6007413

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District Profile

The West Park Elementary School District was established in May 1885. It is a "single bell" district, which is symbolic of its independence and self-sufficiency. Located in a rural setting seven miles southwest of Fresno major, the district currently operates a preschool (located at the main elementary campus and one at a partnering campus), a transitional K-8 elementary school, and a K-12 charter school (located in Fresno and Hanford).



Principal's Message

West Park Elementary School is a TK-8 school located in a rural setting seven miles southwest of the city of Fresno. One-hundred percent of the students are transported as West Park is a "no-walk" school. Along with our TK-8 clientele, West Park Elementary also includes a collaborative state preschool program housed on campus that has earned a four-star rating.

Our goal is to work for each student to become a quality self-learner as they become:

- A better writer
- A better reader
- A better thinker
- A better person

West Park Elementary School's task is to supply high-quality instruction, as well as the needed support, to empower each student to reach these goals.

West Park Elementary School continues to serve a diverse community that is traditionally strong in supporting family values. West Park's staff strives to meet the standards set forth by the state of California by presenting rigorous, standards-based academic content, with constant checking for understanding to inform the need to re-teach those areas that present a challenge, and differentiating the curriculum and instructional styles for students that require support in advancing their learning, or working to close gaps of performance for struggling students.

West Park Elementary School's expectation is that all students are at grade level in their academic performance. If this expectation proves challenging, the Student Success Team is brought to bear on the challenge, applying Response to Intervention strategies, with the goal always of improvement and ultimate student success.

As we work with each family and each child, we can open the doors for a better future that has advancing opportunities that each student can walk away remembering as a foundation to their learning. We are proud of each and every person associated with West Park, and we would like to carry that tradition forward with each family in mind.

School Mission Statement

West Park Elementary School promotes continuous student achievement through:

- Standards-based curriculum
- Parent community partnership
- A safe and nurturing environment
- Cultural diversity

The **Standards-Based Curriculum** at West Park Elementary is aligned with state adoptions, state assessment (California Assessment of Student Performance and Progress, or CAASPP) and English language development. Deployment provides a schoolwide Response to Intervention strategy and Supplemental Educational Services (SES) provide afterschool intervention and enrichment opportunities for students with identified needs.

Parent Community Partnership includes the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Committee, a variety of chaperoning opportunities throughout the school year, teacher-parent conferences and fundraising opportunities. The above groups are invested with Local Control and Accountability Plan (LCAP) input and are given regular LCAP updates.

A Safe and Nurturing Environment is supported through plan alignment with the Positive Behavioral Interventions and Supports (PBIS) philosophy. This Response to Intervention-based plan incentivizes positive behavior while addressing behavior incidents in a tiered approach. This plan addresses incentives and consequences for student conduct and is the base for the uniformity of school climate.

Cultural Diversity is foundational to the West Park community with representation from the varying populations that are served and embraced with support of student resources beginning with meal preparations and opportunities for involvement in all aspects of the school.

School Vision Statement

West Park Elementary School envisions that every student leaves West Park equipped to successfully navigate the world beyond our walls.

All students are to be at grade level in their academic performance. If this expectation proves challenging, the Student Success Team and its Response to Intervention approach is brought to bear on the challenge.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

West Park Elementary School District promotes continuous student achievement through

1. Standards-based curriculum
2. Alternative educational opportunities
3. Parent community partnerships
4. Cultural diversity
5. A safe and nurturing environment

All students will realize their full potential to become lifelong learners who are responsible and productive citizens.

District Vision Statement

West Park educational community will continue to exceed its potential through respect, hard work and collaborative commitments.

