

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



West Park Elementary School

"Go Wolves"

Grades K-8
CDS Code 10-62539-6007413

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West Park Elementary School District

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District Profile

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



Principal's Message

West Park Elementary School is a K-8 school located in a rural setting seven miles southwest of the city of Fresno. One-hundred percent of the students are transported. On the campus is a collaborative state preschool program that has earned a four-star rating.

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

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

West Park Elementary School continues to serve a diverse community that is traditionally strong in supporting family values.

West Park staff strives to meet standards set forth by the state of California by presenting academic standards, checking for understanding, reteaching those areas that present a challenge, and differentiating the curriculum for students that require support in advancing their learning, or working to close gaps of performance for struggling students.

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

School Mission Statement

West Park Elementary School promotes continuous student achievement through:

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

Standards-Based Curriculum 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 after-school intervention and enrichment opportunities for students with identified needs.

Parent Community Partnership includes the School Site Council, English Learner Advisory Council (ELAC), English courses offered after school, a variety of chaperoning opportunities throughout the school year, teacher-parent conferences, and fundraising activities each quarter. The meetings are interwoven with Local Control and Accountability Plan input and updates.

A Safe and Nurturing Environment is supported through the Positive Behavioral Interventions and Supports (PBIS) program, which is currently defined as PAWS:

- P**repared and Responsible
- A**ct Safely
- W**ork Together
- S**how Respect

This project 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 better than they entered.

All students are to be at grade level in their academic performance. An annual theme is communicated to provide student and program connections.

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.

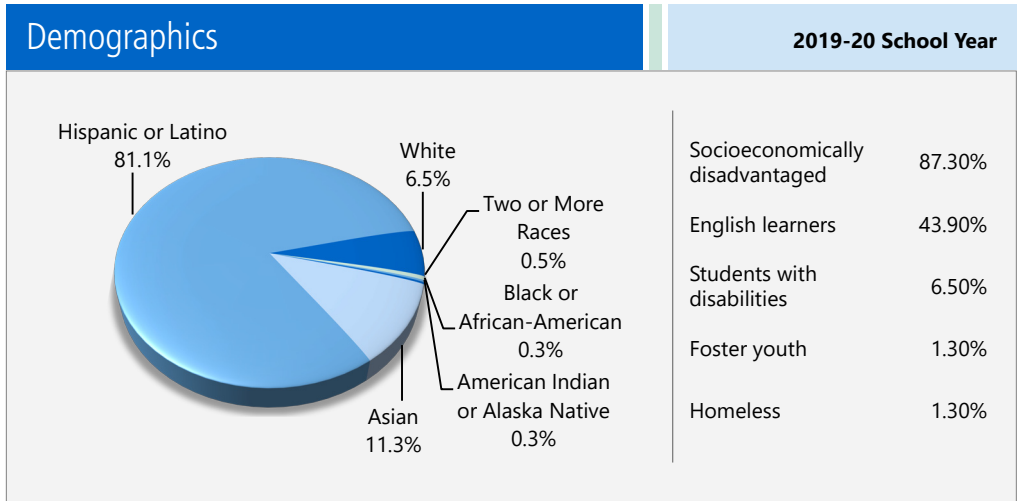
Governing Board

- Aida Garcia, President
- Thomas Deubert, Clerk
- Angelica Pineda, Member
- Kimberly Vivenzi, Member
- Open Seat, Member



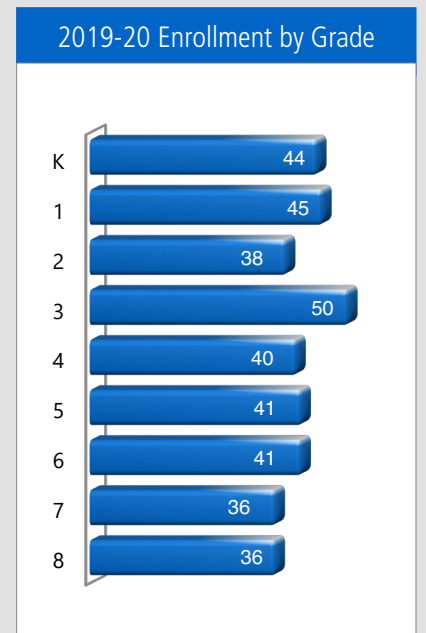
Enrollment by Student Group

The total enrollment at the school was 371 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.



School Safety

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

The plan is addressed annually with 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.

