

# West Park Charter Academy

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	West Park Charter Academy
<b>Street</b>	2695 South Valentine Avenue
<b>City, State, Zip</b>	Fresno, CA 93706
<b>Phone Number</b>	(559) 485-0727
<b>Principal</b>	R-G Vigil
<b>E-mail Address</b>	ralph_v@wpsd.org
<b>Web Site</b>	
<b>Grades Served</b>	K-12
<b>CDS Code</b>	10-62539-6112387

<b>District Contact Information</b>	
<b>District Name</b>	West Park Charter Academy
<b>Phone Number</b>	(559) 233 - 6501
<b>Superintendent</b>	R-G Vigil
<b>E-mail Address</b>	ralph_v@wpesd.org
<b>Web Site</b>	www.westpark.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

#### Program Message:

West Park Charter Academy was last accredited by W.A.S.C. in April 2013.

West Park Charter Academy began in 1994, when five elementary site based classrooms converted to charter status. It 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 District took over the Independent Study program. The Charter serves Independent Study students in the counties of Fresno, Kings, Tulare, Madera, and Merced. WPCA renewed its charter in July 2009. Although there have been changes the past four years, the Vision and Mission statement have been the same.

#### West Park School District Mission Statement

West Park School District promotes continuous student achievement through:

- A standards based curriculum
- Alternative educational opportunities
- Parent and Community partnerships
- Safe and nurturing environment

So all students will realize their full potential to become lifelong learners and responsible/ productive citizens and workers.

#### Expected School Wide Learning Results

All West Park School District students will be:

- Effective Communicators Who
  - o Communicate in written and verbal forms.
  - o Listen and react appropriately to thoughts, beliefs and feelings of others
- Successful Collaborators Who
  - o Demonstrate tolerance of various viewpoints and belief systems.
  - o Use interpersonal skills to become a productive member of a team working towards a common goal.
- Capable Problem Solvers and Critical Thinkers Who
  - o Locate information from a variety of credible sources.
  - o Identify, access, analyze and utilize information for a specific purpose.
- Proficient Users of Technology Who
  - o Demonstrate competence with various technological devices.
  - o Apply technology to solve problems.
- Responsible Members of Society Who
  - o Develop an appreciation for human diversity.
  - o Demonstrate an understanding of the democratic process and its importance at school, local, state, and national levels.
- Ethical Decision Makers Who
  - o Understand and develop a sense of honesty, integrity and respect.
  - o Value and practice mental, physical, and social wellness.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 2	1
Grade 3	2
Grade 4	4
Grade 5	1
Grade 6	8
Grade 7	14
Grade 8	16
Grade 9	31
Grade 10	45
Grade 11	69
Grade 12	107
<b>Total Enrollment</b>	<b>298</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	1
Asian	2.3
Filipino	0.3
Hispanic or Latino	77.5
White	13.8
Socioeconomically Disadvantaged	79.9
English Learners	23.5
Students with Disabilities	8.1
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	12	13	33
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: July 2015

West Park Charter Academy follows State curriculum frameworks, district content, and performance standards to support student achievement. The administrator meets with teaching staff to review textbooks for selection. State adopted texts and instructional materials are reviewed for all grade levels. West Park Charter Academy students, including English Learners, each have available State adopted texts in core curriculum. Curriculum is supplemented with multi-media tools (computer software, internet access).

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin (K-6) - Adopted in 2006 McDougal-Littel (7-12) - Adopted in 2006	Yes	0%
Mathematics	Harcourt Brace (K-6) - Adopted in 2006 McDougal-Littel (7-12) - Adopted in 2006 Globe Fearon (7-12) - Adopted 2006 AGS (Supplemental) (7-12) Adopted 2006 Holt (9-12 Grade)	Yes	0%
Science	Harcourt Brace (K-6) - Adopted in 2006 Glencoe (7-12) - Adopted in 2006 AGS (Supplemental) Adopted 2006 McGraw Hill (Anatomy/Physiology) Adopted 2006	Yes	0%
History-Social Science	Houghton-Mifflin (K-8) - Adopted in 2006 Glencoe (9-12) - Adopted in 2006 AGS (Supplemental - Adopted 2006	Yes	0%
Foreign Language	Power Glide Ven Conmigo	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Glencoe Prentice Hall Globe Fearon	Yes	0%
Visual and Performing Arts	Glencoe Prentice Hall Thomson	Yes	0%
Science Laboratory Equipment (grades 9-12)	Teacher prepared Lab Materials	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. West Park Charter Academy ensures that students are provided with a clean, safe, and functional learning environment. OSHA and DSA regulations are compliant. An AHERA (asbestos hazards) review is scheduled for Spring of 2013 and 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. There are learning centers in Fresno and Hanford. The district custodian cleans and does necessary maintenance at all sites as well as contracted cleaning services are provided to the satellite sites. repairs are shared responsibilities with the landlords at the sites that are under lease.

