

Posted January, 22, 2024
Revised January 23, 2024

West Park Elementary School District

Board of Trustees
Special Meeting

Computer Center
West Park School District
2695 S. Valentine
Fresno, CA 93706

Wednesday, January 24, 2024
5:30p.m.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the meeting room or to otherwise participate in this meeting, including auxiliary aids or services, please contact Erin Pereira at (559) 233-6501. Notification by noon on the Friday preceding the board meeting, or at least 48 hours prior to the meeting, will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2695 S. Valentine, Fresno, CA 93706, during normal business hours. Public writings related to regular meeting open session agenda items distributed less than 72 hours in advance of a board meeting will be made available to the public at the time the document is distributed to the majority of the board.

The District welcomes Spanish and other language speakers to Board meetings. Anyone planning to attend and needing an interpreter should call (559) 233-6501, 48 hours in advance of the meeting, so arrangements can be made for an interpreter. *El Distrito da la bienvenida a las personas de habla hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al (559) 233-6501, 48 horas antes de la junta, para poder hacer arreglos de interpretación.*

Community members have two opportunities to address the Board of Trustees. **While the Board's meeting will be available for the public to view live online to the full extent possible (absent technical difficulties), public comments during the Board meeting must be made in person.** If you wish to address the Board on an agenda item, please do so when that item is called. Presentations will be limited to a maximum of three (3) minutes. Time limitations are at the discretion of the President of the Board.

Individuals have an opportunity to address the Board during the Period for Public Discussion on topics within the subject matter jurisdiction of the Board **not** listed on this agenda. If you wish to speak on an item not on the agenda, please fill out a request form and turn it in to

the clerk prior to the meeting. You will be called upon to make your comments under "Comments from the Public". Comments will be limited to three (3) minutes, with a total of twenty (20) minutes designated for this portion of the agenda. If you have questions on school district issues, please submit them in writing. The Board will automatically refer requests to the Superintendent.

AGENDA

I. OPENING BUSINESS

- A. Call Public Session to Order
- B. Roll Call: Fernando Alvarez ____ Aida Garcia ____ Araceli Lopez ____
Ezekiel Rodriguez ____ Mark Vivenzi ____
- C. Pledge of Allegiance
- D. Adopt Agenda

II. PUBLIC COMMENT PERIOD

Public Comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes pursuant to Board Policy. Public comment will also be allowed on each specific agenda item prior to Board action thereon.

Norms

We will be conducting this meeting with the following norms; we will

- 1. Communicate in a positive and appropriate manner
- 2. Be respectful in word and deed
- 3. Listen to understand
- 4. Be prepared to contribute and participate positively
- 5. Be supportive.

These are norms employed by our District and will be upheld to ensure a productive meeting.

III. CONSENT CALENDAR

Items listed under the Consent Calendar are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Calendar. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Calendar approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

A. Routine business transactions:

Title: SARC

1. SARC 2022-23 (School Accountability Report Card)

IV. ACTION ITEMS

1. APPROVAL: Change Calendar for Regular Board Meeting Dates
2. APPROVAL: Approve Process for Filling Board Vacancy
2. APPROVAL: West Park Elementary School District Storage Containers
3. APPROVAL: West Park Elementary School District Tent, Tables and Chairs
4. APPROVAL: Tables for the Multipurpose Room at West Park Elementary

V. PUBLIC COMMENT PERIOD RE: CLOSED SESSION ITEMS

General public comment on any closed session item that will be heard. The Board may limit comments to no more than three (3) minutes pursuant to Board policy. Following public comment on closed session agenda items, the Board will immediately recess into closed session.

VI. CLOSED SESSION

- A. Public employee discipline/release/dismissal/resignation/reassignment
(Government Code Section 54957)

- B. Public employee appointment/employment
(Government Code Section 54957(b))

Title: Pupil Service Specialist

Title: Math Teacher WPCA

Title: Math Teacher WPCA

- C. Public Employee Performance Evaluation
(Government Code Section 54957(b))

Title: Superintendent

VII. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

VIII. ADVANCED PLANNING

A. Regular Board Meeting: Tuesday, February 13 , 2024

IX. ADJOURNMENT

PUBLIC COMMENT PERIOD

CONSENT CALENDAR

ITEM: SARC 2022-23 (School Accountability Report Card)

PRESENTER: Craig Bajada, Data Analyst

Date: January 24, 2024

Action: Request for Acknowledgment

Each year the school district is required to prepare and publish an annual SARC report. The current SARC reports information is for the 2022/23 School Year and will be available on the WPESD website by February 1, 2024 as required.

