

West Park Charter Academy

2695 South Valentine Avenue Fresno, CA 93706 ▪ www.westpark.k12.ca.us

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Grades K-12 ▪ CDS Code 10-62539-6112387



West Park Elementary School District

2695 South Valentine Avenue Fresno, CA 93706 ▪ www.westpark.k12.ca.us

Dr. Brian Clark, Superintendent ▪ brian_c@wpesd.org ▪ (559) 233-6501

Director's Message

West Park Charter Academy (WPCA) is a Western Association of Schools and Colleges (WASC) accredited local educational agency (LEA), with its last accreditation in 2024. The Accrediting Commission for Schools (ACS) WASC granted West Park Charter Academy a six-year accreditation (through 2024), with a mid-cycle, two-day visit in February 2027, and a full self-study visit in 2030. West Park Charter Academy was established in 1994, when five elementary site-based classrooms converted to charter school status. The program is the 44th charter in the state of California. In 1999, the K-12 independent study component was added as part of a partnership with a private entity. In August 2000, the partnership ended, and West Park Elementary School District became the sponsoring district of the independent study program. West Park Charter Academy serves independent study students in Fresno and Kings Counties. West Park Charter Academy renewed its charter in June of 2019. With input from our educational partners, the program's mission and vision statements have been updated to better meet the needs of 21st century learners. These statements drive West Park Charter Academy's staffs' efforts in supporting and increasing student achievement.

In the 2020-21 school year, a partnership with Fresno City College and West Hills College was established. By doing so, students at West Park Charter Academy will have the opportunity to take two college readiness courses, then select and begin taking Career Technical Education (CTE) Pathways courses and/or take other high school enrichment courses. Students will also be supported each semester with a Chromebook and weekly progress check-ins conducted by WPCA's CTE counselor.

West Park Charter Academy continues to meet the needs of many students and provides an encouraging future to the local community workforce. The program meets the needs of students and families experiencing transitions, and/or families striving for excellence. Students and parents/guardians seeking a rigorous, standards-based, individualized education, can look to West Park Charter Academy to meet their needs.

School Mission Statement

West Park Charter Academy is committed to provide a learning environment in which students feel safe, valued, supported and respected. Our mission is to meet students where they are and to work closely with them to develop attainable goals for their future. We strive to forge strong and positive connections, instill confidence and self-reliance, and provide the academic rigor, technology skills, communication abilities, and the 21st Century Skills needed to become responsible and contributing members of society.

School Vision Statement

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

Parental Involvement

Parental involvement is an integral part of a student's success at West Park Charter Academy. Conferences between teachers, parents/guardians and students are held routinely (weekly and monthly). Additionally, parents have opportunities throughout the year to participate in field trips, career/college days, on-site events, various committees (e.g., the English Learner Advisory Committee; WASC), eighth-grade promotion and senior graduation.

For more information on how to become involved in these opportunities, please contact Director Randy Randolph at (559) 233-6501 or randy_r@wpesd.org.

School Safety

The West Park Elementary School District Safety Plan includes the Crisis Intervention Plan. This plan is reviewed and updated on an annual basis.

The district safety committee develops safety plans with input from parents and community members to ensure a safe and nonviolent environment on all West Park Elementary School District campuses. Specific areas of focus coupled with appropriate strategies to address concerns are dealt with through the administration. Safety and discipline issues are addressed in the student handbook. A charter representative sits on the district safety committee to give input on the safety needs and concerns of the teachers and the families of West Park Charter Academy.

Reporting procedures are adhered to and West Park participates in a Crime Stoppers USA hotline program that allows for rewarded anonymous reporting.

Visitors are required to sign in and wear a visitor badge on the district campus. Drug and violence prevention education is included in health-education courses.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2025.

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.

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).

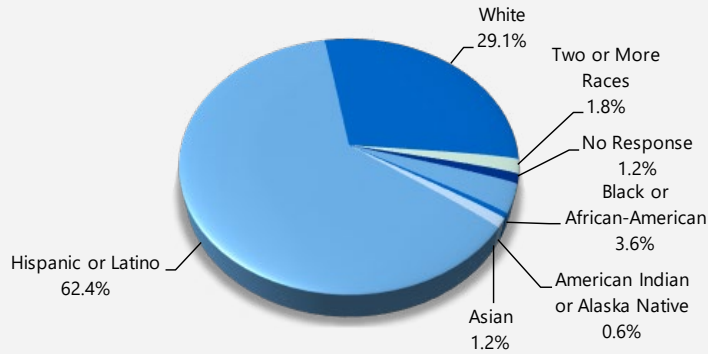
Board of Trustees

Araceli Lopez, President
 Sylvia Higgins, Member
 Michael Smith, Member
 Yaritza Astudillo, Member
 Aida Garcia, Member

Enrollment by Student Group

The total enrollment at the school was 165 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



Average Class Size and Class Size Distribution

West Park Charter Academy is an independent study charter school and, as such, it does not have "traditional" classes. The students meet one-on-one with their teacher once a week for a minimum of one hour. If the student needs additional instruction or assistance, they meet with a tutor, and in special cases, the teacher may meet with them for additional time. CALPADS class size report will show blank for West Park Charter Academy.