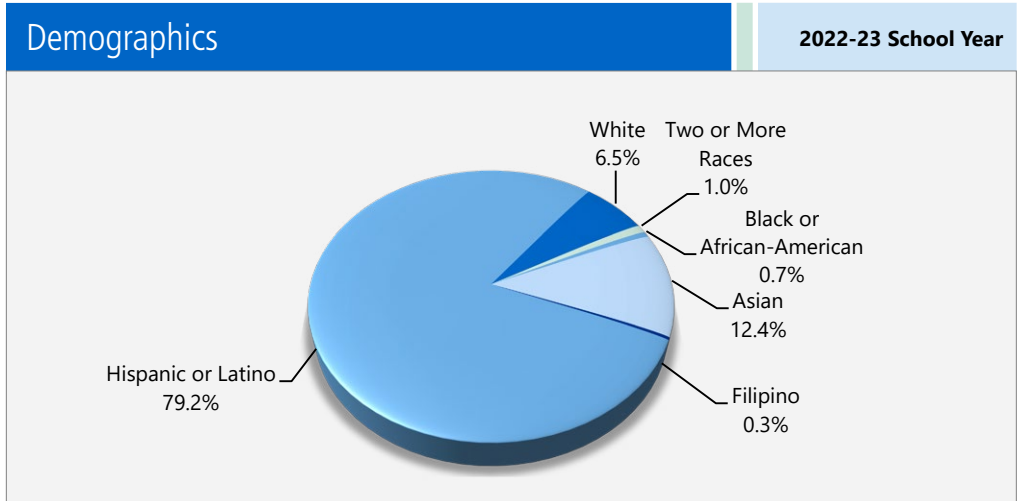
Board of Trustees

- Fernando Alvarez, President
- Araceli Lopez, Clerk
- Mark Vivenzi, Member
- Ezekiel Rodriguez, Member
- Aida Garcia, Member



Enrollment by Student Group

The total enrollment at the school was 307 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.



School Safety

West Park Elementary School is supported by the Injury & Illness Prevention Program sponsored by the Fresno County Self Insurance Group/ Organization of Self-Insured Schools (OSS), which provides the template for the school's Safety Plan.

The plan is addressed annually by the superintendent and site managers.

The elements of the plan are communicated through the student-parent handbook so that procedures, protocols and contacts are communicated to all educational partners.

An ad hoc safety committee embedded in the District Senate meets monthly to discuss the safety trends of the site and needs that should be addressed in priority order. The team is composed of administrators and managers.

The superintendent has mandated that safety-related issues should be a topic item at all meetings.

Specific areas of focus, coupled with appropriate strategies to address concerns, are featured in the school Safety Plan. Safety and discipline issues are addressed in the student handbook, which is found on the District web page.

The Williams case items regarding facility and safety are audited annually. Ongoing audits include health and safety inspections from the fire marshal, food services and liability insurance carriers.

The following monthly drills are conducted:

- Lockdown; 2. Duck and cover; 3. Evacuation/fire drill.

An annual bus evacuation drill is conducted during the first semester.

The Superintendent and the director of maintenance, operations and transportation inspect the facility on a monthly basis.

Visitors are required to check in at the office, sign the visitor's log and wear a badge (a visitor pass) while on the campus. All gates, except one, are locked during school hours. Yard supervisors are on duty before and during school hours. After-school activities are monitored by staff. West Park Elementary is contracted with the Fresno County Office of Education and Teaching Fellows for the after-school program and their personnel are trained to follow the regular school protocol for emergencies.

Safety policies are reviewed as needed (regulatory updates) and are kept current to address contemporary issues such as bullying, cyberbullying, character discussions (decision-making), and health and wellness issues. The school employs an outreach liaison to assist families with support and resources for a healthier existence. This includes a food bank, school-based clothes closet and assistance with health-related referrals to appropriate providers.

The important safety features applied most recently are:

- Security camera setup and monitoring (on the school grounds and school perimeter)

We adhere to the philosophy of Positive Behavioral Interventions and Supports (PBIS) for student accountability. This Response to Intervention, three-tiered model has led to sharp declines in suspension rates and no expulsions in the past two years.