District administration is requisition acknowledgement of the 2022/23 SARCs which will be forward to the California Department of Education to be included on the webpage <https://sarconline.org/public/findASarc>.

West Park Elementary School District

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

Dr. Brian Clark, Superintendent ▪ brian_c@wpesd.org ▪ (559) 233-6501

SARC

2022-23

School Accountability
Report Card
Published in 2023-24



West Park Elementary School

Grades K-8
CDS Code 10-62539-6007413

Irene Garcia, Principal
irene_g@wpesd.org

2695 South Valentine Avenue
Fresno, CA 93706
(559) 233-6501

www.westpark.k12.ca.us





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).



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.

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 thinker
- A better reader
- 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
- A safe and nurturing environment
- Parent community partnership
- 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.

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

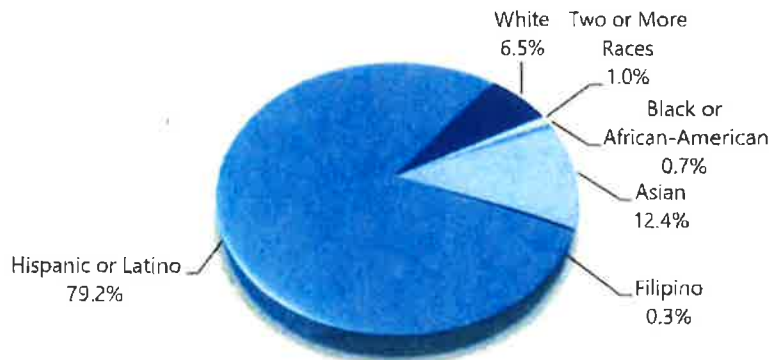


Enrollment by Student Group

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.

Demographics

2022-23 School Year



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 (QSS), 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

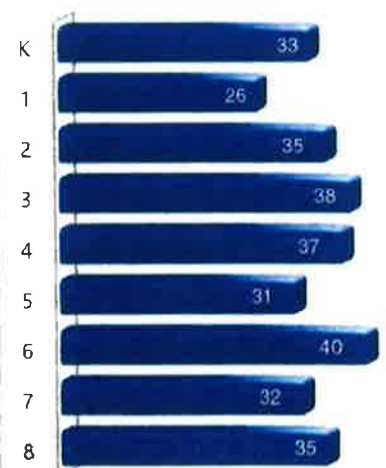
2022-23 School Year

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.

2022-23 Enrollment by Grade





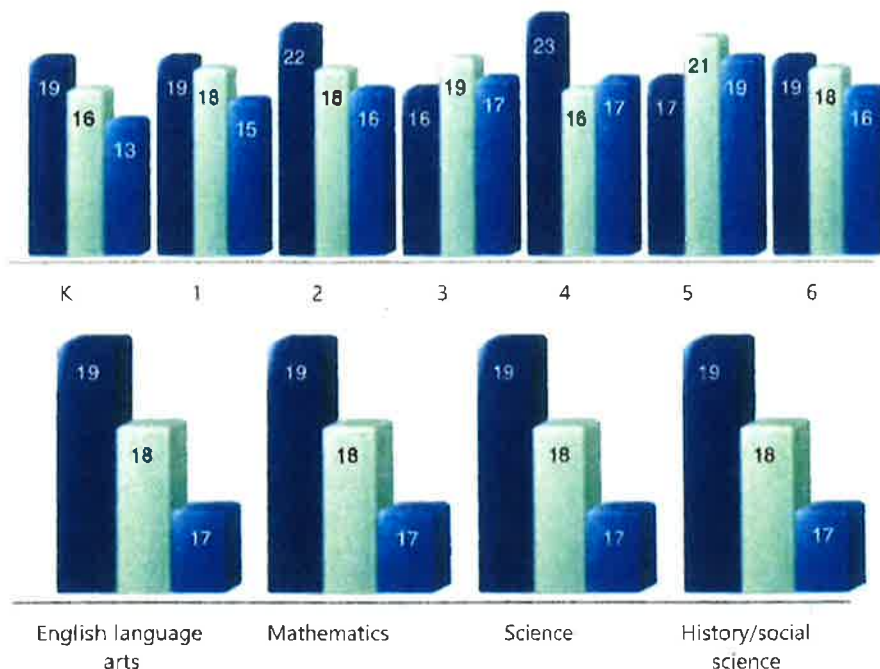
Class Size Distribution

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.