Career Technical Education Programs

Under the CTE umbrella, students participate in college and career ready programs. In partnership with State Center Community Colleges, students take dual enrollment courses and enrichment courses at the local community college. Dual courses are courses taught on the high school campus for college credit. Students enrolled in the enrichment program have the option of taking courses in-person or online at the community college and still obtain both high school and college credit.

AB-288 College and Career Access Pathway—Fresno City College (FCC) & West Park Charter

Transfer Pathway

- | | | |
|-----------------|--------------|-----------------------|
| • Counseling 53 | • Art 2 | • Communication 1 |
| • Spanish 1 | • Geology 2 | • English 1A |
| • Spanish 2 | • History 12 | • Psych 2 |
| • Spanish 2NS | • Biology 3 | • English 3 |
| • Health 1 | • Math 3A | • Political Science 2 |

Enrichment

- State Center Community College: open catalog
- West Hills Community College: open catalog

Career Technical Education Participation

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

Career Technical Education Data (2024-25 Participation)

	West Park CA
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Enrollment by Student Group

Demographics

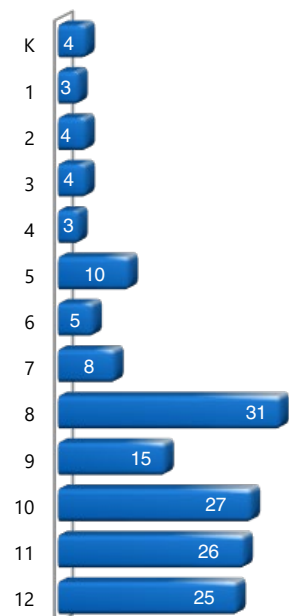
2024-25 School Year

Female	54.50%
Male	45.50%
Non-Binary	0.00%
English Learners	10.30%
Foster Youth	0.00%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	84.20%
Students with Disabilities	10.90%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	West Park CA			West Park ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.00%	0.00%	0.00%	2.30%	3.00%	4.90%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Teachers and support staff participate in training provided by district staff as well as the Fresno County Superintendent of Schools (FCSS). During the 2023-24 school year, West Park Charter Academy continued its focus on increasing student achievement in the areas of ELA, math and technology. Teachers and support staff are provided focused and relevant professional learning opportunities, as well as being encouraged to attend training/conferences that are both within and without the community.

Focus Areas:

ELA

- Addressing essential standards during instruction
- Guided and Close Reading
- Vocabulary development (Tier 2 vocabulary)
- Writing strategies
- Formative assessment (checks for understanding)
- Individual and group coaching of teachers (with ELA coaches)
- Using data to drive instruction
- Implementing technology to support instruction

Math

- Addressing essential standards during instruction
- Solving word problems
- Performance tasks and rubrics
- Addressing the Eight Math Practices
- Individual and group coaching of teachers (with a math coach)
- Using data to drive instruction
- Formative assessment (checks for understanding)
- Implementing technology to support instruction

Fridays are non-contact days with students, enabling staff to receive additional professional development/training on these days. Topics that have been covered include: Google Apps and Google Docs, Google Chats, Parent Square, Pathways, core curriculum resources and digital resources. An annual review of local and state assessment data (PLCs) Professional Learning Communities and the WASC action plan/goals/recommendations will determine professional development for the following year. Additional training is available for teachers in the various online curriculum and supplemental platforms such as:

- SAVVAS Realize (formerly Pearson Realize)
- Lexia & Reading Plus
- IXL

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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. 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	83.00%	83.00%	83.00%	83.00%	83.00%
7	100.00%	100.00%	100.00%	100.00%	100.00%
9	94.00%	94.00%	94.00%	94.00%	94.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	223	203	11	5.40%
Female	118	107	7	6.50%
Male	105	96	4	4.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	149	130	8	6.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	53	52	2	3.80%
English Learners	28	23	1	4.30%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	195	177	11	6.20%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	26	25	0	0.00%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Professional Development

