West Park Elementary School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

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).

Dean'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 been 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, Wi-Fi hotspot (if needed), 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.
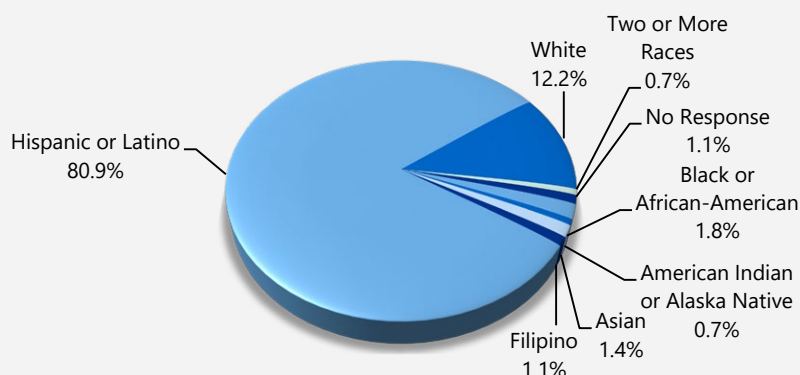
School Mission Statement

West Park Charter Academy offers alternative learning opportunities for students who want to work outside of the traditional school setting. We focus on personalized strategies, rigorous standards, college and career readiness, and outcomes relevant to the student. West Park Charter Academy challenges and inspires students to succeed academically and to be responsible citizens.

Enrollment by Student Group

The total enrollment at the school was 278 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics | 2021-22 School Year

- Hispanic or Latino 80.9%
- White 12.2%
- Two or More Races 0.7%
- No Response 1.1%
- Black or African-American 1.8%
- American Indian or Alaska Native 0.7%
- Asian 1.4%
- Filipino 1.1%

School Accountability Report Card

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

District Mission Statement

West Park Elementary School District promotes continuous student achievement through

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

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

District Vision Statement

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

School Vision Statement

"Looking to the future"

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

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

Edmentum EdOptions Academy's online platform was the vehicle for the offering of CTE courses during the 2021-22 school year. Due to staffing and articulation issues, these courses were not accessed by Charter students in 2020-21. The following courses were those generated by the Edmentun EdOptions platform:

Health Science

- Principles of Health Science A
- Principles of Health Science B
- Applied Medical Terminology A
- Applied Medical Terminology B
- Health Science 1 A
- Health Science 1B
- Health Science 2A
- Health Science 2B
- Certified Nurse Aid A
- Certified Nurse Aid B

Information Technology

- Principles of Information Technology A
- Principles of Information Technology B
- Introduction to Cybersecurity
- Computer Programming 1A
- Computer Programming 1B
- Web Technologies A
- Web Technologies B
- Introduction to Mobile App Development—IOS
- Introduction to Mobile App Development—Android
- CompTIA A+ 220-901
- CompTIA A+ 220-902

Hospitality & Tourism

- Principles of Hospitality & Tourism A
- Principles of Hospitality & Tourism B
- Nutrition and Wellness
- Culinary Arts A
- Culinary Arts B

Starting in the 2021-22 school year, the Edmentum EdOptions platform usage will be discontinued, and a dual-enrollment platform will replace it. This platform will consist of the direct articulation and enrollment of Charter students in classes offered by West Hills College and Fresno City College which will enable Charter students to accrue college credit for the successful completion of the course.

Career Technical Education Participation

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

Career Technical Education Data	2021-22 Participation
	West Park CA
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	100%

## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	52.90%
Male	47.10%
Non-Binary	0.00%
English learners	12.60%
Foster youth	0.70%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	89.90%
Students with Disabilities	8.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