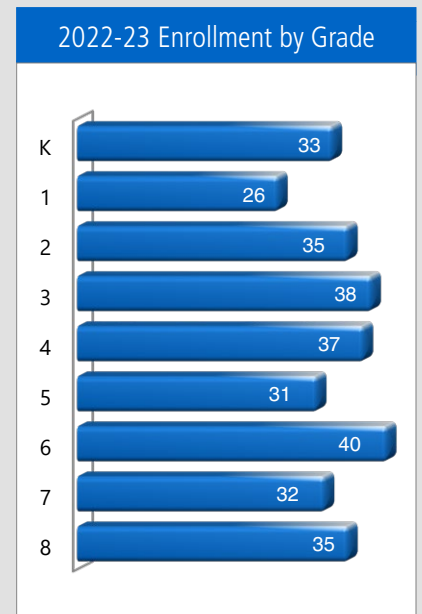
The school safety plan was last reviewed, updated and discussed with the school faculty in February 2024.

Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	46.60%
Male	53.40%
Non-Binary	0.00%
English learners	37.50%
Foster youth	1.30%
Homeless	0.30%
Migrant	0.30%
Socioeconomically Disadvantaged	76.90%
Students with Disabilities	14.70%

Enrollment by Grade

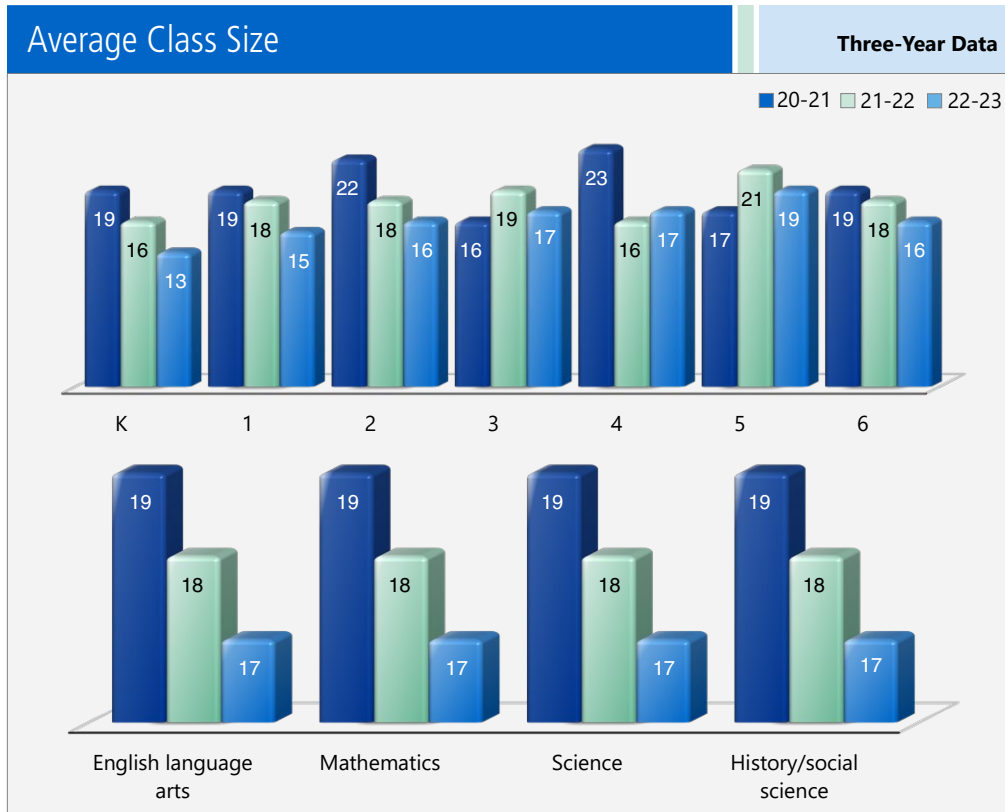
The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms 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.