An ad hoc safety committee meets four times a year to discuss the safety trends of the site and needs that should be addressed in priority order. The team is representative of administrators and managers.

The superintendent has communicated that safety should be an agenda item at all meetings.

Specific areas of focus coupled with appropriate strategies to address concerns are featured in the school plan. Safety and discipline issues are addressed in the student handbook.

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:

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

Annually, a bus evacuation drill is conducted early in the year.

The Maintenance, Operations and Transportation department leads and the superintendent inspect the facility on a monthly basis.

Visitors are required to check in at the office, sign in, get vetted for COVID virus, 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 are trained to follow the regular school protocol for emergencies.

Safety policies are reviewed when necessary (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 a social worker to assist families with support and resources for a healthier existence. This includes food banks, clothes closets, etc.

The three safety steps taken this past year are:

- Camera setup and locations (on the school grounds and on the bus)
- Positive Behavioral Interventions and Supports (PBIS) for student accountability
- Schoolwide evacuation protocol with the Fresno Police Department

The school safety plan was last reviewed, updated and discussed with the school faculty in June –July 2020 and will be taken for District approval in February 2021.



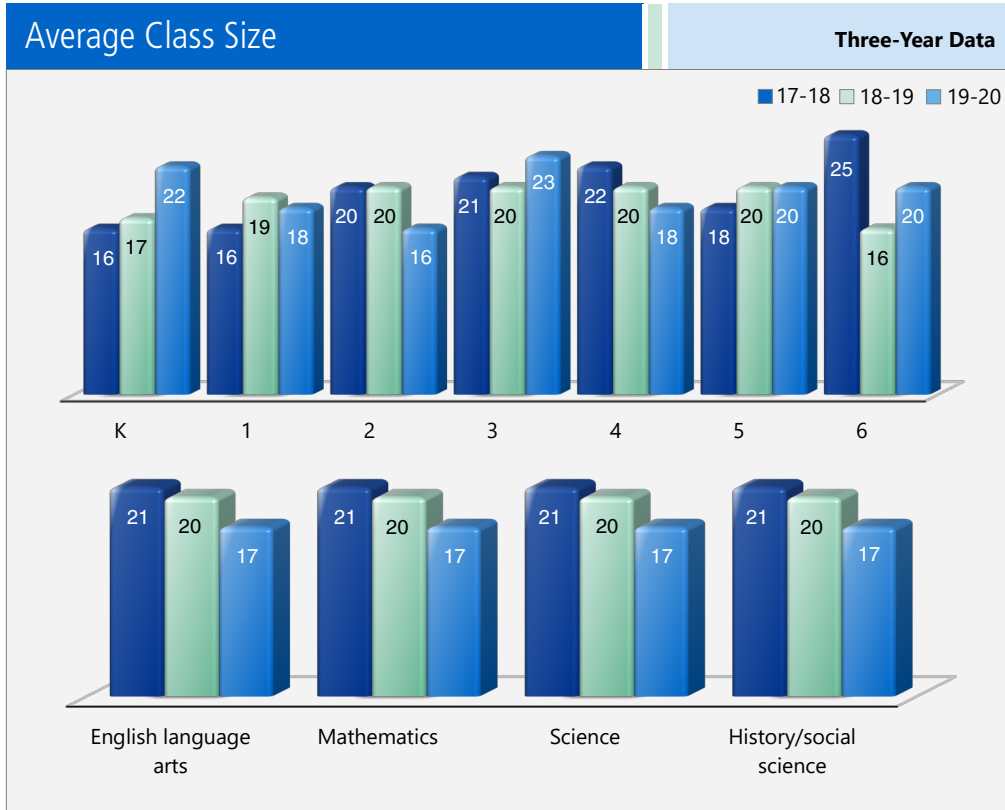
California School Dashboard

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.



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.



Grade	Three-Year Data								
	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		3				2	
1	2	1		2				2	
2	1	1		3			2		
3	1	1		3				2	
4		2		1	1		2		
5	2			2			1	1	
6		2		2			1	1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	2		3	1		4		
Mathematics	2	2		3	1		4		
Science	2	2		3	1		4		
History/social science	2	2		3	1		4		

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension Rates		
	17-18	18-19
West Park ES	3.0%	14.6%
West Park ESD	1.5%	6.7%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
West Park ES	0.7%	0.0%
West Park ESD	0.3%	0.0%
California	0.1%	0.1%
Suspension Rates		
	19-20	
West Park ES	8.9%	
West Park ESD	4.4%	
California	*	
Expulsion Rates		
	19-20	
West Park ES	0.0%	
West Park ESD	0.0%	
California	*	

* California suspension and expulsion data is not available at this time.