Grade	Students
K	8
1	9
2	12
3	13
4	9
5	10
6	6
7	20
8	29
9	26
10	36
11	42
12	58
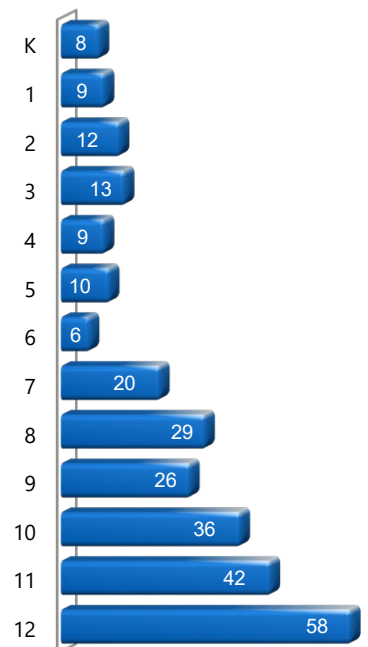
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	West Park CA		West Park ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.0%	0.0%	1.7%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	West Park CA	West Park ESD	California
	19-20	19-20	19-20
Suspension rates	0.0%	4.4%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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 2021-22 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 trainings/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 noncontact 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, Parent Square, Pathways, core curriculum resources and digital resources. An annual review of local and state assessment data 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
- ESGI

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 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				2021-22 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	90%	90%	90%	90%	90%
7	90%	90%	90%	90%	90%
9	90%	90%	90%	90%	90%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	317	12	3.80%
Female	187	170	6	3.50%
Male	165	147	6	4.10%
American Indian or Alaska Native	3	3	0	0.00%
Asian	6	5	0	0.00%
Black or African American	6	6	0	0.00%
Filipino	4	4	0	0.00%
Hispanic or Latino	281	253	10	4.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	3	3	0	0.00%
White	46	40	1	2.50%
English Learners	52	46	2	4.30%
Foster Youth	2	2	0	0.00%
Homeless	5	5	1	20.00%
Socioeconomically Disadvantaged	320	286	11	3.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	24	23	0	0.00%

Professional Development

Continued from page 4

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	22
2021-22	22
2022-23	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 2023.

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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	
	West Park CA		West Park ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	9.63%	11.11%	12.31%	7.79%	28.50%	29.47%

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	
	West Park CA		West Park ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	33%	*	24%	*	47%
Mathematics	*	8%	*	8%	*	33%

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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 ten, eleven, or twelve).

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 Standards	2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	90	90.91%	9.09%	11.11%
Female	56	55	98.21%	1.79%	9.09%
Male	43	35	81.40%	18.60%	14.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	77	71	92.21%	7.79%	9.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	13	81.25%	18.75%	15.38%
English Learners	13	11	84.62%	15.38%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	78	70	89.74%	10.26%	8.57%
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.
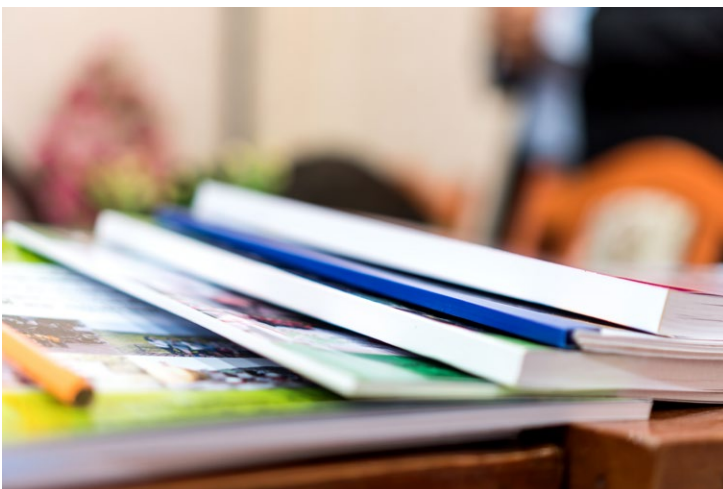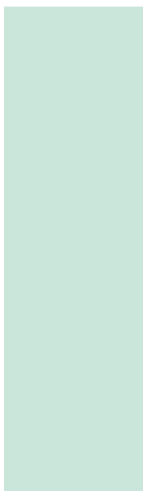
CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	142	131	92.25%	7.75%	33.08%
Female	76	73	96.05%	3.95%	35.62%
Male	66	58	87.88%	12.12%	29.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	109	103	94.50%	5.50%	35.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	19	82.61%	17.39%	21.05%
English Learners	26	22	84.62%	15.38%	9.09%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	121	110	90.91%	9.09%	35.78%
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: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	142	131	92.25%	7.75%	8.40%
Female	76	74	97.37%	2.63%	6.76%
Male	66	57	86.36%	13.64%	10.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	109	103	94.50%	5.50%	9.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	23	19	82.61%	17.39%	0.00%
English Learners	26	22	84.62%	15.38%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	121	110	90.91%	9.09%	10.00%
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.
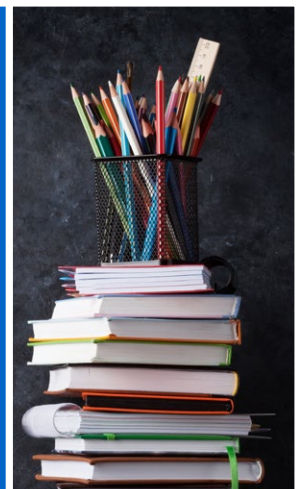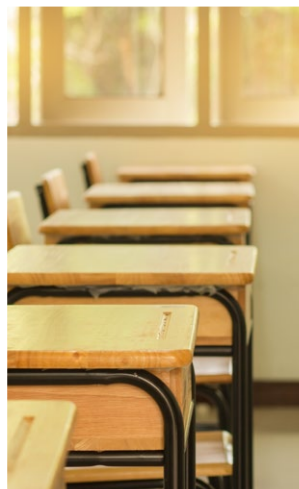
Graduation and Dropout Rates