Students attending the West Park District site are provided meals through the district's lunch program.

All facility reparations that fall under the modernization terms include district site charter facilities and include William Act reparations.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			New facility being built for the Hanford site.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: August 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	13	21	44
Mathematics	3	11	33

Note: Percentages are not calculated 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 Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	1	100.0	--	--	--	--
	4	5	2	40.0	--	--	--	--
	5	2	1	50.0	--	--	--	--
	6	11	4	36.4	--	--	--	--
	7	26	13	50.0	54	0	31	8
	8	35	16	45.7	31	44	0	0
	11	93	78	83.9	41	42	9	1
Male	4		1	20.0	--	--	--	--
	6		1	9.1	--	--	--	--
	7		4	15.4	--	--	--	--
	8		5	14.3	--	--	--	--
	11		32	34.4	41	44	6	0
Female	3		1	100.0	--	--	--	--
	4		1	20.0	--	--	--	--
	5		1	50.0	--	--	--	--
	6		3	27.3	--	--	--	--
	7		9	34.6	--	--	--	--
	8		11	31.4	36	55	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		46	49.5	41	41	11	2
Black or African American	4		1	20.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		2	2.2	--	--	--	--
American Indian or Alaska Native	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Asian	8		1	2.9	--	--	--	--
	11		2	2.2	--	--	--	--
Hispanic or Latino	3		1	100.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		4	36.4	--	--	--	--
	7		11	42.3	45	0	36	9
	8		10	28.6	--	--	--	--
	11		65	69.9	42	42	9	0
White	4		0	0.0	--	--	--	--
	5		1	50.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		2	7.7	--	--	--	--
	8		5	14.3	--	--	--	--
	11		8	8.6	--	--	--	--
Socioeconomically Disadvantaged	4		1	20.0	--	--	--	--
	5		1	50.0	--	--	--	--
	6		3	27.3	--	--	--	--
	7		11	42.3	55	0	27	9
	8		11	31.4	36	45	0	0
	11		61	65.6	41	43	10	2
English Learners	6		2	18.2	--	--	--	--
	7		3	11.5	--	--	--	--
	8		4	11.4	--	--	--	--
	11		23	24.7	52	39	0	0
Students with Disabilities	8		1	2.9	--	--	--	--
	11		5	5.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	1	100.0	--	--	--	--
	4	5	2	40.0	--	--	--	--
	6	11	6	54.5	--	--	--	--
	7	26	13	50.0	62	8	23	8
	8	35	16	45.7	69	6	0	0
	11	93	78	83.9	92	5	0	0
Male	4		1	20.0	--	--	--	--
	6		2	18.2	--	--	--	--
	7		4	15.4	--	--	--	--
	8		5	14.3	--	--	--	--
	11		32	34.4	81	13	0	0
Female	3		1	100.0	--	--	--	--
	4		1	20.0	--	--	--	--
	6		4	36.4	--	--	--	--
	7		9	34.6	--	--	--	--
	8		11	31.4	82	9	0	0
	11		46	49.5	100	0	0	0
Black or African American	4		1	20.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		2	2.2	--	--	--	--
American Indian or Alaska Native	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		0	0.0	--	--	--	--
Asian	8		1	2.9	--	--	--	--
	11		2	2.2	--	--	--	--
Hispanic or Latino	3		1	100.0	--	--	--	--
	4		0	0.0	--	--	--	--
	6		6	54.5	--	--	--	--
	7		11	42.3	55	9	27	9
	8		10	28.6	--	--	--	--
	11		65	69.9	92	5	0	0
White	4		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		2	7.7	--	--	--	--
	8		5	14.3	--	--	--	--
	11		8	8.6	--	--	--	--
Socioeconomically Disadvantaged	4		1	20.0	--	--	--	--
	6		4	36.4	--	--	--	--
	7		11	42.3	64	9	18	9
	8		11	31.4	82	0	0	0
	11		61	65.6	95	3	0	0
English Learners	6		3	27.3	--	--	--	--
	7		3	11.5	--	--	--	--
	8		4	11.4	--	--	--	--
	11		23	24.7	91	4	0	0
Students with Disabilities	8		1	2.9	--	--	--	--
	11		5	5.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	6	6	10	14	17	16	59	60	56

Note: 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	16
All Students at the School	10
Male	25
Female	6
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	13
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	11
Foster Youth	--

Note: 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.

### Career Technical Education Programs (School Year 2014-15)

#### Work Study:

West Park Charter Academy's Work Experience course number 811, is designed to give students an opportunity to earn elective credits through successful performance in a paid work experience. Ideally students will find that the work experience is an essential piece of a career plan in that the skills attained will serve to benefit the student in future career education choices.