Number of Classrooms by Size

Three-Year Data

Grade	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			2			2		
2	1	1		2			2		
3	2			2			2		
4		2		2			2		
5	2			1	1		2		
6	2			2			2		

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2			4			4		
Mathematics	2			4			4		
Science	2			4			4		
History/social science	2			4			4		

Parental Involvement

Parents and guardians engage in school-sponsored events:

- Breakfast with Santa
- Muffins with Moms
- Donuts with Dads
- Open House
- Awards and Rewards Assemblies
- Seasonal athletic events
- Back-To-School Night
- Parent-teacher conferences
- Parent Coffee Hour
- SSC and ELAC
- Parent Updates via Parent Square and Class Dojo
- Aeries Parent Portal
- LCAP

West Park parents were also involved in a Migrant Education Consortia (Fresno County Superintendent of Schools [FCSS] County collaborative), allowing parents to communicate with regional area parents to compare school needs and issues. Community Food Bank is distributed through the Migrant Ed program.

Through the SSC, Parent Advisory Committee and the ELAC, parents have the opportunity to get updates and give input on the Local Control and Accountability Plan.

Board meetings are held monthly on the second Monday of the month with an earmarked public session for district level communications. Agenda items are posted 72 hours in advance.

The school welcomes parents to visit the school during operations. Teachers and staff recruit parents for continuous support in fundraising and chaperoning events for the classroom. A school handbook, available in English and Spanish, is provided to guide the events of the year and to communicate critical contacts at the school.

A computer phone dialer (Parent Square) is used to announce events and communications to parents. Daily attendance calls are made home to address absences or other attendance nuances that may be reflected on the students' daily record. The student information system, Aeries, has a parent portal that is available to parents. They are able to look up their child's information.

For more information on how to become involved, please contact Superintendent Dr. Brian Clark at (559) 233-6501.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	West Park ES			West Park ESD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	3.50%	4.00%	0.00%	1.70%	2.30%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	4.00%	0.00%	
Female	1.80%	0.00%	
Male	6.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	2.40%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	4.30%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	4.60%	0.00%	
English Learners	4.20%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	4.50%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	7.10%	0.00%	

Professional Development

The annual calendar for the school year addresses and is monitored by administration for the following:

- English language arts (ELA) and math benchmarks
- Staff meetings, Professional Learning Communities (PLCs)
- Assessment tools for student progress

Benchmark assessments (CAASPP and STAR practice tests) and standardized report cards are used to assess, monitor and report student progress and teacher performance targets.

Teacher meetings (minimum-day schedule) are scheduled on Wednesdays with set agendas to focus on instructional practices and other site needs. PLCs are scheduled a minimum of three times per week.

The staff is encouraged to continue their education and participate in professional development activities (i.e., Assembly Bill 476, Beginning Teacher Support and Assessment, Special Education and Charter Issues). In addition, state and local conferences and use of multimedia resources are advocated.

Teachers attend professional development throughout the year. All certificated staff attend orientation at the beginning of each year. Six days of teacher professional development training is articulated in the Collective Bargaining Agreement (CBA).

During professional development opportunities, many topics are covered throughout the year. The following topics are stressed:

1. Content development and delivery in ELA and math
2. Assessment Preparation for CAASPP, English Language Proficiency Assessments for California (ELPAC) and STAR assessments
3. Technology resources such as Paper and iReady
4. Data Works Explicit Direct Instruction training

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2021-22	8
2022-23	8
2023-24	8



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	32%	32%	58%	55%	71%
7	42%	29%	68%	29%	68%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	354	330	112	33.90%	
Female	168	153	50	32.70%	
Male	185	176	61	34.70%	
Non-Binary	1	1	1	100.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	42	39	9	23.10%	
Black or African American	4	2	2	100.00%	
Filipino	1	1	0	0.00%	
Hispanic or Latino	281	264	94	35.60%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	4	3	3	100.00%	
White	22	21	4	19.00%	
English Learners	144	136	37	27.20%	
Foster Youth	6	5	1	20.00%	
Homeless	2	2	0	0.00%	
Socioeconomically Disadvantaged	290	269	96	35.70%	
Students Receiving Migrant Education Services	19	19	2	10.50%	
Students with Disabilities	70	67	40	59.70%	