Continued from page 4

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	22
2024-25	23
2025-26	22



Types of Services Funded

- Unrestricted Lottery Funds
- Restricted Lottery Funds—Instructional Materials
- Special Education
- Title III, Limited English Proficient
- Local Control Funding Formula (LCFF)
- Education Protection Account
- College Readiness Block Grant
- Low Performing Students Block Grant

California School Dashboard

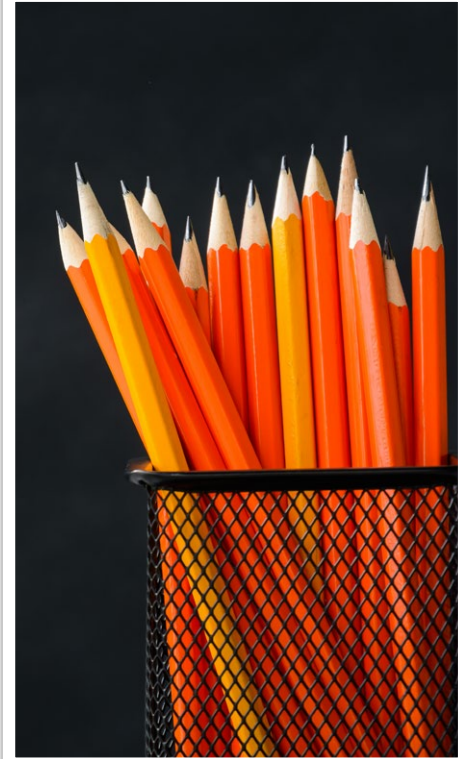
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	West Park CA		West Park ESD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	13.64%	10.84%	9.52%	7.69%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	West Park CA		West Park ESD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	33%	27%	23%	25%	46%	48%
Mathematics	5%	4%	10%	12%	34%	37%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results by Student Group: Science (grades 5, 8 and high school)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	86	83	96.51%	3.49%	10.84%
Female	46	45	97.83%	2.17%	11.11%
Male	40	38	95.00%	5.00%	10.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	49	96.08%	3.92%	10.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	24	24	100.00%	0.00%	12.50%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	76	73	96.05%	3.95%	8.22%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	14	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	102	101	99.02%	0.98%	26.73%
Female	53	53	100.00%	0.00%	28.30%
Male	49	48	97.96%	2.04%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	71	70	98.59%	1.41%	25.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	23.81%
English Learners	12	12	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	90	89	98.89%	1.11%	24.72%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	102	101	99.02%	0.98%	3.96%
Female	53	53	100.00%	0.00%	5.66%
Male	49	48	97.96%	2.04%	2.08%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	71	70	98.59%	1.41%	4.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	4.76%
English Learners	12	12	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	90	89	98.89%	1.11%	4.49%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates (Three-Year Data)						
	Graduation Rate			Dropout Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
West Park CA	66.70%	86.70%	0.00%	33.30%	13.30%	81.80%
West Park ESD	66.70%	86.70%	0.00%	33.30%	13.30%	81.80%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	0	0.00%
Female	13	0	0.00%
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	11	0	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	21	0	0.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2023–24 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
West Park CA	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	0.00%

Textbooks and Instructional Materials

West Park Charter Academy follows state curriculum frameworks, district content and performance standards to support student achievement. The administrator meets with teaching staff and the school's Curriculum Committee to review textbooks for selection. State-approved textbooks and instructional materials are reviewed (depending on which core subject is being adopted) for all grade-levels at local curriculum showcases as well as at the learning centers. West Park Charter Academy students, including English learners, each have access to state-approved, Common Core State Standard-aligned textbooks/curriculum in the core subject areas. Curriculum is supplemented with digital technology resources (Chromebooks, online math and reading programs, online Career Technical Education courses, on-site internet access, etc.).

