West Park Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	West Park Elementary School
Street	2315 West Park Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3516
Principal	Amye Scott
Email Address	ascott@nvusd.org
Website	https://westpark.nvusd.org
County-District-School (CDS) Code	28662666026975

Entity	Contact Information
District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
Website	www.nvusd.org

School Description and Mission Statement (School Year 2019-20)

Mission Statement: West Park is a community of lifelong learners focused on high expectations for all.

Description: West Park is a community-based school leveraging BEST practices for student behavior and learning including social-emotional curriculum and Restorative Justice practices which create an inclusive learning culture. Our expectations are that all students will be safe, respectful and responsible as they grow into more independent members of the wider community. West Park is a proud AVID school committed to the academic success of our students, for example, by intentionally focusing on inquiry and questioning we amplify instructional rigor for all students. Students are recognized for their successes at school-wide assemblies each month. The students at West Park Elementary are served by 14 fully-credentialed teachers and a support staff that includes 4 music (K-5) specialists, 4 PE specialists (K-5), a speech therapist, 2.0 Resource Specialists, a part-time school psychologist, nurse, one 1:1 Personal Care Assistant, and four Independence Facilitators. Teacher participate in shared leadership through Leadership, BEST and AVID Teams. The goal of this structure is to create meaningful, staff-driven, adult learning to increase student outcomes.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	45
Grade 1	50
Grade 2	46
Grade 3	46
Grade 4	71
Grade 5	55
Total Enrollment	313

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
Filipino	0.6
Hispanic or Latino	47.6
White	45.4
Two or More Races	5.1
Socioeconomically Disadvantaged	46
English Learners	25.9
Students with Disabilities	20.8
Foster Youth	1
Homeless	1.6

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	14	14	749
Without Full Credential	0	0	2	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Language and Literacy (K-5) - 2017. Scholastic iRead, System 44 & Read 180 A: All students	Yes	0%
Mathematics	Q: Good C: Bridges Mathematics (K-5) - 2016 A: All students	Yes	0%
Science	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

West Park School was built in 1952. The original site of seven classrooms was expanded in the early 1970's with the addition of three portable rooms (these classrooms were replaced in 2000). In 1989 further expansion occurred with the addition of one portable classroom and one Extended Day Care unit. One additional classroom was added in 1990. A classroom for Class Size Reduction was West Park School was built in 1952. The original site of seven classrooms was expanded in the early 1970's with the addition of three added in 1997. Another classroom was added in the summer of 1997 to expand for a primary Special Day Class. Heating and air-conditioning were upgraded in 2000-2001. New technology wiring provides full connectivity from each classroom to the Internet. Each classroom has at least one multimedia computer and a computer area. A new playground was completed through the combined efforts of PTO and our community in spring 2002. A Kindergarten playground was installed in the spring of 2003. Measure M funds made our Multi-Purpose Room a reality in the fall of 2006. Every door had single-sided locking cylinders installed fall of 2006. Our Garden-of-Dreams was rebuilt and completed in the spring of 2010. Wireless internet was recently installed throughout our school. Thanks to Measure M, we have a new Library that was completed in November of 2011. In 2012 we added one classroom that we are currently using for our JiJi Music Program. In June of 2014 three classrooms were added - Computer Lab, 5th-grade classroom & Read 180/S44 classroom. In June of 2016 one 5th grade classroom was added. January 2018, seismic upgrades to classrooms 1-6, Staff Room and School Office were completed. June 2019 a special designed therapy room was added from counseling enriched SDC classes.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/18/17

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

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	39	47	48	50	50
Mathematics (grades 3-8 and 11)	32	37	34	35	38	39

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	170	100.00	0.00	39.41
Male	90	90	100.00	0.00	37.78
Female	80	80	100.00	0.00	41.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100.00	0.00	30.00
Native Hawaiian or Pacific Islander					
White	80	80	100.00	0.00	47.50
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	79	79	100.00	0.00	25.32
English Learners	54	54	100.00	0.00	25.93
Students with Disabilities	43	43	100.00	0.00	6.98
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	170	100.00	0.00	37.06
Male	90	90	100.00	0.00	37.78
Female	80	80	100.00	0.00	36.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100.00	0.00	23.75
Native Hawaiian or Pacific Islander					
White	80	80	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	17.72
English Learners	54	54	100.00	0.00	11.11
Students with Disabilities	43	43	100.00	0.00	4.65
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.6	29.1	1.8

Note: 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.

