

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Westpark Elementary	District Name	Irvine Unified
Street	25 San Carlo	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92614-7314	Web Site	www.iusd.org
Phone Number	949-936-6400	Superintendent	Gwen Gross
Principal	Erica L. Hoegh	E-mail Address	ggross@iusd.org
E-mail Address	ehoegh@iusd.org	CDS Code	30-73650-6108799

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Our mission is to enable students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Westpark School opened its doors in July, 1991. Our first enrollment included 341 students in grades K-5. Currently, we maintain an enrollment of 600 students in grades K-6. Westpark is one of four schools in Irvine

that operate with a year-round calendar. In addition to serving neighborhood children, we offer the year-round calendar as an alternative to other families in Irvine who choose this schedule.

Westpark was recognized as a California Distinguished School during the 2001-2002 school year.

In every academic setting we provide a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills. Our offerings include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Resource Specialist support, Speech and Language support, SDAIE instructional support for our English Language Learners, Early Intervention Reading Model for emerging readers, and regular education classes. In addition to general education classrooms, we serve Special Education students in four co-taught classroom settings and also three upper-grade classrooms for academically talented students (APAAS). Our student population includes students from homes where more than 20 languages other than English are spoken. Our staff carefully monitors each child and celebrates each child's successes and uniqueness at our regular grade level assemblies.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Westpark School is embedded in a community that believes that education is a partnership between the home and the school. The PTA, the School Site Council, the volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies, after school enrichment classes, financial support for personnel, and financial support for every teacher. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular focuses. The volunteers contribute hours to the classroom through tutorial, library, computer lab and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies and assemblies to enrich the entire school. Our parents are actively involved at our school in a variety of ways.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	68
Grade 1	85
Grade 2	77
Grade 3	66
Grade 4	86
Grade 5	98
Grade 6	87
Total Enrollment	567

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.76 %
American Indian or Alaska Native	1.06 %
Asian	47.97 %
Filipino	3.88 %

Hispanic or Latino	5.47 %
Pacific Islander	0.71 %
White (not Hispanic)	29.81 %
Multiple or No Response	9.35 %
Socioeconomically Disadvantaged	4 %
English Learners	14 %
Students with Disabilities	14 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31.0		3		37.5		2	2	30.5		3.0	1.0
1	20.0	3			22.7	1	2		22.2	4.0	2.0	
2	18.5	4			20.0	2			18.8	4.0		
3	20.7	1	2		20.0	3			20.5	1.0	1.0	
4	31.3		3		29.7		3		27.7		3.0	
5	33.3		2	2	32.0		2	2	31.7		1.0	2.0
6	33.0		1	1	33.5		1	1	29.0		2.0	1.0
K-3	32.0		1		30.7		3		30.0		1.0	
3-4	34.0			1	33.0			2				
4-8	41.0			1	41.0			2	39.0			2.0
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Westpark School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Safety Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

We have emergency supplies to prepare for a potential disaster. These emergency supplies: food, water, blankets, first aide, and all other emergency equipment are kept in our throughout the building and in our Emergency Storage Shed for immediate access if needed. We are prepared to address the needs of our students and community. In addition, monthly fire drills, a full simulation earthquake drill, and a full intruder

drill are scheduled and implemented throughout the school year to assess our level of preparedness. We schedule these regular drills to teach children appropriate safety actions in the event of an emergency. Our school is fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We also have the ability to reach all parents with an automated phone message system and email system.

Supervision is provided on the playground before and after school. There are specific procedures and rules governing bicycles for those students in grades 3 or older who ride to school. There are also procedures in place to administer medication during the school day for children. Our PTA provides funding for two additional days of health clerk time in the health room. Westpark has a complete School Safety Plan that is evaluated yearly by our School Site Council and updated as needed.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	4.0	3.1	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Constructed in 1990, Westpark is an up-to-date and well-maintained school facility. The main building includes three pods of four classrooms each. Each pod also has a kitchen area and a small conference, gathering room. There are two, large, self-contained kindergarten classrooms, each with a restroom area. An additional 6 self-contained permanent classrooms are located adjacent to the main building. Three portable classrooms were added to support class size reduction in grades 1-3. Westpark is fortunate to have a large Multi-Purpose Room, a large Library/Media Center, science room and offices and work areas for support staff. The building has recently been painted on the exterior and the interior. The school was re-carpeted during the summer of 2005. The grounds and playground area are large and regularly maintained. New playground equipment was installed in 2006 – 2007. Classroom audio visual equipment was upgraded with LCD projector systems, new computers, and document cameras in all classrooms. One portable classroom that was previously used for music and child care was claimed as classroom due to enrollment growth and an additional portable classroom was dropped to accommodate the enrollment growth.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			

Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Roofs	X		
Overall Cleanliness	X		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	28	29	28	1222
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1.2	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased	0

	are state-adopted, and are standards aligned	
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	Not Applicable	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	Not Applicable	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,011	513	4,488	56,589
District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	-5.78	-23.90
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-18.10	-14.88

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2007-2008, Westpark School received special funds in the amount of \$137,706.98. The majority of the funds were spent on personnel costs for instructional assistants and instructional materials to support the unique needs of the students in the following programs:

Special Programs	Amount
English Language Acquisition Program	\$1,636.00
Economic Impact Aid (EIA)	\$26,539.63
Gifted and Talented	\$1,090.00
School Improvement	\$45,082.00
Title-1	\$63,359.35

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	75	77	80	75	76	78	42	43	46
Mathematics	76	74	74	74	74	76	40	40	43
Science	78	74	84	72	75	80	35	38	46
History-Social Science				66	60	67	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	86	87	85	
Filipino	88	81	*	
Hispanic or Latino	74	63		
Pacific Islander	*	*		
White (not Hispanic)	71	60	75	
Male	68	71	80	
Female	88	78	88	
Economically Disadvantaged	47	47	*	
English Learners	54	60	*	
Students with Disabilities	29	35	64	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	57.1

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	7	3	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-26	2	2	908
African American				
American Indian or Alaska Native				
Asian	-22	-6	-2	947
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-18	0	-25	862
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities		-38		751

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Westpark School and the Irvine Unified School District are committed to continuous professional improvement. The District and site has staff development days, as well as afternoon and evening workshops for teachers. We continue to develop reading, math, and writing instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs. Technology instruction, differentiating the core curriculum, and special education were also school-wide foci. This year's school-wide goals for improving student achievement include efforts to refine our instructional focus based on student achievement data, providing intervention models for students not achieving proficiency, continuing to implement Response to Instruction and implementing Positive Behavioral Intervention Supports.

Number of school days dedicated to staff development

	2005-06	2006-07	2007-08
Full Days	2	2	2
2 hour after-school sessions	6	6	6