

Westpark Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

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.

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.

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

2024-25 School Contact Information

School Name	Westpark Elementary School
Street	3600 Imperial Ave.
City, State, Zip	Rosamond
Phone Number	661-256-5030
Principal	Patrick Holmes
Email Address	pholmes@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/65
Grade Span	K-5
County-District-School (CDS) Code	15637760111377

2024-25 District Contact Information

District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website	www.skusd.k12.ca.us

2024-25 School Description and Mission Statement

District & School Profile

The Southern Kern Unified School District (SKUSD) is committed to excellence in TK-12 education. SKUSD serves the city of Rosamond, which is located in the Antelope Valley. SKUSD is home to a diverse community, with around 3,500 students. SKUSD consists of Rosamond High Early College Campus, Tropico Middle School, Westpark Elementary School, Rosamond Elementary School, Abraham Lincoln Independent Study, and Rare Earth High School. SKUSD serves the academic, social, emotional, and physical needs of ALL students in a safe and secure learning environment. SKUSD's motto is "Maintaining Excellence."

Westpark Elementary School is a traditional TK-5 school. Westpark Elementary serves the educational needs of students and has an excellent reputation in the community. Our staff recognizes the individual and academic needs, as well as the social differences and needs of each student. We believe that quality education is the result of a strong partnership between our school, students, and parents. Our staff provides a safe environment in which students can be academically challenged to meet their potential and prepare them for a productive future. We have programs such as AVID, HOPE Squad, and Character Strong. All of these programs help to develop the whole child not only academically but social and emotionally as well.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	202
Grade 1	161
Grade 2	177
Grade 3	140
Grade 4	160
Grade 5	130
Total Enrollment	970

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.1
Asian	1
Black or African American	5.3
Filipino	0.7
Hispanic or Latino	62.9
Two or More Races	5.1
White	23.7
English Learners	9.7
Foster Youth	2.2
Homeless	15.3
Socioeconomically Disadvantaged	76.3
Students with Disabilities	13.1

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.

2020-21 Teacher Preparation and Placement

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)	35.00	87.50	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	5.00	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.50	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.50	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.50	6.10	3.79	18854.30	6.86
Total Teaching Positions	40.00	100.00	163.10	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	36.00	85.71	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.38	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.14	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.38	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	1.00	2.38	6.80	4.02	15831.90	5.67
Total Teaching Positions	42.00	100.00	169.20	100.00	279044.80	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

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)	35.00	79.55	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	6.00	13.64	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	6.82	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	44.00	100.00	168.80	100.00	277698	100

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	2
Misassignments	0.00	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	3.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.4	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)	10.00	2.3	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing on September 20, 2023, 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

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders adopted 2016	Yes	0.0%
Mathematics	McGraw Hill My Math adopted 2014	Yes	0.0%
Science	Delta/Foss adopted June 2021	Yes	0.0%
History-Social Science	McGraw Hill Impact adopted June 2021	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Westpark Elementary School is comprised of 51 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. Explicit schedules have been made for each custodian to ensure that all areas of the school are maintained.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	41	25	28	46	47
Mathematics (grades 3-8 and 11)	24	30	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	440	432	98.18	1.82	41.44
Female	236	232	98.31	1.69	44.40
Male	204	200	98.04	1.96	38.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	268	262	97.76	2.24	39.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	41.94
White	102	101	99.02	0.98	47.52
English Learners	42	38	90.48	9.52	34.21
Foster Youth	--	--	--	--	--
Homeless	69	66	95.65	4.35	30.30
Military	38	38	100.00	0.00	31.58
Socioeconomically Disadvantaged	352	345	98.01	1.99	39.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	10.94

