West Park Elementary School District

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SARC
2021-22

School Accountability
Report Card
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West Park Elementary School

Grades K-8
CDS Code 10-62539-6007413

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District Profile

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

Dean's Message

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

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

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

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

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

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

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

School Mission Statement

West Park Elementary School promotes continuous student achievement through:

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

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

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

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

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

School Vision Statement

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

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

School Accountability Report Card

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

District Mission Statement

West Park Elementary School District promotes continuous student achievement through

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

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

District Vision Statement

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

Board of Trustees

Enrollment by Student Group

The total enrollment at the school was 308 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2021-22 School Year

White 8.1%
Two or More Races 1.0%
Hispanic or Latino 79.5%
Black or African-American 0.6%
Asian 10.7%
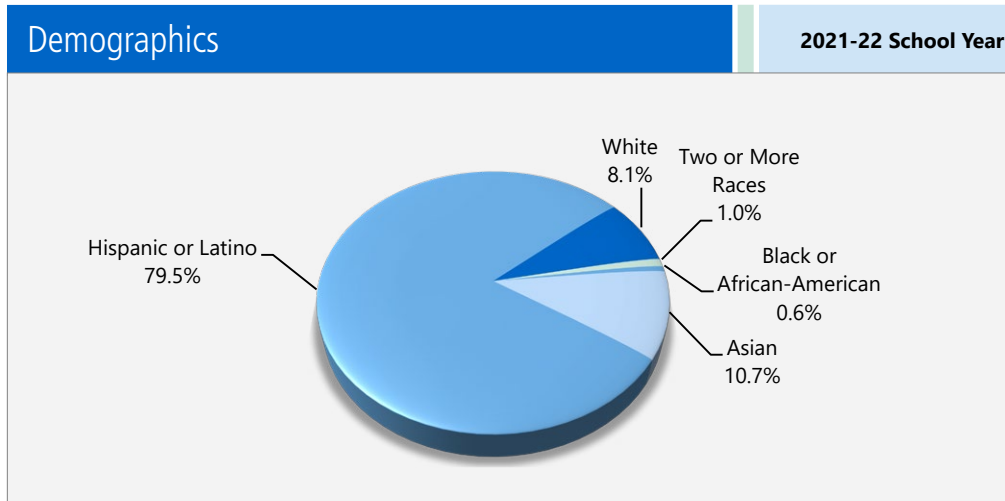
School Safety

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

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

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

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

1. 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 assists families with support and resources for a healthier existence. This includes a food bank, a school-based clothes closet and assistance with health-related referrals to appropriate providers.

These important safety features which were applied most recently are:

- Security camera setup and monitoring (on the school grounds and school perimeter)
- Adhering 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 2023.

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	48.10%
Male	51.90%
Non-Binary	0.00%
English learners	44.20%
Foster youth	0.30%
Homeless	1.00%
Migrant	1.30%
Socioeconomically Disadvantaged	89.00%
Students with Disabilities	11.00%

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	27
1	34
2	35
3	43
4	31
5	40
6	31
7	34
8	33
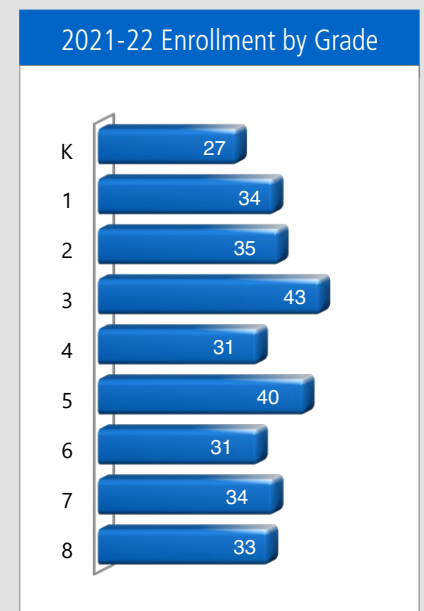
Class Size Distribution

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

Legend: 19-20, 20-21, 21-22

Grade level (K–6):
- K: 22, 19, 16
- 1: 18, 19, 18
- 2: 16, 22, 18
- 3: 23, 19, 16
- 4: 18, 23, 16
- 5: 20, 21, 17
- 6: 20, 19, 18