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	California Journeys, Houghton Mifflin Harcourt	2017
Reading/language arts	Common Core Writing Handbook	2017
Reading/language arts	Literature, Holt McDougal (7-10)	2012
Reading/language arts	American Literature, Holt McDougal (11-12)	2012
Mathematics	EnVisionMath Common Core for California, Pearson	2015
Mathematics	Digits for California, Pearson	2015
Mathematics	Algebra Readiness, McDougal Littell	2008
Mathematics	Pre-Algebra, Globe Fearon	2008
Mathematics	Algebra 1, Common Core Edition; Pearson	2015
Mathematics	Algebra 2, Common Core Edition; Pearson	2015
Mathematics	Geometry, Common Core Edition; Pearson	2015
Mathematics	Math with Business Applications, McDougal Littell	2006
Mathematics	Consumer Mathematics, AGS	2006
Science	Pearson Elevate Science, California Edition (K-8)	2020
Science	Physical/Earth Science, Glencoe (9-12)	2007
Science	Integrated Science 1 (Biology): California Miller and Levine Experience Biology: The Living Earth, SAVVAS Learning Company	2020
Science	Integrated Science 2 (Chemistry): California Experience Chemistry: In the Earth System Volumes 1 & 2, Pearson	2021
Science	Earth Science: Focus on Earth Science, Glencoe (9-12)	2007
History/social science	California Studies Weekly (K-6)	2018
History/social science	World Geography, Glencoe	2006
History/social science	World History: Modern Times, CA Edition; Pearson	2019
History/social science	U.S. History: The Twentieth Century, CA Edition; Pearson	2019
History/social science	Magruder's American Government, CA Edition	2019
History/social science	Economics: Principles in Action, CA Edition; Pearson	2019
Digital instructional resources	Reading/ELA: Lexia Core5, Lexia PowerUp, Reading Plus Math: IXL, MathXL Career Technical Education: Edmentum, Plato Courseware	N/A

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

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year

Data collection date	9/8/2025
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Quality of Textbooks

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

Quality of Textbooks

2025-26 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 (2025-26 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 FIT report	8/13/2025

School Facilities

West Park Elementary School District (West Park Elementary and West Park Charter Academy) takes great efforts to ensure that the school is a clean, safe and functional environment. Our sites are compliant with Occupational Safety and Health Administration (OSHA) and Division of the State Architect (DSA) regulations.

West Park Charter Academy has three learning centers. The West Park Charter Academy office (also referred to as the Machado Learning Center) is located on the district campus. This building houses three administrative employees, including, registrar, attendance clerk and administrative assistant to the Director of Charter Schools, whose office is adjacent to this facility at West Park Elementary School.

There are learning centers in Fresno and Hanford. These are leased facilities. These facilities house all teaching and student support staff. The district custodian along with AJB Cleaning services provide custodial work and do necessary maintenance at all sites that are under lease.

West Park Charter Hanford facility has not received Williams Act visits and thus, there are no Williams Act FIT findings. The data shared is from the maintenance department's self-evaluation of facility fitness. West Park Fresno facility was inspected on August 14, 2024 by Fresno County William's Act. No findings were reported.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses

2024-25 School Year

Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0

Number of AP Courses Offered

Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



"West Park Charter Academy is committed to provide a learning environment in which students feel safe, valued, supported and respected."

Teacher Preparation and Placement

These tables display 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 (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)	5.8	45.1%	24.8	71.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	5.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.0	2.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.9	53.3%	6.9	19.8%	11,953.1	4.3%
Unknown	0.2	1.5%	0.2	0.6%	15,831.9	5.7%
Total Teaching Positions	12.9	100.0%	34.9	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 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)	3.1	31.1%	22.1	73.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.0	3.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.8	68.7%	6.8	22.9%	11,746.9	4.2%
Unknown	0.0	0.2%	0.0	0.1%	14,303.8	5.2%
Total Teaching Positions	9.9	100.0%	29.9	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	2.4	30.2%	20.4	72.8%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.6%	2.0	7.3%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.6	69.2%	5.6	19.9%	12,112.8	4.3%
Unknown	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
Total Teaching Positions	8.0	100.0%	28.0	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	6.9	6.8	5.6
Total Out-of-Field Teachers	6.9	6.8	5.6

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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

2024-25 School Year

	Ratio
Pupils to Academic counselors	61:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2022-23 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 (2023-24 Fiscal Year)		
	West Park ESD	Similar Sized District
Beginning teacher salary	\$48,148	\$55,247
Midrange teacher salary	\$70,393	\$80,745
Highest teacher salary	\$94,870	\$109,655
Average elementary school principal salary	\$121,688	\$133,828
Superintendent salary	\$145,000	\$155,953
Teacher salaries: percentage of budget	24.56%	25.26%
Administrative salaries: percentage of budget	6.40%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
West Park CA	\$9,142	\$65,958
West Park ESD	\$12,585	\$68,760
California	\$11,146	\$85,291
School and district: percentage difference	-27.4%	-4.1%
School and California: percentage difference	-18.0%	-22.7%

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

All data accurate as of December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$12,981
Expenditures per pupil from restricted sources	\$3,839
Expenditures per pupil from unrestricted sources	\$9,142
Annual average teacher salary	\$65,958



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.

School Accountability Report Card

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