Types of Services Funded

- Unrestricted Lottery Funds
- Title I
- Migrant Education (FCOE Consortium)
- Special Education (state and federal)
- Title II, Part A—Professional Development
- Title III, Limited English Proficient
- After School Education and Safety (ASES) Program
- Restricted Lottery Funds—Instructional Materials
- Home-to-School Transportation
- Local Control Funding Formula (LCFF)
- Education Protection Account
- School Improvement ESSA
- Title V READ
- Title IV Part A, Student Support and Academic Enrichment
- Low Performing Students Block Grant



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.

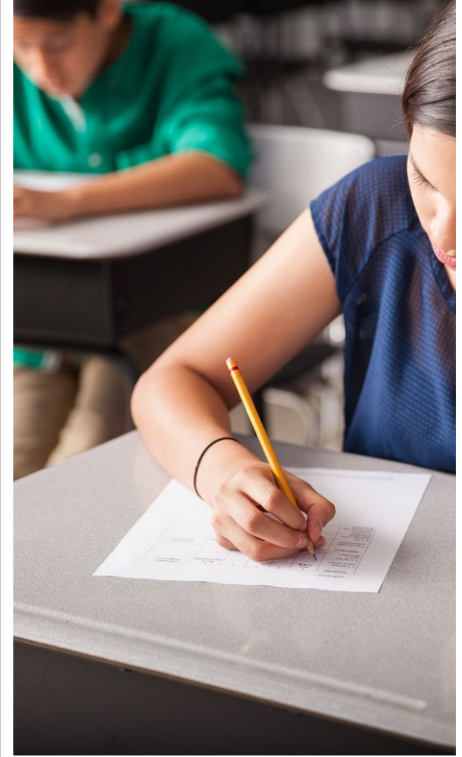


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	West Park ES		West Park ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	7.79%	15.63%	7.79%	15.63%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	West Park ES		West Park ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	18%	16%	24%	22%	47%	46%
Mathematics	8%	10%	8%	9%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

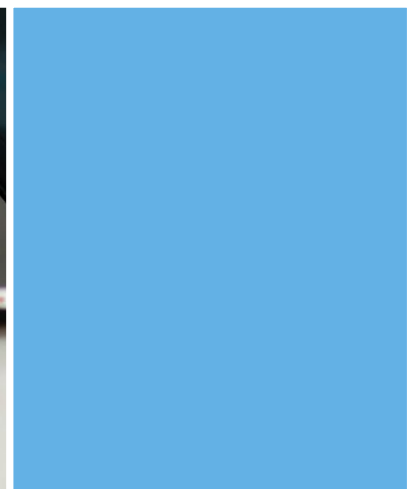
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	64	64	100.00%	0.00%	15.63%
Female	26	26	100.00%	0.00%	19.23%
Male	38	38	100.00%	0.00%	13.16%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	54	54	100.00%	0.00%	11.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	28	28	100.00%	0.00%	3.57%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	49	49	100.00%	0.00%	12.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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





CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	206	202	98.06%	1.94%	15.84%
Female	97	94	96.91%	3.09%	22.34%
Male	109	108	99.08%	0.92%	10.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	21	95.45%	4.55%	23.81%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	165	162	98.18%	1.82%	14.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	17	17	100.00%	0.00%	11.76%
English Learners	85	83	97.65%	2.35%	9.64%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	163	159	97.55%	2.45%	15.09%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	33	100.00%	0.00%	6.06%