Students in the Work Experience course will participate in course writing samples with the teacher. All students must also demonstrate success in current Work Experience and Career assignments and sometimes assessments. Furthermore, students will participate in an observation process that includes the work coordinator, the employer, the student, and a parent when appropriate.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	88.14
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	98.8

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	12	17	19	12	17	19	57	56	58
Mathematics	4	12	12	4	12	12	60	62	59

Note: Percentages are not calculated 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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	81	17	2	88	8	4
All Students at the School	81	17	2	88	8	4
Male	85	10	5	95		5
Female	79	21		84	13	3
Hispanic or Latino	81	16	2	88	10	3
Socioeconomically Disadvantaged	87	10	3	89	6	6
English Learners	100			100		

Note: Percentages are not calculated 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.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	28.60	38.10	19.00
9	17.60	17.60	11.80

Note: Percentages are not calculated 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

Parental involvement is an integral part of West Park Charter Academy. Home-school communication is a priority. Conferences with students and parents are held weekly/monthly. Parents have opportunity for involvement in Field trips, Career/ College Days, 8th Grade Promotion and Graduation.

For more information on how to become involved, please contact Casabdra Slmpson, Administrative Assistant, at (559) 485-0727.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	41.40	34.30	32.50	41.40	34.30	32.50	13.10	11.40	11.50
<b>Graduation Rate</b>	42.01	46.85	50.41	42.01	46.85	50.41	78.87	80.44	80.95

*Note: For the Graduation class of 2014, the formula for Graduation rate was changed, that why some percentages might exceed 100%. The formula is Number of students who met all graduation requirements divided by the total number of students enrolled in grade 12 at the time of Fall Census Day (10/01/2014).*

#### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
<b>All Students</b>	74.11	74.11	84.6
<b>Black or African American</b>	100	100	76
<b>American Indian or Alaska Native</b>			78.07
<b>Asian</b>	66.67	66.67	92.62
<b>Filipino</b>			96.49
<b>Hispanic or Latino</b>	73.96	73.96	81.28
<b>Native Hawaiian/Pacific Islander</b>			83.58
<b>White</b>	88.89	88.89	89.93
<b>Two or More Races</b>			82.8
<b>Socioeconomically Disadvantaged</b>	133.33	133.33	61.28
<b>English Learners</b>	54.55	54.55	50.76
<b>Students with Disabilities</b>	73.96	73.96	81.36
<b>Foster Youth</b>	--	--	--

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	0.00	0.00	4.06	3.05	2.58	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The West Park School District Safety Plan includes the Crisis Intervention Plan. It was revised and adopted by the Board in March, 2007. The plans are 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 non-violent environment on all WPSD 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 WPCA.

Reporting procedures are adhered to and West Park participates in a Crime Stoppers 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.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCCF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	No	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	No	No	Yes
<b>Met Participation Rate: Mathematics</b>	No	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	Yes	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					1	1						
1	1	1										
2	1	3			2	2			1	1		
3	1	1			1	2			2	1		
4	1	1			1	2			2	1		
5	1	2			2	1			1	1		
6	1	3			2	2			4	2		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	27		6	13	18	1	4	9	37	1	4
Mathematics	11	22		4	10	21	1	2	10	23	2	1
Science	28	6		2	20	7		2	15	10	1	2
Social Science	19	17		5	17	14		5	14	19	2	3

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.74	150
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.50	N/A
Social Worker	0	N/A
Nurse	.06	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	1	N/A
Other	1.44	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6908	1091	5817	\$46,662
District	N/A	N/A	\$5,904	\$49,260
Percent Difference: School Site and District	N/A	N/A	-1.5	-5.3
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	8.8	-21.2

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Unrestricted Lottery Funds  
 Title II Part A Professional Development  
 Restricted Lottery Funds--Instructional Material  
 Special Education  
 Title III Limited English Proficient

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,937	\$39,948
Mid-Range Teacher Salary	\$49,260	\$57,401
Highest Teacher Salary	\$69,786	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$122,100	\$123,000
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2014-15)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>		N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>		N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>		N/A

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

The staff is encouraged to continue their education and participate in professional development activities (i.e. AB 466, Special Education, Charter Issues, Independent Study Workshops and Team Roundtable). In addition, state and local conferences and use of multimedia resources are advocated.

A new Learning Director was hired during the summer of 2015 to bring focus to curriculum and to address the changes in California state assessments (CST to SBAC).

Teachers participated in the 2014 ELA and 2015 Math Common Core institute sponsored by Fresno County Office of Education - this was a one week training.

Teachers attend three full days of staff development. Teachers have opportunity for professional development each Monday. Staff also attended Independent Study state conference; Student Information Services workshops; and State Charter workshops.

Teachers are provided training in the area of technology for the use of Report Writer and the new Student Information System - School Pathways as needed. The training also has an annual review component.