Subject:
- English language arts: 17, 19, 18
- Mathematics: 17, 19, 18
- Science: 17, 19, 18
- History/social science: 17, 19, 18
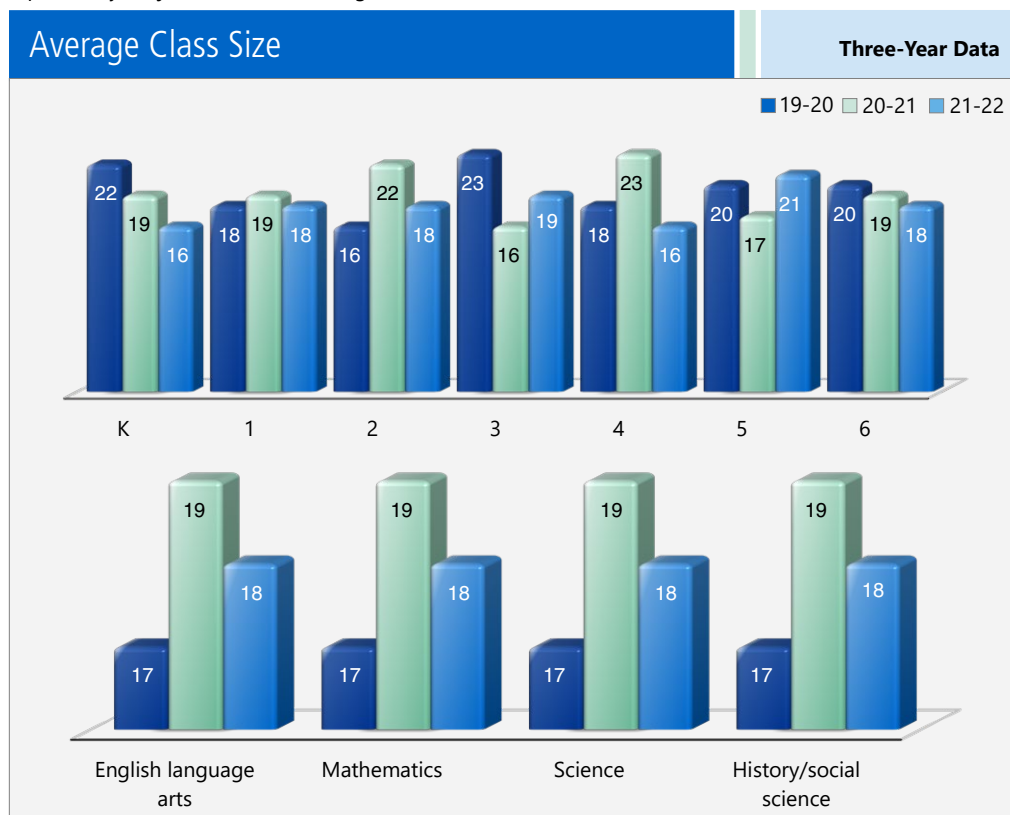
Number of Classrooms by Size — Three-Year Data

Grade	2019-20 Number of Students 1-20	21-32	33+	2020-21 Number of Students 1-20	21-32	33+	2021-22 Number of Students 1-20	21-32	33+
K		2		2			2		
1		2		2			2		
2	2			1	1		2		
3		2		2			2		
4	2				2		2		
5	1	1		2			1	1	
6	1	1		2			2		

Subject	2019-20 Number of Students 1-22	23-32	33+	2020-21 Number of Students 1-22	23-32	33+	2021-22 Number of Students 1-22	23-32	33+
English language arts	4			2			4		
Mathematics	4			2			4		
Science	4			2			4		
History/social science	4			2			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
- SSC and ELAC
- Parent Updates via Parent Square and Class Dojo
- 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.

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.

Suspensions and Expulsions						Two-Year Data
	West Park ES		West Park ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	3.5%	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 ES	West Park ESD	California
	19-20	19-20	19-20
Suspension rates	4.5%	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	3.5%	0.0%
Female	1.2%	0.0%
Male	5.5%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	2.6%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	3.7%	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	4.7%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	2.6%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	2.0%	0.0%

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 attends orientation of 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	
2020-21	6
2021-22	8
2022-23	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 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				
	Component 1:	**Component 2:**	**Component 3:**	**Component 4:**	**Component 5:**
Grade	**Aerobic Capacity**	**Abdominal Strength and Endurance**	**Trunk Extensor and Strength and Flexibility**	**Upper Body Strength and Endurance**	**Flexibility**
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

