



# Westpark Elementary School

3600 Imperial Avenue • Rosamond, CA 93560 • (661) 256-5030 • Grades

Leslie Lacey, Principal

llacey@skusd.k12.ca.us

<http://www.skusd.k12.ca.us/domain/45>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Southern Kern Unified School District

2601 Rosamond Blvd  
Rosamond, CA 93560  
(661) 256-5000  
[www.skusd.k12.ca.us](http://www.skusd.k12.ca.us)

#### District Governing Board

Yolanda Sanchez  
Mario Gutierrez  
Jim Bender  
Carol Robinson  
Linda Brandts

#### District Administration

Leanne Hargus  
**Superintendent**  
Arik Avenesyans

**Chief Business Officer**

### District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation high school.

Westpark Elementary School is a traditional K-5 school. Westpark Elementary has served the educational needs of students for the past thirteen years and has an excellent reputation in the community. Our staff recognizes the individual, academic, as well as social differences and needs of each student. We believe that a quality education is the result of a strong partnership between our school and parents. Our staff provides a safe environment in which students can be academically challenged to meet their potential.

## About the SARC

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	159
Grade 1	140
Grade 2	139
Grade 3	125
Grade 4	146
Grade 5	127
<b>Total Enrollment</b>	<b>836</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0.8
Asian	1.4
Filipino	1.7
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	0.2
White	32.3
Socioeconomically Disadvantaged	69.1
English Learners	20.7
Students with Disabilities	8.1
Foster Youth	1.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Westpark Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	40	39	36
<b>Without Full Credential</b>	2	4	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Southern Kern Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	174
<b>Without Full Credential</b>	♦	♦	32
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Westpark Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	2
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Southern Kern Unified School District held a public hearing on October 3, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Harcourt Adopted 2001  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Harcourt Brace Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

Westpark Elementary School is comprised of 44 classrooms, a cafeteria/multipurpose room, library, staff lounge, computer lab, playground, and grass field/track. The facility strongly supports teaching and learning through its ample classroom and playground space.

**Cleaning Process:**

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 08/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Low water pressure on exterior drinking fountain (cafeteria)- fixed on 8/28/2018
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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] System, which 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); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	34.0	28.0	29.0	48.0	50.0
Math	17.0	20.0	17.0	14.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	27.2	24.8

\* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	389	98.48	34.19
Male	194	192	98.97	31.25
Female	201	197	98.01	37.06
Black or African American	35	35	100.00	22.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	202	200	99.01	31.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	133	97.79	42.11
Two or More Races	11	11	100.00	18.18
Socioeconomically Disadvantaged	287	283	98.61	27.21
English Learners	90	88	97.78	22.73
Students with Disabilities	46	46	100.00	8.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	391	98.74	19.69
Male	194	192	98.97	22.4
Female	202	199	98.51	17.09
Black or African American	36	36	100	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	202	200	99.01	16
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	134	98.53	25.37
Two or More Races	11	11	100	27.27
Socioeconomically Disadvantaged	288	285	98.96	11.93
English Learners	90	89	98.89	6.74
Students with Disabilities	46	46	100	4.35
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parental involvement. At the beginning of the school year parents are invited to "Back to School Night" which provides an opportunity for parents to become familiar with their child's school and teacher. Parent conferences are held each year at the end of the first quarter. Parents are encouraged to be classroom volunteers at Westpark Elementary School. Parents are also welcome to visit classrooms with advanced arrangements. Room parents offer teachers and students support. Committees such as School Site Council/English Learners Advisory Council (ELAC) and the PTA are additional avenues for parental involvement. Teachers include parents in fundraisers, assemblies, and performances. Invitations go out for Student of the Month awards and each quarter for academic awards. There are many activities that occur at Westpark Elementary throughout the school year in which parent involvement and assistance is welcomed. Parents receive a monthly school newsletter and have access to updated school information on our school's website. They can also find school information at our school's Twitter page and through the Class Dojo app. The district also posts information about events at Westpark on the district's Facebook page.

If you are interested in learning more about the opportunities for parent involvement at Westpark Elementary School, please contact Ms. Leslie Lacey, Principal at (661) 256-5030

**State Priority: School Climate**

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

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

**School Safety Plan**

Westpark Elementary School's Comprehensive School Site Safety Plan was last revised by a team of school administrators, parents, and staff representatives in January 2018. The plan is to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet district standards." Westpark Elementary met these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and lock-down drills are held regularly, with one each month on a rotating basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by administrators, teachers, para-educators, and campus safety officers. There is a designated area for student drop-off and pick-up. Visitors register at the office, have their identification card scanned through our Raptor system, and receive identification badges that must be displayed at all times. Our district approved volunteers wear a district volunteer badge while on campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	2.5	2.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	8.5	6.3
Expulsions Rate	0.0	0.0	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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 LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	805

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	23	23	1	1	1	6	7	6			
1	26	27	23				5	5	6			
2	26	25	23				5	5	6			
3	24	27	21			1	5	5	5			
4	29	28	28				5	5	5			
5	29	25	22	1	1	1		5	5	4		
Other		13			1							

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

### Professional Development provided for Teachers

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development at the school site is based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. During the 2017-2018 school year, our district offered staff development to our staff twice during the school year within our district and AVID Summer Institute, as well as allowed staff members to attend outside training or conferences.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,884	\$45,681
Mid-Range Teacher Salary	\$70,834	\$70,601
Highest Teacher Salary	\$88,306	\$89,337
Average Principal Salary (ES)	\$99,467	\$110,053
Average Principal Salary (MS)	\$114,834	\$115,224
Average Principal Salary (HS)	\$125,562	\$124,876
Superintendent Salary	\$176,925	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,433	\$638	\$9224	\$67862
District	◆	◆	\$9224	\$66,990
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			0.0	1.8
Percent Difference: School Site/ State			33.5	-2.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title I
- Title II
- Title III

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.