Average Class Size

Three-Year Data

■ 20-21 ■ 21-22 ■ 22-23



Number of Classrooms by Size

Three-Year Data

	2020-21			2021-22			2022-23		
Grade	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		
Hlstory/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: 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
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:

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 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		

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 workroom, 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! California Series</i> , 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

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 (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/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	
Authorization/Assignment		2020-21	2021-22
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	
Indicator		2020-21	2021-22
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	
Indicator		2020-21	2021-22
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.

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.

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.

School Accountability Report Card

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West Park Elementary School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



West Park Charter Academy

Grades K-12
CDS Code 10-62539-6112387

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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).



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.

Director's Message

West Park Charter Academy (WPCA) is a Western Association of Schools and Colleges (WASC) accredited local educational agency (LEA), with its last accreditation in 2021. The Accrediting Commission for Schools (ACS) WASC granted West Park Charter Academy a six-year accreditation (through 2024), with a mid-cycle, two-day visit in February 2021, and a full self-study visit in 2024. West Park Charter Academy was established in 1994, when five elementary site-based classrooms converted to charter school status. The program is the 44th charter in the state of California. In 1999, the K-12 independent study component was added as part of a partnership with a private entity. In August 2000, the partnership ended, and West Park Elementary School District became the sponsoring district of the independent study program. West Park Charter Academy serves independent study students in Fresno and Kings Counties. West Park Charter Academy renewed its charter in June of 2019. With input from our educational partners, the program's mission and vision statements have been updated to better meet the needs of 21st century learners. These statements drive West Park Charter Academy's staffs' efforts in supporting and increasing student achievement.

In the 2020-21 school year, a partnership with Fresno City College and West Hills College was established. By doing so, students at West Park Charter Academy will have the opportunity to take two college readiness courses, then select and begin taking CTE Pathways courses and/or take other high school enrichment courses. Students will also be supported each semester with a Chromebook and weekly progress check-ins conducted by WPCA's CTE counselor.

West Park Charter Academy continues to meet the needs of many students and provides an encouraging future to the local community workforce. The program meets the needs of students and families experiencing transitions, and/or families striving for excellence. Students and parents/guardians seeking a rigorous, standards-based, individualized education, can look to West Park Charter Academy to meet their needs.

School Mission Statement

West Park Charter Academy is committed to provide a learning environment in which students feel safe, valued, supported and respected. Our mission is to meet students where they are and to work closely with them to develop attainable goals for their future. We strive to forge strong and positive connections, instill confidence and self-reliance, and provide the academic rigor, technology skills, communication abilities, and the 21st Century Skills needed to become responsible and contributing members of society.

School Vision Statement

As graduates of the West Park Charter Academy program, students will be competent in technology, will have achieved high levels of academics, and will be effective communicators. In addition, students will develop attainable future goals and become responsible, productive citizens who make positive contributions to society.

Parental Involvement

Parental involvement is an integral part of a student's success at West Park Charter Academy. Conferences between teachers, parents/guardians and students are held routinely (weekly and monthly). Additionally, parents have opportunities throughout the year to participate in field trips, career/college days, on-site events, various committees (e.g., the English Learner Advisory Committee; WASC), eighth-grade promotion and senior graduation.

For more information on how to become involved in these opportunities, please contact the Charter Director, Ruben Martinez, at (559) 233-6501 or ruben_m@wpesd.org.