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	441	436	98.87	1.13	30.05
Female	237	234	98.73	1.27	24.79
Male	204	202	99.02	0.98	36.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	21.21
Filipino	--	--	--	--	--
Hispanic or Latino	269	266	98.88	1.12	29.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	25.81
White	102	101	99.02	0.98	35.64
English Learners	42	41	97.62	2.38	12.20
Foster Youth	--	--	--	--	--
Homeless	69	69	100.00	0.00	17.39
Military	38	38	100.00	0.00	26.32
Socioeconomically Disadvantaged	353	349	98.87	1.13	26.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	15.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.86	23.53	13.58	14.90	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	136	99.27	0.73	23.53
Female	76	76	100.00	0.00	22.37
Male	61	60	98.36	1.64	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	86	98.85	1.15	15.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	48.48
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	15.79
Military	15	15	100.00	0.00	6.67
Socioeconomically Disadvantaged	113	112	99.12	0.88	22.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.8	97.8	97.8	96.3	97.8

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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 and are also welcome to visit classrooms with advanced arrangements. Room parents offer teachers and students support. Committees such as our School Site Council (SSC), English Learners Advisory Council (ELAC), and the PTA are additional avenues for parental involvement. Teachers include parents by providing them information via a communication app. Parent Square (Aeries Communication), emails, and phone calls. 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 are welcomed. Parents are encouraged to volunteer on campus to assist in multiple ways, such as to assist teacher’s in classrooms with small group instruction, assist teachers with preparing instructional materials, helping at school events, etc. Parents are also allowed on campus for awards ceremonies and Student of the Month. Parents receive a monthly school newsletter and have access to updated school information on our school’s website. They can also find school information on our school’s Twitter page. The district posts information about events at Westpark on the district’s Facebook page. Aeries communication messages are sent home regularly by our school’s administration to inform parents of upcoming events and possible ways to participate. If you are interested in learning more about the opportunities for parent involvement at Westpark Elementary School, please contact Patrick Holmes, Principal at (661) 256-5030.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1045	1019	213	20.9
Female	522	507	92	18.1
Male	523	512	121	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	62	61	12	19.7
Filipino	--	--	--	--
Hispanic or Latino	653	638	153	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	10	20.0
White	248	240	37	15.4
English Learners	109	103	22	21.4
Foster Youth	24	22	6	27.3
Homeless	177	170	44	25.9
Socioeconomically Disadvantaged	813	790	185	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	161	155	48	31.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.23	1.75	0.96	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0.00
Female	0.38	0.00
Male	1.53	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	4.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	0.40	0.00
English Learners	0.00	0.00
Foster Youth	12.50	0.00
Homeless	1.69	0.00
Socioeconomically Disadvantaged	1.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 September 13, 2021. 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 meets 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 and ID's are checked regularly. Any parent or guest on campus have their ID's checked through our Raptor School Integrated Safety Software System. Once scanned guests on campus receive identification badges that must be displayed at all times. Our district approved volunteers wear a district volunteer badge while on campus. Westpark has security cameras throughout the campus.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	22	1	5	
2	17	5	2	
3	21	3	3	
4	30		5	
5	25		5	
Other	12	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	7	
1	24		7	
2	21	1	5	
3	20	1	6	
4	26		5	
5	28		6	
Other	16	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		6	
1	22		7	
2	24		7	
3	23		6	
4	26		6	
5	20	2	3	
Other	17	2	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,883.19	\$3,551.55	\$6,331.64	\$70,792.03
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	-7.3	-13.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-51.9	-21.3

Fiscal Year 2023-24 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
- Title IV
- ASES

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29.06	28.69
Percent of Budget for Administrative Salaries	4.47	5.55

Professional Development

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 Student 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 2022-2023 and 2023-2024 school year, our district offered and offers staff development for our staff multiple times during the school year within our district, as well as, allowed staff members to attend outside training or conferences. Many of our teachers at Westpark attended AVID summer institute in 2022 and 2023. The district has and is providing training opportunities in the following areas: teacher clarity, essential standards, MTSS, PBIS, PLCs, AVID, English 3D, and trainings through Kern County Superintendent of Schools. All teachers had 2 contractual PD days prior to the school year in which they received training. All new teachers receive 5 days of required trainings prior to the start of the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2		