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	West Park ES		West Park ESD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
Science	19%	◇	12%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	West Park ES		West Park ESD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	30%	◇	29%	◇	51%	◇
Mathematics	16%	◇	12%	◇	40%	◇

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" 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		2019-20 School Year	
Percentage of Students Meeting Fitness Standards	West Park ES		
	Grade 5	Grade 7	
Four of six standards	◇	◇	
Five of six standards	◇	◇	
Six of six standards	◇	◇	

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



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.

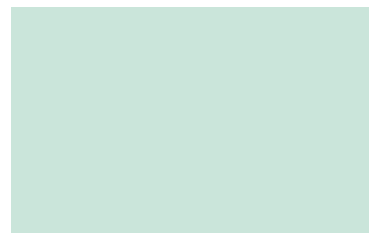
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

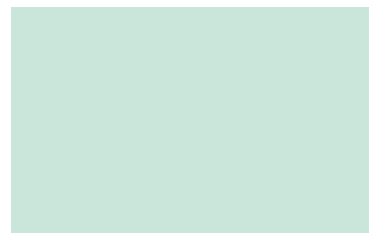




CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

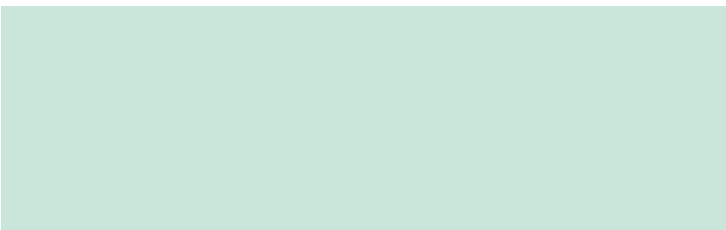




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





Textbooks and Instructional Materials

West Park Elementary School follows state curriculum frameworks, district content and performance standards to support student achievement. The Learning Director met with 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 core curriculum. Curriculum is supplemented with multimedia tools (computer software, internet research, videos, CDs, etc.).

All students have internet access at school and home. Site devices are provided through mobile labs for each classroom and through established computer lab. Chromebook devices and "Hot Spots" have been provided and available to all students and households without internet.

Textbooks and Instructional Materials List		2020-21 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	CA Inspire Science, 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		2020-21 School Year
West Park ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	✧	
Health	0%	

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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	
2020-21 School Year	
Data collection date	9/14/2020

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.



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		2020-21 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	Good	
Date of the most recent school site inspection	8/17/2020	
Date of the most recent completion of the inspection form	8/17/2020	

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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Safety	Trip hazard in front of room #5; Tri hazard corrected with grinding of sidewalk.	August 2020
External	Outdoor trim (eaves) outside of room 1 was hanging. Trim was secured. Hose bib was leaking outside room 22 near A/C Unit. Leak was corrected through connection replacement.	September 2020

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

West Park Elementary campus includes 26 classrooms, a preschool building, administrative offices, a teacher workroom; staff break room, cafeteria, library, computer labs, server room, 14 restrooms rooms 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 facility plan is located in the district office to upgrade the site with a new transportation building and a library. A modernization plan application was submitted in 2012, and the district is applying to recently designated state funds. Although the modernization plan needs to be readdressed, it includes upgrades in flooring, doors, sinks, plumbing, electrical and storage. ing job roles and pay rates for the workers completing the job.

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School Facilities

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West Park School District received a Proposition 39 Energy Efficiency grant in 2015 that provided solar energy, upgrades in heating, ventilating and air-conditioning (HVAC) units for rooms 1-8 and kindergarten; interior and exterior LED lighting in rooms 17-20; interior lighting in the elementary office and the staff break room; and exterior LED lighting in the quad area and end of wing 4. All work was completed by December 2016.

All classrooms and offices have internet access through direct connection or Wi-Fi access points. Bandwidth signaling was increased from 2MB to 100MB in March 2014. Each classroom has had a Promethean board (smart board), and the current technology plan intends to migrate the classrooms from smart boards to smart TVs. The two computer labs can host 30 students and is used for state assessments and classroom projects.

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 as is audited quarterly. Current upgrades and repairs are targeted in the kitchen. A new dishwasher was acquired, and currently a three-basin sink, hand-wash station and new stove hood are being incorporated.