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

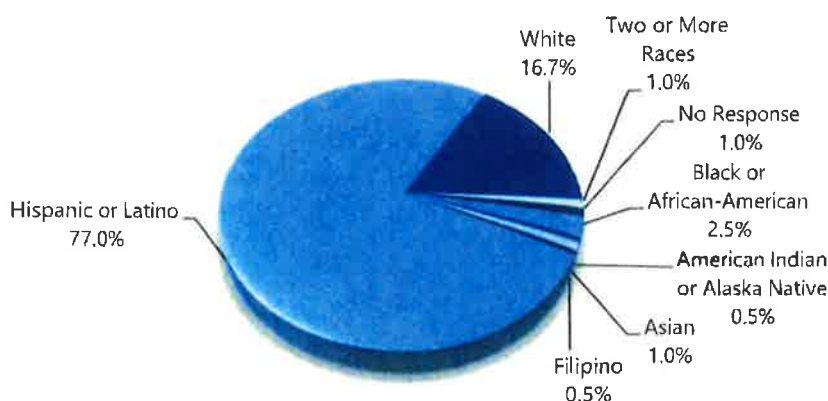


Enrollment by Student Group

The total enrollment at the school was 204 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2022-23 School Year



Average Class Size and Class Size Distribution

West Park Charter Academy is an independent study charter school and, as such, it does not have "traditional" classes. The students meet one-on-one with their teacher once a week for a minimum of one hour. If the student needs additional instruction or assistance, they meet with a tutor, and in special cases, the teacher may meet with them for additional time. CALPADS class size report will show blank for West Park Charter Academy.

Career Technical Education Programs

Under the CTE umbrella, students participate in college and career ready programs. In partnership with State Center Community Colleges, students take dual enrollment courses and enrichment courses at the local community college. Dual courses are courses taught on the high school campus for college credit. Students enrolled in the enrichment program have the option of taking courses in-person or online at the community college and still obtain both high school and college credit.

AB-288 College and Career Access Pathway—Fresno City College (FCC) & West Park Charter

Transfer Pathway

- Counseling 53
- Spanish 1
- Spanish 2
- Spanish 2NS
- Health 1
- Art 2
- Geology 2
- History 12
- Biology 3
- Math 3A
- Communication 1
- English 1A
- Psych 2
- English 3
- Political Science 2

Enrichment

- State Center Community College: open catalog
- West Hills Community College: open catalog

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

2022-23 Participation

	West Park CA
Number of pupils participating in CTE	10
Percentage of pupils who completed a CTE program and earned a high school diploma	40%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	100%

Enrollment by Student Group

Demographics

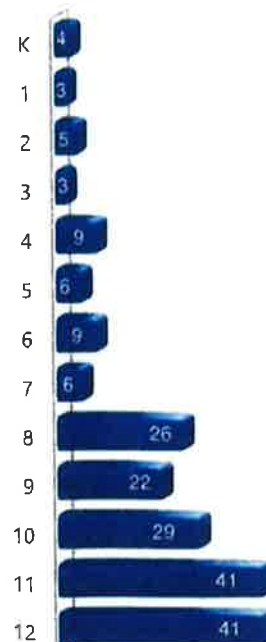
2022-23 School Year

Female	60.30%
Male	39.70%
Non-Binary	0.00%
English learners	16.20%
Foster youth	0.00%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	76.00%
Students with Disabilities	7.80%

Enrollment by Grade

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

2022-23 Enrollment by Grade





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 CA			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%	0.00%	0.00%	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		0.00%	0.00%
Female		0.00%	0.00%
Male		0.00%	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		0.00%	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		0.00%	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		0.00%	0.00%
Students Receiving Migrant Education Services		0.00%	0.00%
Students with Disabilities		0.00%	0.00%

Professional Development

Teachers and support staff participate in training provided by district staff as well as the Fresno County Superintendent of Schools (FCSS). During the 2023-24 school year, West Park Charter Academy continued its focus on increasing student achievement in the areas of ELA, math and technology. Teachers and support staff are provided focused and relevant professional learning opportunities, as well as being encouraged to attend training/conferences that are both within and without the community.