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	346	333	178	53.50%
Female	165	156	84	53.80%
Male	181	177	94	53.10%
American Indian or Alaska Native	0	0	0	0.00%
Asian	38	37	14	37.80%
Black or African American	3	3	3	100.00%
Filipino	1	1	1	100.00%
Hispanic or Latino	272	264	145	54.90%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	5	4	3	75.00%
White	27	24	12	50.00%
English Learners	148	146	72	49.30%
Foster Youth	2	1	0	0.00%
Homeless	3	3	3	100.00%
Socioeconomically Disadvantaged	307	296	160	54.10%
Students Receiving Migrant Education Services	8	8	4	50.00%
Students with Disabilities	51	51	34	66.70%

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
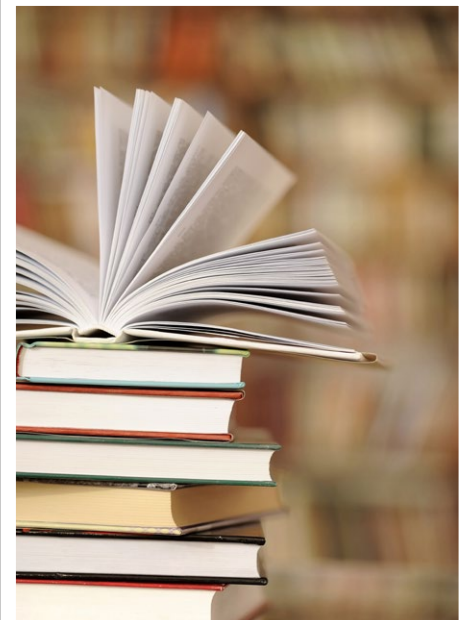
California School Dashboard

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.

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 ES		West Park ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	12.31%	7.79%	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 ES		West Park ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	18%	*	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 and 8)

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	77	77	100.00%	0.00%	7.79%
Female	36	36	100.00%	0.00%	5.56%
Male	41	41	100.00%	0.00%	9.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	64	64	100.00%	0.00%	7.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	31	31	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	69	69	100.00%	0.00%	7.25%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	11	100.00%	0.00%	9.09%

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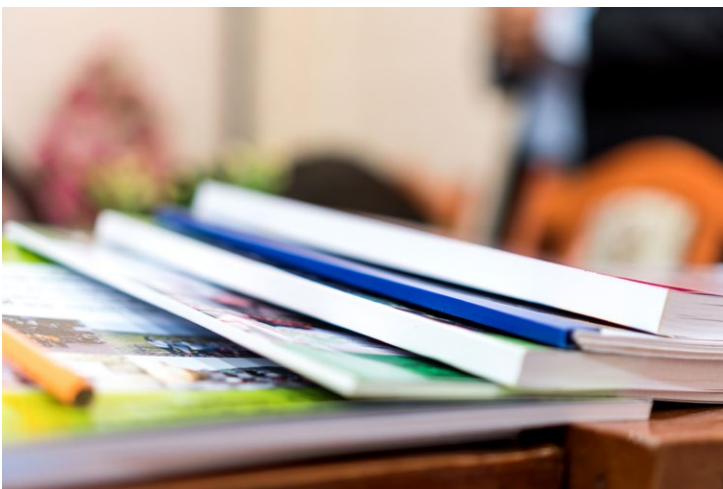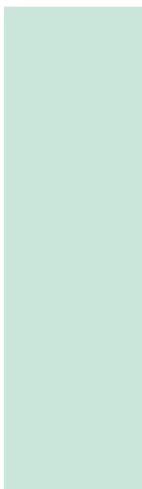
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

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

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	219	217	99.09%	0.91%	17.97%
Female	101	100	99.01%	0.99%	23.00%
Male	118	117	99.15%	0.85%	13.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	25	100.00%	0.00%	24.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	179	177	98.88%	1.12%	18.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	7.14%
English Learners	91	90	98.90%	1.10%	8.89%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	194	192	98.97%	1.03%	17.19%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	24	23	95.83%	4.17%	17.39%

❖ 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 Standards					2021-22 School Year
Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	219	217	99.09%	0.91%	8.29%
Female	101	100	99.01%	0.99%	7.00%
Male	118	117	99.15%	0.85%	9.40%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	25	100.00%	0.00%	8.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	179	177	98.88%	1.12%	8.47%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	7.14%
English Learners	91	90	98.90%	1.10%	4.44%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	194	192	98.97%	1.03%	6.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	24	23	95.83%	4.17%	8.70%