Cleaning Process and Schedule

There is one Maintenance, Operations and Transportation department lead who manages maintenance schedules of three 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, groundskeeping, and daily cleaning of offices, bathrooms and all classrooms. Current COVID -19 cleaning and procedures have been established school wide. This includes plexiglass barriers, masks, face shields, hand wash stations, signage, and markings for social distancing in the passage ways of the school. 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. California DIR website, posting job roles and pay rates for the workers completing the job.

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Professional Development

The annual calendar for the 2018-2019 & 2019-2020 school year addresses and is monitored by administration for the following:

- English language arts (ELA) and math benchmarks
- Staff meetings, Professional Learning Communities (PLCs)

For the 2020-2021 school year Professional Development added the following topics to address the needed response to COVID-19 conditions faced by the school schedule:

- Distance Learning Strategies
- Assessment Tools for Student Progress

Benchmarks and standardized report cards are used to assess and monitor student progress and teacher performance targets.

Teacher meetings of the month (minimum-day schedule) and professional learning communities are scheduled on Wednesdays with set agendas to focus on instructional practices. PLCs are scheduled a minimum of 3 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.

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The professional development at West Park Elementary School is ongoing and is targeted to address the instructional needs for students. The areas identified are:

1. Content development
 - ELA
 - Math
 - Writing Units of Study
2. Assessment preparation
 - Educator’s Assessment Data Management System (EADMS) training and support
 - Common Core State Standards Plus
3. Technology resources and its applications
 - CUE conference is attended by management and teachers
 - Site instructional cabinet allows certificated staff to give input on technology status
4. Common Core training scheduled for the 2016-17 school year.
 - Fresno County Office of Education (FCOE) training
 - Data Works Training
 - Lesson-planning development
 - Standards-based assessments
5. Supplemental resources
 - Literacy and math intervention
 - Enrichment/strategic/intensive
6. Classroom management
 - Beginning Teacher Support and Assessment (BTSA)
7. Educator effectiveness
 - Teacher resources, books

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

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	10	6	6

School Facilities,

Continued from page 10

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. Added charcoal/infra blue lighting for indoor clean air has been added to all rooms on the facility due to COVID-19 pandemic conditions. Major replacements such as refrigerator compressors, electrical panel upgrades, blacktop resurfacing are generally outsourced. West Park Elementary 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.

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



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	West Park ESD	West Park ES		
Teachers	20-21	18-19	19-20	20-21
With a full credential	38	18	18	20
Without a full credential	3	3	4	3
Teaching outside subject area of competence (with full credential)	0	1	1	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	West Park ES		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

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	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.70
Psychologist	0.00
Social worker	1.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00
✧ Not applicable.	

Parental Involvement

Parents and guardians engage in school-sponsored events:

- Monday Packet Exchange and Meal distribution
- Breakfast with Santa
- Muffins with Moms
- Donuts with Dads
- Graham Crackers with Grandparents
- Thematic weekly connections
- Parent-teacher conferences
- School Site Council (SSC), English Advisory Council (ELAC)
- Weekly parent Updates vis Zoom
- Local Control and Accountability Plan (LCAP) Meeting (all public meetings are provided distal Internet access.)

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.

A transition plan has been communicated and posted for parents to be informed of potential schedule changes due to the COVID-19 school adaptations.

Through the SSC 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 events for the classroom. A school handbook, which is available in 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.

For more information on how to become involved, please contact Superintendent Mr. R-G. Vigil at (559) 233-6501.



Financial Data

The financial data displayed in this SARC is from the 2018-19 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	2018-19 Fiscal Year	
	West Park ESD	Similar Sized District
Beginning teacher salary	*	\$46,965
Midrange teacher salary	*	\$67,638
Highest teacher salary	*	\$88,785
Average elementary school principal salary	*	\$112,524
Average middle school principal salary	*	\$117,471
Superintendent salary	*	\$128,853
Teacher salaries: percentage of budget	24%	30%
Administrative salaries: percentage of budget	4%	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
West Park ES	\$9,442	\$56,145
West Park ESD	\$9,272	\$53,926
California	\$7,750	\$71,448
School and district: percentage difference	+1.8%	+4.1%
School and California: percentage difference	+21.8%	-21.4%

* 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 December 2020.

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$14,202
Expenditures per pupil from restricted sources	\$4,759
Expenditures per pupil from unrestricted sources	\$9,442
Annual average teacher salary	\$56,145



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.