



Westfield Elementary School

1151 West Pioneer Avenue • Porterville, CA 93257 • 559.782.7270 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Porterville Unified School District

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District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

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District Administration

Nate Nelson, Ed.D.
Superintendent

Brad Rohrbach, Ed.D.
**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Andrew Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

Principal's Message:

Westfield Elementary School embraces change and is experiencing it on a daily basis as we continually focus on our mission, our goals, and our course of action in order to ensure that we address every single individual child's learning, emotional, and social development. Ongoing improvement of curriculum and campus is measured in relation to continuous professional development, updating our best practices to reflect the most current research in education, brain research, and good old-fashioned common sense. You will find within this report a picture of an effective school focusing on a positive, safe learning environment where every single child matters to all staff. The faculty is professionally skilled and personally committed to meeting the learning and emotional needs of all students. We maintain high standards of citizenship and academic expectations, while ensuring student progress using individualized learning. Westfield shares a common goal with parents to guarantee our students receive the best education possible to prepare them for success in middle school, high school, college, and life beyond. All students have the opportunity to meet their maximum potential with the guidance and support of Westfield's outstanding instructional and support staff. Together, we promote a powerful, cohesive partnership that actively involves students, parents, faculty, and the community that is student-centered. In order to help prepare each child to function adequately in our complex society, we capitalize on every opportunity to encourage and compliment honesty, fair play, and respect. This has been reinforced as well through our Positive Behavioral Intervention and Supports (PBIS) school-wide initiative. Westfield welcomes feedback from our students, parents, and community with an open invitation to call or tour our campus.

School Mission Statement:

Westfield Elementary School's mission is to create a safe and positive learning environment. Through continued partnership with families, we facilitate academic, social, and character development by empowering all children to be productive lifelong learners.

Community & School Profile:

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

Westfield Elementary School serves students in grades TK/Kindergarten through Sixth on a traditional calendar schedule. Curriculum is based on meeting the California State Standards, with special emphasis placed on technology, serving English Language Learners, students who come from low socioeconomic, foster, or homeless status, students who qualify for GATE, and preparing students for college and career for the future.

During the 2018-2019 school year, 670 students were enrolled at the school.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	96
Grade 2	102
Grade 3	73
Grade 4	96
Grade 5	90
Grade 6	121
Total Enrollment	667

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	1
Asian	3.4
Filipino	1.5
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.1
White	20.5
Two or More Races	1
Socioeconomically Disadvantaged	78.7
English Learners	19.6
Students with Disabilities	5.2
Foster Youth	0.1

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

Teacher Credentials for Westfield Elementary	17-18	18-19	19-20
With Full Credential	26	25	28
Without Full Credential	3	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	◆	◆	584
Without Full Credential	◆	◆	64
Teaching Outside Subject Area of Competence	◆	◆	17

Teacher Misassignments and Vacant Teacher Positions at Westfield Elementary School

Indicator	17-18	18-19	19-20
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)

Porterville Unified School District held a Public Hearing on September 12, 2019 and determined that each school has 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. The chart below displays data collected in August 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw- Hill 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw-Hill 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe- 2006 Harcourt- 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Houghton Mifflin- 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Harcourt- 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Westfield School was originally constructed in the late 1940s and has since undergone complete modernization. The most recent renovations to the campus occurred during 2005, and included installation of new playground equipment and three reading tables. In the summer of 2009, four new permanent classrooms were added to the campus to replace four old portables.