Focus Areas:

ELA

- Addressing essential standards during instruction
- Guided and Close Reading
- Vocabulary development (Tier 2 vocabulary)
- Writing strategies
- Formative assessment (checks for understanding)
- Individual and group coaching of teachers (with ELA coaches)
- Using data to drive instruction
- Implementing technology to support instruction

Math

- Addressing essential standards during instruction
- Solving word problems
- Performance tasks and rubrics
- Addressing the Eight Math Practices
- Individual and group coaching of teachers (with a math coach)
- Using data to drive instruction
- Formative assessment (checks for understanding)
- Implementing technology to support instruction

Fridays are non-contact days with students, enabling staff to receive additional professional development/training on these days. Topics that have been covered include: Google Apps and Google Docs, Google Chats, Parent Square, Pathways, core curriculum resources and digital resources. An annual review of local and state assessment data (PLCs) Professional Learning Communities and the WASC action plan/goals/recommendations will determine professional development for the following year. Additional training is available for teachers in the various online curriculum and supplemental platforms such as:

- SAVVAS Realize (formerly Pearson Realize)
- Lexia & Reading Plus
- IXL

Continued on page 5



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: 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
5	100%	100%	100%	100%	100%
7	29%	29%	29%	29%	29%
9	73%	73%	73%	73%	73%

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	269	248	1	0.40%
Female	151	142	0	0.00%
Male	118	106	1	0.90%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	1	1	0	0.00%
Asian	2	2	0	0.00%
Black or African American	6	6	0	0.00%
Filipino	1	1	0	0.00%
Hispanic or Latino	203	185	1	0.50%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	4	4	0	0.00%
White	50	47	0	0.00%
English Learners	43	40	0	0.00%
Foster Youth	3	3	0	0.00%
Homeless	2	2	0	0.00%
Socioeconomically Disadvantaged	234	215	1	0.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	24	24	0	0.00%

Professional Development

Continued from page 4

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

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

School Safety

The West Park Elementary School District Safety Plan includes the Crisis Intervention Plan. This plan is reviewed and updated on an annual basis.

The district safety committee develops safety plans with input from parents and community members to ensure a safe and nonviolent environment on all West Park Elementary School District campuses. Specific areas of focus coupled with appropriate strategies to address concerns are dealt with through the administration. Safety and discipline issues are addressed in the student handbook. A charter representative sits on the district safety committee to give input on the safety needs and concerns of the teachers and the families of West Park Charter Academy.

Reporting procedures are adhered to and West Park participates in a Crime Stoppers USA hotline program that allows for rewarded anonymous reporting.

Visitors are required to sign in and wear a visitor badge on the district campus. Drug and violence prevention education is included in health-education courses.

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

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:

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 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 CA		West Park ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	11.11%	16.24%	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 CA		West Park ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	33%	32%	24%	22%	47%	46%
Mathematics	8%	7%	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, 8 and high school)

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	121	117	96.69%	3.31%	16.24%
Female	71	69	97.18%	2.82%	10.14%
Male	50	48	96.00%	4.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	98	94	95.92%	4.08%	18.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	18	18	100.00%	0.00%	11.11%
English Learners	24	24	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	110	106	96.36%	3.64%	14.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	17	94.44%	5.56%	11.76%

❖ 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 and 11)

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	123	122	99.19%	0.81%	32.23%
Female	66	66	100.00%	0.00%	35.38%
Male	57	56	98.25%	1.75%	28.57%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	90	89	98.89%	1.11%	34.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	23	100.00%	0.00%	21.74%
English Learners	20	20	100.00%	0.00%	5.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	105	104	99.05%	0.95%	29.13%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	13	100.00%	0.00%	0.00%

❖ 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 and 11)

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	123	119	96.75%	3.25%	6.84%
Female	66	65	98.48%	1.52%	6.25%
Male	57	54	94.74%	5.26%	7.55%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	90	87	96.67%	3.33%	5.88%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	22	95.65%	4.35%	9.09%
English Learners	20	20	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	105	101	96.19%	3.81%	6.06%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	13	100.00%	0.00%	0.00%

❖ 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.





Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
West Park CA	70.80%	41.10%	66.70%	16.70%	53.60%	33.30%
West Park ESD	70.80%	41.10%	66.70%	16.70%	53.60%	33.30%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group				2022-23 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate	
All Students	51	34	66.70%	
Female	32	20	62.50%	
Male	19	14	73.70%	
Non-Binary	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	
Asian	❖	❖	❖	
Black or African American	❖	❖	❖	
Filipino	❖	❖	❖	
Hispanic or Latino	40	28	70.00%	
Native Hawaiian or Pacific Islander	❖	❖	❖	
Two or More Races	❖	❖	❖	
White	❖	❖	❖	
English Learners	❖	❖	❖	
Foster Youth	❖	❖	❖	
Homeless	❖	❖	❖	
Socioeconomically Disadvantaged	51	34	66.70%	
Students Receiving Migrant Education Services	❖	❖	❖	
Students with Disabilities	❖	❖	❖	

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>

❖ 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.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
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

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
West Park CA	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	0.00%



Textbooks and Instructional Materials

West Park Charter Academy follows state curriculum frameworks, district content and performance standards to support student achievement. The administrator meets with teaching staff and the school's Curriculum Committee to review textbooks for selection. State-approved textbooks and instructional materials are reviewed (depending on which core subject is being adopted) for all grade-levels at local curriculum showcases as well as at the learning centers. West Park Charter Academy students, including English learners, each have access to state-approved, Common Core State Standard-aligned textbooks/curriculum in the core subject areas. Curriculum is supplemented with digital technology resources (Chromebooks, online math and reading programs, online Career Technical Education courses, on-site internet access, etc.).

Textbooks and Instructional Materials List

2023-24 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>California Journeys</i> , Houghton Mifflin Harcourt	2017
Reading/language arts	Common Core Writing Handbook	2017
Reading/language arts	<i>Literature</i> , Holt McDougal (7-10)	2012
Reading/language arts	<i>American Literature</i> , Holt McDougal (11-12)	2012
Mathematics	<i>EnVisionMath Common Core for California</i> , Pearson	2015
Mathematics	<i>Digits for California</i> , Pearson	2015
Mathematics	<i>Algebra Readiness</i> , McDougal Littell	2008
Mathematics	<i>Pre-Algebra</i> , Globe Fearon	2008
Mathematics	<i>Algebra 1</i> , Common Core Edition; Pearson	2015
Mathematics	<i>Algebra 2</i> , Common Core Edition; Pearson	2015
Mathematics	<i>Geometry</i> , Common Core Edition; Pearson	2015
Mathematics	<i>Math with Business Applications</i> , McDougal Littell	2006
Mathematics	<i>Consumer Mathematics</i> , AGS	2006
Science	<i>Pearson Elevate Science</i> , California Edition (K-8)	2020
Science	<i>Physical/Earth Science</i> , Glencoe (9-12)	2007
Science	Integrated Science 1 (Biology): California Miller and Levine Experience Biology: The Living Earth, SAVVAS Learning Company	2020
Science	Integrated Science 2 (Chemistry): California Experience Chemistry: In the Earth System Volumes 1 & 2, Pearson	2021
Science	<i>Earth Science: Focus on Earth Science</i> , Glencoe (9-12)	2007
History/social science	<i>California Studies Weekly</i> (K)	2018
History/social science	<i>California Studies Weekly</i> (1)	2018
History/social science	<i>California Studies Weekly</i> (2)	2018
History/social science	<i>Community Studies Weekly</i> (3)	2018
History/social science	<i>California Studies Weekly – Fourth Grade State History</i> (4)	2018
History/social science	<i>California USA Studies Weekly – Fifth Grade Ancient America to Westward Expansion</i> (5)	2018
History/social science	<i>California Sixth Grade World History Studies Weekly</i> (6)	2018

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	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

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

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
History/social science	<i>World Geography</i> , Glencoe	2006
History/social science	<i>World History: Modern Times</i> , CA Edition; Pearson	2019
History/social science	<i>U.S. History: The Twentieth Century</i> , CA Edition; Pearson	2019
History/social science	<i>Magruder's American Government</i> , CA Edition	2019
History/social science	<i>Economics: Principles in Action</i> , CA Edition; Pearson	2019
Digital instructional resources	Reading/ELA: Lexia Core5, Lexia PowerUp, Reading Plus	N/A
	Math: IXL, MathXL	
	Career Technical Education: Edmentum, Plato Courseware	

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. At the time of this school facility inspection, no deficiencies were found.

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

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 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.