❖ 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.
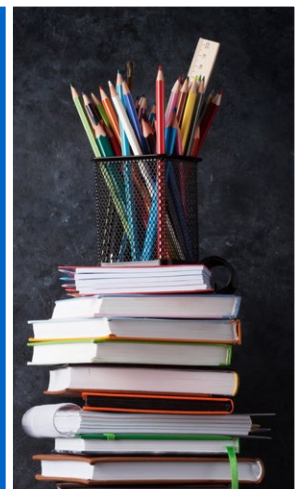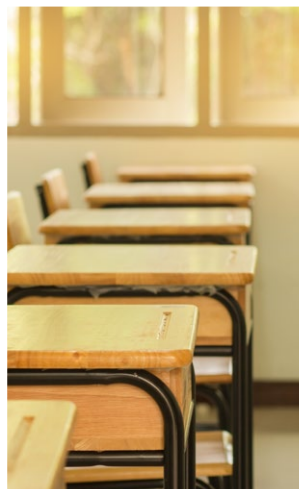
Textbooks and Instructional Materials

West Park Elementary School follows state curriculum frameworks, district content and performance standards to support student achievement. The learning director met with 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 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		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	*Wonders*, McGraw-Hill (K-5)	2016
Reading/language arts	*StudySync*, McGraw-Hill (6-8)	2016
Mathematics	*EnVisionMath*, Pearson (K-5)	2014
Mathematics	*Big Ideas Math*, Houghton Mifflin Harcourt (6-8)	2014
Science	CA Inspire Science, McGraw Hill (TK-5)	2005
Science	*STEMscopes*, California Accelerate Learning, Inc. (6-8)	2005
History/social science	*California Studies Weekly*, Studies Weekly (TK-5)	2018
History/social science	*History Alive!* California Series, Teachers Curriculum (6-8)	2018
English Language Development	*Reading Wonders*, McGraw Hill	2016
English Language Development	*StudySync*, 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	2022-23 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	0%
Health	0%

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

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

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	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)	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	8/15/2022

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 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 for recently designated state funds. The modernization plan includes upgrades in flooring, doors, windows, plumbing, electrical, HVAC and storage. 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 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.

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.

## School Facilities

Continued from left

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.
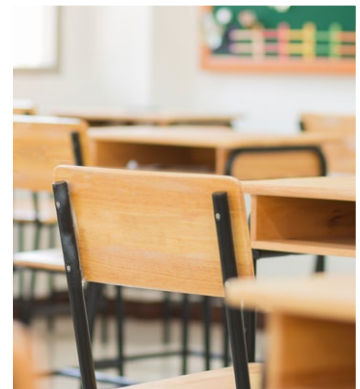
Teacher Preparation and Placement

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)	16.5	71.7%	20.7	54.6%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1	4.3%	1.0	2.6%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	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%	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/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	0.5	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%

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.

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.
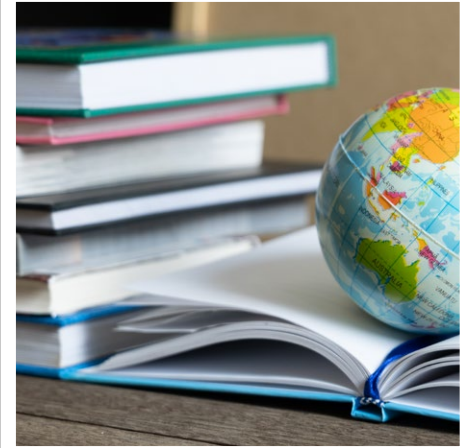
Academic Counselors and School Support Staff

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	✧
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	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0
✧ Not applicable.	

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 ES	$10,378	$51,182
West Park ESD	$9,393	$51,932
California	$6,594	$74,053
School and district: percentage difference	+10.5%	-1.4%
School and California: percentage difference	+57.4%	-30.9%

◈ Information is not available at this time.

School Financial Data

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

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	$12,374
Expenditures per pupil from restricted sources	$1,996
Expenditures per pupil from unrestricted sources	$10,378
Annual average teacher salary	$51,182
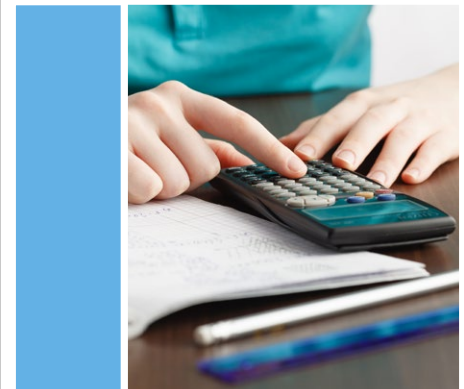
Expenditures Per Pupil

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.