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		
	19-20	20-21	21-22	19-20	20-21	21-22
West Park CA	60.50%	70.80%	41.10%	25.00%	16.70%	53.60%
West Park ESD	60.50%	70.80%	41.10%	25.00%	16.70%	53.60%
California	84.50%	83.60%	87.00%	9.00%	9.40%	7.80%

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

Graduation Rate by Student Group	2021-22 School Year		
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	56	23	41.10%
Female	30	12	40.00%
Male	26	11	42.30%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	48	17	35.40%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	52	21	40.40%
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 by subject at the school.

Advanced Placement Courses	
2021-22 School Year	
Number of AP courses offered at the school	0
Number of AP Courses by Subject	
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	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	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 — 2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	*California Journeys*, Houghton Mifflin Harcourt	2017
Reading/language arts	Common Core Writing Handbook	2017
Reading/language arts	*Literature*, Holt McDougal (7-10)	2012
Reading/language arts	*American Literature*, Holt McDougal (11-12)	2012
Mathematics	*EnVisionMath Common Core for California*, Pearson	2015
Mathematics	*Digits for California*, Pearson	2015
Mathematics	*Algebra Readiness*, McDougal Littell	2008
Mathematics	*Pre-Algebra*, Globe Fearon	2008
Mathematics	*Algebra 1*, Common Core Edition; Pearson	2015
Mathematics	*Algebra 2*, Common Core Edition; Pearson	2015
Mathematics	*Geometry*, Common Core Edition; Pearson	2015
Mathematics	*Math with Business Applications*, McDougal Littell	2006
Mathematics	*Consumer Mathematics*, AGS	2006
Science	*Pearson Elevate Science*, California Edition (K-8)	2020
Science	*Physical/Earth Science*, 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	Earth Science: Focus on Earth Science, Glencoe (9-12)	2007
History/social science	California Studies Weekly (K)	2018
History/social science	California Studies Weekly (1)	2018
History/social science	California Studies Weekly (2)	2018
History/social science	Community Studies Weekly (3)	2018
History/social science	California Studies Weekly – Fourth Grade State History (4)	2018
History/social science	California USA Studies Weekly – Fifth Grade Ancient America to Westward Expansion (5)	2018
History/social science	California Sixth Grade World History Studies Weekly (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 — 2022-23 School Year