School Facilities

West Park Elementary School District (West Park Elementary and West Park Charter Academy) takes great efforts to ensure that the school is a clean, safe and functional environment. Our sites are compliant with Occupational Safety and Health Administration (OSHA) and Division of the State Architect (DSA) regulations. An Asbestos Hazard Emergency Response Act (AHERA) review is reviewed annually.

West Park Charter Academy has three learning centers. The West Park Charter Academy office (also referred to as the Machado Learning Center) is located on the district campus. This building houses three administrative employees, including, registrar, attendance clerk and administrative assistant to the Director of Charter Schools, whose office is adjacent to this facility at West Park Elementary School.

There are learning centers in Fresno and Hanford. These are leased facilities. These facilities house all teaching and student support staff. The district custodian along with AJB Cleaning services provide custodial work and do necessary maintenance at all sites that are under lease.

West Park Charter Hanford facility has not received Williams Act visits and thus, there are no Williams Act FIT findings. The data shared is from the maintenance department's self-evaluation of facility fitness. West Park Fresno facility was inspected on August 12, 2023 by Fresno County William's Act. No findings were reported.



Types of Services Funded

- Unrestricted Lottery Funds
- Restricted Lottery Funds—Instructional Materials
- Special Education
- Title III, Limited English Proficient
- Local Control Funding Formula (LCFF)
- Education Protection Account
- College Readiness Block Grant
- Low Performing Students Block Grant



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)	4.2	28.3%	20.7	54.6%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	2.6%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	4.0	10.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.7	71.7%	10.7	28.3%	12,115.8	4.4%
Unknown	0.0	0.0%	1.5	3.9%	18,854.3	6.9%
Total Teaching Positions	14.9	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)	5.8	45.1%	24.8	71.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	5.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.0	2.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.9	53.3%	6.9	19.8%	11,953.1	4.3%
Unknown	0.2	1.5%	0.2	0.6%	15,831.9	5.7%
Total Teaching Positions	12.9	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 (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit 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	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	0.0
Misassignments		0.0	0.0
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		0.0	0.0

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	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		10.7	6.9
Total Out-of-Field Teachers		10.7	6.9

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



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	90:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
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 CA	\$10,461	\$58,690
West Park ESD	\$11,437	\$55,250
California	\$7,607	\$75,753
School and district: percentage difference	-8.5%	+6.2%
School and California: percentage difference	+37.5%	-22.5%

◆ Information is not available at this time.

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

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	\$12,896
Expenditures per pupil from restricted sources	\$2,435
Expenditures per pupil from unrestricted sources	\$10,461
Annual average teacher salary	\$58,690



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.

School Accountability Report Card

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& Achievement
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ACTION ITEMS

ITEM: Change Calendar for Regular Board Meeting Dates

PRESENTER: Dr. Clark, Superintendent of West Park Elementary School District

Date: January 24, 2024

Action: Request for Approval

We are seeking the West Park Elementary School District Board of Trustees to approve the change of the monthly Board Meeting Date, to the second Tuesday of each month at 5:30pm.

ITEM: Approve Process for Filling Board Vacancy

PRESENTER: Dr. Clark, Superintendent of West Park Elementary School District

Date: January 24, 2024

Action: Request for Approval

We are seeking approval regarding steps that will be taken to fill our vacated board member position. The board will need to determine whether we will be holding an election to fill the vacancy or making an appointment based on interviews.

ITEM: West Park Elementary School District Storage Containers

PRESENTER: Dr. Clark, Superintendent of West Park Elementary School District

Date: January 24, 2024

Action: Request for Approval

We are seeking the approval to acquire two storage containers from Allied Storage Containers. Due to the need for additional storage space on our campus.

Allied Storage Containers

Ken Melkonian II

kmelkonian@alliedstoragecontainers.com

DATE 1/8/2024

4750 E. Commerce Ave.

Fresno, CA 93725

Phone 559-268-2501 Fax 559-268-2507

Quotation For: **PURCHASE**

Name RUBEN RANGEL

Company Name West Park School District

Phone: 559-408-4070

Fax:

Address 2695 S. VALENTINE AVE.