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

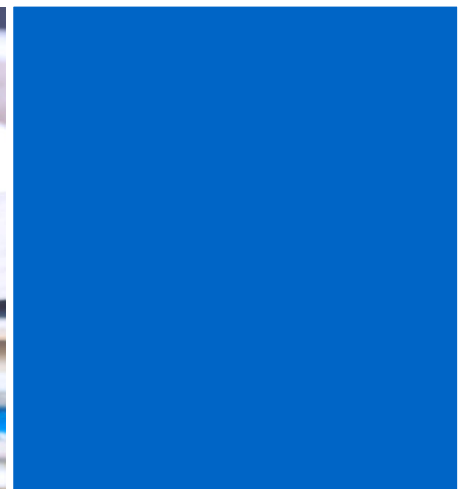




CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	205	200	97.56%	2.44%	10.00%
Female	96	93	96.88%	3.12%	11.83%
Male	109	107	98.17%	1.83%	8.41%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	20	95.24%	4.76%	15.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	165	161	97.58%	2.42%	9.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	17	17	100.00%	0.00%	11.76%
English Learners	85	83	97.65%	2.35%	6.02%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	163	158	96.93%	3.07%	7.59%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	32	96.97%	3.03%	3.13%

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





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Fair	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Fair	
Electrical: Electrical systems	Fair	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	8/12/2023	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Because our campus is so old, we tend to have more sewer drain issues. Call plumbers as needed.	As needed
Interior	Although our campus has received an exterior remodel. Our interiors seem run down and we are making repairs as needed.	As needed
Cleanliness	Because our school site sits between agricultural fields, we tend to have a lot more bugs and rodents in our premises. We continue to monitor the squirrel issues and request help from our neighbor farmer to remove them from our campus. We also have a bi-monthly pest control service to stay on top of insect issues in our classrooms.	Ongoing
Electrical	Electrical Panel on 2, 6 and 10 not secure. Panels screwed shut.	8/12/2023
Restrooms/fountains	Urinal in men’s restroom behind the computer lab is out of order . Parts for repair ordered.	9/24/2023
External	All playgrounds are working properly and are safe to use, but due to the age of the equipment they do look worn-down and aged. We are in the process of looking at our finances to determine when the best time would be to start replacing some of the equipment.	TBD

School Facilities

West Park Elementary School makes a great effort to ensure the school is a clean, safe and functional learning environment.

Age of School Buildings

The West Park Elementary School campus includes 26 classrooms, a preschool building, administrative offices, a teacher work-room, staff break room, cafeteria, library, computer learning center, server room, 14 restroom facilities and storage space. The main campus was built between 1953 and 1958. Six of the classrooms were added in 1962. Four portables were added in 2000. The south end of the campus houses a workshop/transportation (barn). A computer learning center and charter office were added in 2003. Cameras have been installed to monitor public transition areas such as parking lots, campus entrances and exits, and areas of high traffic. A modernization plan application was submitted in 2012, and the district is applying for recently designated state funds. The modernization plan includes upgrades in flooring, doors, windows, plumbing, electrical, HVAC and storage. Modernization project is underway and was started in April 2023. Due to insufficient funding, West Park School District had chosen to upgrade one set of boys and girls restrooms, one staff restroom in the elementary office, and moved to update the cafeteria/multipurpose room. The update of the multipurpose room includes updated windows on the west-facing wall, new ADA doors throughout the campus, four HVAC units in the multipurpose room, ADA ramp for stage accessibility, and a new sound-dampening drop-down ceiling. West Park is currently in the process of accepting a change order to update the men’s and women’s restrooms located in the interior of the multipurpose room. West Park has also used a portion of the modernization funds to give the whole campus a much-needed paint job to tie everything together. West Park is currently working with Green Energy Innovations to bring in new LED lighting to all our offices and classrooms. We are also looking at the possibilities to provide electric vehicle charging stations and more solar panels that will help us reduce our energy bills.

All classrooms and offices have internet access through direct connection or Wi-Fi access points.

Bandwidth signaling was increased from 100MB to 1GB in 2023. Each classroom has a large screen smart TVs connected to curriculum sources and ancillary input devices. The computer center can host 30 students/staff and is used for state assessments, classroom projects and professional development.