Subject	%
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 — 2022-23 School Year

Data collection date	8/13/2022

Quality of Textbooks

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

Quality of Textbooks — 2022-23 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		2022-23 School Year
Subject	**Textbook**	**Adopted**
History/social science	*World Geography*, Glencoe	2006
History/social science	*World History: Modern Times* CA Edition, Pearson	2019
History/social science	*U.S. History: The Twentieth Century* CA Edition, Pearson	2019
History/social science	*Magruder's American Government* CA Edition	2019
History/social science	*Economics: Principles in Action* CA Edition, Pearson	2019
Digital instructional resources	**Reading/ELA:** Lexia Core5, Lexia PowerUp, Reading Plus **Math:** IXL, MathXL **Career Technical Education:** Edmentum, Plato Courseware	N/A

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	2022-23 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)	Fair
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	Good
Date of the most recent school site inspection	2/17/2023

Deficiencies and Repairs

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

Deficiencies and Repairs		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Wear in carpets in high-traffic common areas. Investigate the replacement of carpet with building owner.	2023-24 school year

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, comprised of registrar, attendance clerk and administrative assistant to the Dean of 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 cleans and does necessary maintenance at all sites that are under lease.

The Charter facilities have not received Williams Act visits and thus there is no Williams Act FIT findings. The data shared is from the maintenance department's self-evaluation of facility fitness. The next inspection is scheduled for the week of February 14-17, 2023.

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 Dean of Schools, Darrell Yates, at (559) 233-6501 or darrell_y@wpesd.org.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays 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)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
Total Teaching Positions	**	**	**	**	**	**

⁑ Data not available from the state at this time.

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/calpadsupdflash201.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	⁂
Misassignments	0.0	⁂
Vacant Positions	0.0	⁂
Total Teachers Without Credentials and Misassignments	0.0	⁂

⁂ Data not available from the state at this time.

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	⁂
Local Assignment Options	10.7	⁂
Total Out-of-Field Teachers	10.7	⁂

⁂ Data not available from the state at this time.

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%	⁂
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%	⁂

⁂ Data not available from the state at this time.

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.
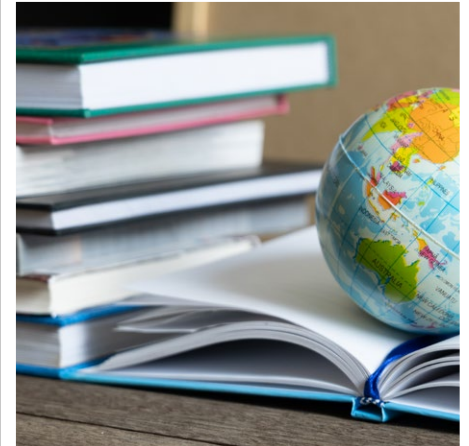
Academic Counselors and School Support Staff

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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	125:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
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 2020-21 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		2020-21 Fiscal Year
	West Park ESD	**Similar Sized District**
Beginning teacher salary	◇	$46,844
Midrange teacher salary	◇	$73,398
Highest teacher salary	◇	$93,345
Average elementary school principal salary	◇	$116,457
Superintendent salary	◇	$136,296
Teacher salaries: percentage of budget	24%	30%
Administrative salaries: percentage of budget	5%	6%

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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
West Park CA	$5,971	$52,849
West Park ESD	$9,393	$51,932
California	$6,594	$74,053
School and district: percentage difference	-36.4%	+1.8%
School and California: percentage difference	-9.4%	-28.6%

◇ Information is not available at this time.

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

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	
2020-21 Fiscal Year	
Total expenditures per pupil	$11,382
Expenditures per pupil from restricted sources	$5,410
Expenditures per pupil from unrestricted sources	$5,971
Annual average teacher salary	$52,849

Expenditures Per Pupil

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

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

All data accurate as of January 2023.

School Accountability Report Card

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