City/State FRESNO, CA 93706

E-mail ruben_r@wpesd

Comments or Special Instructions:

Prepared by: Ken Melkonian II

**** CURRENT LEAD TIME 4-6 WEEKS ****

SALESPERSON	P.O. NUMBER	SHIP DATE	CONTRACT #	F.O.B. POINT	TERMS
KMJ		TBD		FRESNO	

QUANTITY	DESCRIPTION	UNIT PRICE	TAXABLE?	AMOUNT
1	8'X8'6"X40' USED STEEL CONTAINER WIND & WEATHER TIGHT; CARGO DOORS EASED W/LOCK BOX STANDARD PLYWOOD FLOORING MARINE COLORS: BLUE, GREEN, RED, or GRAY W/SHIPPING LOGOS PAINTED OVER	\$2,870.00		2,870.00
1	40' EXTERIOR PAINTING; GRAY, WHITE, or BEIGE	\$760.00		760.00
1	TILT BACK DELIVERY FRESNO/CA	\$138.00		138.00

We require a 0% non-refundable deposit before we begin on all modified units

****Quote subject to change without notice based on market conditions & availability****

UNINCORPORATED AREA-FRESNO

SUBTOTAL	\$	3,768.00
TAX RATE		7.975%
SALES TAX	\$	300.50
OTHER		
INITIAL TOTAL	\$	4,068.50

X _____
Signature Date _____

THANK YOU FOR YOUR BUSINESS!

ITEM: West Park Elementary School District Tent, Tables and Chairs.

PRESENTER: Dr. Clark, Superintendent of West Park Elementary School District

Date: January 24, 2024

Action: Request for Approval

We are seeking the approval to acquire an outdoor weather protectant tent, tables and chairs from Tent and Table. This will help WPESD self sustained, which in turn will help us better provide for our community during activities and events. These items will be an asset for WPESD for many years to come.

QUOTE LIST

✓ You converted the shopping cart to the RFQ list.

QUOTE SUMMARY

Estimate Shipping and Tax

Quote Subtotal

\$22,880.92

Quote Total

\$22,880.92

Enter your details

Email Address *

Remarks

20 x 30' West Coast Frame Party Tent - White

\$3,100.00

-	1	+
---	---	---

\$3,100.00

12' Steel Reinforced Frame Tent Jack with Easy
Carp's Handle

\$540.00

-	2	+
---	---	---

\$1,080.00



Blow Molded Plastic Folding Table

\$32.00

-	360	+
---	-----	---

0102500.001



60 Round Plastic Table

\$132.00

-	45	+
---	----	---

05004.05

Do you have a general remark with this Quote Request?

Shipping details

Enter your destination to receive a shipping quotation. Unless specified otherwise, standard shipping is quoted.

First Name

Last Name

Telephone

Street Address

Country

United States

City

State/Province

Postal Code

 Billing Address is same as Shipping Address

Submit Quote

Item

Qty



20' x

30'

West

Coast

Frame

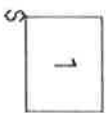
Party

Tent -

White

Add

Note



Item

Qty

12' Steel

Reinforced

Frame

Tent Jack

with Easy

Crank

Handle

Add

Note

\$

2

Blow

Mold

White

Plastic

Folding

Chair

Add

Note

\$

360

Item

Qty

60"
Round
Plastic
Table

\$45

Add
Note

Continue Shopping

Clear Quote

Update Quote

TENTANDTABLE.COM

We Sell Commercial Party & Event Rental Equipment



customerservice@tentandtable.com

716-832-(8368)



About Tentandtable Store

For over 25 years we have been in business setting up, delivering, and distributing commercial grade bounce houses and equipment. We also offer a variety of wedding tents, which include pole tents and frame tents with banquet chairs and banquet tables.

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ITEM: Tables for the Multipurpose Room at West Park Elementary

PRESENTER: Dr. Clark, Superintendent of West Park Elementary School District

Date: January 24, 2024

Action: Request for Approval

We are seeking the approval to purchase 12 mobile bench cafeteria tables for the Multipurpose Room at West Park Elementary School.

Call Now: **800-599-6636**

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19F Mobile Bench Cafeteria Table (12') by Palmer Hamilton, 19F18293012XX - Stock #25300



\$2,181.95

Save 39% on MSRP of ~~\$3,542.00~~

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you find
something?**

Chat Now



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CLOSED SESSION**

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