Continued on page 12



School Facilities

Continued from page 11

Maintenance and Repair

The school maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner and in alignment with facility regulations. A work-order process (requisition) is used to ensure efficient service response. Emergency repairs are given the highest priority. A "tech desk" request form for facility and maintenance service is available to all staff with a computer or internet device. It is also the district's role to assure that the Williams case facility initiative is compliant when audited. Current upgrades and repairs are a library renovation and the improvement of athletic fields and play areas.

Cleaning Process and Schedule

There is one maintenance, operations and transportation department lead who manages maintenance schedules of four custodial staff members. Two work the day shift and two work the swing shift. Their duties include opening and closing the campus, routine repair and maintenance, grounds keeping, and daily cleaning of offices, bathrooms and all classrooms. The custodial staff also serve as the response team during emergency conditions—earthquake, lockdown and evacuation procedures. Asbestos Hazard Emergency Response Act (AHERA) updates are done by the maintenance staff.

One individual is trained to support the areas that are suspected of asbestos and guides the process and records the work done in the specified areas. The asbestos report is kept in the main district office. Annual training and updates are on-going and reviewed each summer. The last review was completed June 2020.

Deferred Maintenance

West Park Elementary continues to use deferred maintenance funds to keep the school site facility in good order. Routine replacement of HVAC filters, sewer filters, light replacements, painting, floor repair and door repair are typical in their routine procedures. Major replacements such as refrigerator compressors, electrical panel upgrades, blacktop resurfacing are generally outsourced. West Park Elementary School maintenance and technicians comply with the Department of Industrial Relations (DIR) policies that require all facility projects costing more than \$1,000 to be registered on the California DIR website, posting job roles and pay rates for the workers completing the job.

Textbooks and Instructional Materials

West Park Elementary School follows state curriculum frameworks, district content and performance standards to support student achievement. The principal met with the curriculum committee to review textbooks for selection. State-adopted texts and instructional materials are reviewed and purchased for all grade levels. West Park Elementary students, including English learners, each have state-adopted texts in the core curriculum. Curriculum is supplemented with multimedia tools (computer software, internet research, videos, CDs, etc.).

All students have access to devices and high-speed internet through mobile labs in every classroom. Students are also provided with Chromebooks for use at home.

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> , McGraw-Hill (K-5)	2016
Reading/language arts	<i>StudySync</i> , McGraw-Hill (6-8)	2016
Mathematics	<i>EnVisionMath</i> , Pearson (K-5)	2014
Mathematics	<i>Big Ideas Math</i> , Houghton Mifflin Harcourt (6-8)	2014
Science	<i>CA Inspire Science</i> , McGraw Hill (TK-5)	2005
Science	<i>STEMscopes</i> , California Accelerate Learning, Inc. (6-8)	2005
History/social science	<i>California Studies Weekly</i> , Studies Weekly (TK-5)	2018
History/social science	<i>History Alive!</i> California Series, Teachers Curriculum (6-8)	2018
English Language Development	<i>Reading Wonders</i> , McGraw Hill	2016
English Language Development	<i>StudySync</i> , McGraw Hill	2016

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2023-24 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇
◇ Not applicable.	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2023-24 School Year

Data collection date	9/11/2023
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Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2023-24 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