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 2019-20)

The West Park Family Club and Vineyard 29, our Partner in Education, has been a key contributor in supporting our staff and students growth in all areas. Parents can learn about programs and opportunities through participation in the School Site Council (SSC)/West Park Family Club (WPFC), & English Learner Advisory Committee (ELAC). Parents assist in the library, volunteer in the classroom, help in the garden or on field trips. Opportunities are available year-round. WPFC kicks off the year with our Back-to-School Night welcome celebration - organizing volunteers, hosting a Book Fair and having information available to parents. Parents are involved with our Jog-A-Thon, yearly family Fall Carnival and our Spring Fundraising Event for Adults. Our strong family community supports our school goals by funding Music and cooking for all students K-5 and providing additional planning/collaboration time for teachers. Parents help classroom teachers with working with students, projects, and celebrations and in keeping our school beautiful. West Park takes pride in our school's appearance: colorful flowerbeds, well-tended grounds, beautiful murals and mosaics, Technology Lab and our West Park Garden of Dreams, create an inviting atmosphere. For further information on parent involvement opportunities, please contact Amye Scott, Principal, at 707-253-3516.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.3	0.9	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Description: A schoolwide focus on safety, health and well being has resulted in a campus that is virtually free of violence, drugs, and crime. Grounds are kept litter-free and supervised by a full-time custodian. Inspections by the Napa Fire Department address code compliance and assure the facilities are safe for students and staff. Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The CSSP is reviewed annually (Oct.18, 2018) by District Maintenance and Operations and the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency equipment has been supplied for each classroom and for the school as a whole. Fire and/or Evacuation drills are held monthly. During the first weeks of school, teachers and the principal teach expectations for student safety, playground, rules, classroom behavior, bullying, and harassment. Discipline follows the restorative practices as defined in NVUSD "Standards for Student Behavior". Our school BEST Team monitors student behavior issues to determine when additional support is needed for students and staff.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		25		2		23		2	
1	20	2			23		2		25		2	
2	24		3		21		2		22		2	
3	26		2		27		2		22		2	
4	25		2		29		2		31		2	
5	23	1	2		22	1	2		23	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	2.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,850	$192	$6,658	$90,727
District	N/A	N/A	$6,632	78,177
Percent Difference - School Site and District	N/A	N/A	0.4	15.1
State	N/A	N/A	$11,101	$82,465
Percent Difference - School Site and State	N/A	N/A	-6.8	13.0

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

School Library Improvement Program (SLIP), English Language Acquisition Program (ELAP), Economic Impact Aid/Limited English Proficient (EIA/LEP), Resource (RSP), Speech and Language and Gifted and Talented Education (GATE), Advancement Via Individual Determination (AVID)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,601	$51,374
Mid-Range Teacher Salary	$75,145	$80,151
Highest Teacher Salary	$97,792	$100,143
Average Principal Salary (Elementary)	$127,381	$126,896
Average Principal Salary (Middle)	$134,954	$133,668
Average Principal Salary (High)	$142,305	$143,746
Superintendent Salary	$258,343	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

2018-2019 Staff Professional Development continues to be focused on two primary areas: AVID and Accelerate Math. Our goal is still to connect these two areas so that teachers feel that all professional learning is supporting the goal of high expectations for all students. Students at West Park are no longer declining in Math. At the end of the 16-17 school year, 39/35/17 % of our grade 3/4/5 students met or exceeded proficiency on the MATH portion of the CAASPP, and overall student scores were no longer decreasing. Students continue to struggle in communicating their reasoning. This year we are focusing on AVID strategies utilizing Costa's Levels of Questioning and writing in math to increase rigor in student learning. Teachers in grades K-1 and the school Principal attended Pathway Training in October of 2018. All teachers have now participated in at least one year of AVID Training and is leading to greater articulation across school-wide. Our site AVID Team leads site-based professional learning regularly during staff meeting time. The AVID Site Team will also participate in 2 Regional Training Days this school year. Through our continuing participation in the Accelerate Math partnership project funded by NapaLearns, teachers in grades 1-5, along with our site based coach, will participate in 3 paid professional learning days after school, 4 on-site coaching days with a Math Learning Center Coach and ongoing coaching with two District Math Coaches.

2017-2018 Staff Professional Development is focused on two primary areas: AVID and Accelerate Math. Our goal is to connect these two areas so that teachers feel that all professional learning is supporting the same goal of high expectations for all students. Students at West Park have struggled in recent years, especially with Math. At the end of the 16-17 school year, 35/17/33 % of our grade 3/4/5 students met or exceeded proficiency on the MATH portion of the CAASPP, and overall student scores were decreasing. Students struggled especially in communicating their reasoning. AVID strategies, especially in the areas of goal setting and writing in math will support student learning. Teacher leaders in grades 2,4, a site based coach, and the school Principal attended AVID Summer Institute in July of 2017. Their learning was shared with school staff through site-based professional learning regularly during staff meeting time. Accelerate Math is a partnership project funded by NapaLearns, a community-based non-profit. Through this partnership, all site teachers participated in a full day of training in the summer of 2017. Teachers in grades 1,2 and 4, along with our site based coach, also participated in 3 paid professional learning days after school, 4 on-site coaching days with a Math Learning Center Coach and ongoing coaching with a District Math Coach.

2016-17 Currently there are no professional days built into the school calendar due to budget matters.