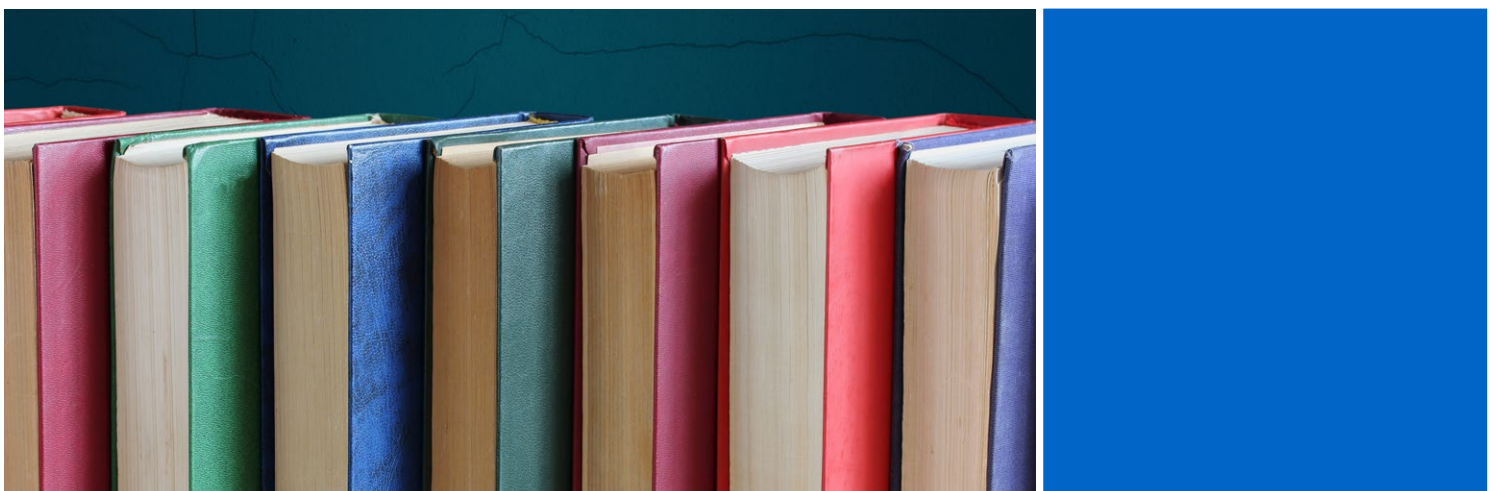
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.5	71.7%	20.7	54.6%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	4.3%	1.0	2.6%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.0	17.4%	4.0	10.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	10.7	28.3%	12,115.8	4.4%
Unknown	1.5	6.5%	1.5	3.9%	18,854.3	6.9%
Total Teaching Positions	23	100.0%	37.9	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	18.9	86.4%	24.8	71.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	9.1%	2.0	5.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.6%	1.0	2.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	6.9	19.8%	11,953.1	4.3%
Unknown	0.0	0.0%	0.2	0.6%	15,831.9	5.7%
Total Teaching Positions	21.9	100.0%	34.9	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.5	0.0
Misassignments	3.5	1.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	4.0	1.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.0%	8.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year

	Ratio
Pupils to Academic counselors	300:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2021-22 Fiscal Year	
	West Park ESD	Similar Sized District
Beginning teacher salary	◇	\$48,480
Midrange teacher salary	◇	\$73,129
Highest teacher salary	◇	\$99,406
Average elementary school principal salary	◇	\$117,381
Superintendent salary	◇	\$138,991
Teacher salaries: percentage of budget	27.18%	29.34%
Administrative salaries: percentage of budget	6.14%	5.99%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

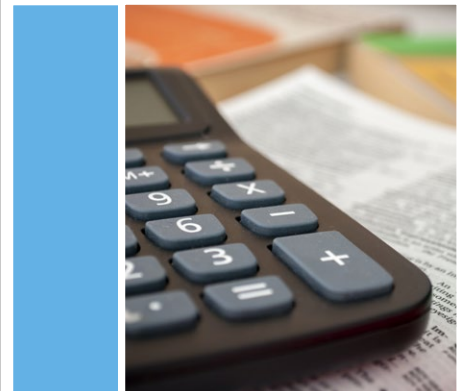
Financial Data Comparison	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
West Park ES	\$8,163	\$52,905
West Park ESD	\$11,437	\$55,250
California	\$7,607	\$75,753
School and district: percentage difference	-28.6%	-4.2%
School and California: percentage difference	+7.3%	-30.2%

◇ Information is not available at this time.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	\$15,901
Expenditures per pupil from restricted sources	\$7,738
Expenditures per pupil from unrestricted sources	\$8,163
Annual average teacher salary	\$52,905



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2024.