The campus is currently comprised of 35 classrooms (including 10 portables), a Resource Room, a library, one computer lab, one staff room, a cafeteria, one upper-grade playground, two Kindergarten play areas, the main office, and the parking lot. The chart displays the results of the most recent school facilities inspection, provided by the district in June 2019.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 8: hole in tack board; Room 19: missing tack board; Room 24: Tile floor has cracks

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 7: Missing light lenses; Room 11: 2 bulbs out; Room 1: Missing light lenses
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 11: Drinking fountain not working; Room 13: Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room K-2: Roof;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Room K-2: no comment Playground/School Grounds; Room 4: no comment; Room 23: broken window; Room K-2: no comment Windows/Doors/Gates/Fence
Overall Rating	Good	The action to be taken: Our custodian will submit work orders to the district maintenance department.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	49	44	44	50	50
Math	41	44	27	28	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.8	36.7	22.2

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	379	99.74	49.08
Male	207	207	100.00	44.44
Female	173	172	99.42	54.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	81.82
Filipino	--	--	--	--
Hispanic or Latino	273	272	99.63	43.01
White	72	72	100.00	63.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	303	99.67	43.23
English Learners	128	127	99.22	36.22
Students with Disabilities	31	31	100.00	6.45
Students Receiving Migrant Education Services	19	19	100.00	47.37
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	380	100.00	43.68
Male	207	207	100.00	43.00
Female	173	173	100.00	44.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	81.82
Filipino	--	--	--	--
Hispanic or Latino	273	273	100.00	38.83
White	72	72	100.00	54.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	304	100.00	38.16
English Learners	128	128	100.00	33.59
Students with Disabilities	31	31	100.00	3.23
Students Receiving Migrant Education Services	19	19	100.00	36.84
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.

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)

Parents are encouraged to participate in School Site Council, the English Language Advisory Committee, Family Fun Nights, Student Study Teams, and Octoberfest, Turkey Trot, Santa's Workshop, Spring Extravaganza, Awards Assemblies, Student Incentives, PIQE, Parent Conferences, Parent Information Nights, partnering with our Youth Experiencing Success (YES) after-school program, and other opportunities. Parent volunteers (who have been fingerprinted through Porterville Unified School District) are also encouraged to help in the classrooms and with various school functions such as fieldtrips throughout the school year. Other involvement opportunities are outlined in our Parental Involvement Policy and our Home-School Compact. Parents are especially encouraged to participate in the Parents for Quality Education (PIQE), a parent education program that creates partnerships between parents, students, and educators to further support students' academic achievement.

Contact Information:

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at 559.782.7270. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is the top priority at Westfield Elementary School. District approved yard supervisors, who have gone through fingerprinting and a stringent hiring process through Porterville Unified School District, under the direction of Administration, supervise students on campus before school, during recesses, during lunch, and after school. In coordination with Board Policy, all visitors must sign in at the principal's office and receive proper authorization or have a Porterville Unified School District Volunteer Badge issued with clearance from Department of Justice through fingerprinting to be on campus. Visitors must display their office or district-issued pass at all times. Parents wishing to apply for a Porterville Unified School District Volunteer Badge can get more information from the Westfield School Secretary or from Porterville Unified School District Office. Additionally, a program called Raptor is expected to be utilized beginning in January 2020 wherein all visitors to the campus will need to have an official identification card issued either by the State of California or the federal government to be cleared before entering the campus.

The School Site Safety Plan is undergoing revision with a safety committee made up of parents, community members, law enforcement, teachers, students, and administration. The School Safety Plan is reviewed yearly, Fall 2019. Key elements of the plan focus on emergency preparedness as well as common possible scenarios. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month. Lockdown drills and earthquake drills are held quarterly. Porterville Unified School District will continue to meet regularly to update safety procedures within sites and district-wide and Westfield will continue to be an active participant in those meetings.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	0.1	2.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.40
Social Worker	.20
Nurse	.20
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	3.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		6		24		5		22		4	
1	24		3		24		4		24		4	
2	24		4		24		3		26		4	
3	24		4		24		4		24		3	
4	32		2	1	32		1	2	32		1	2
5	32		1	2	34		1	2	30		3	
6	25	1	1	2	33		1	2	24	1	4	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Westfield Professional Development has been aligned with the Porterville Unified School District vision of engagement strategies, critical thinking, and academic conversations for students and the development of effective Professional Learning Communities (PLCs) for teachers and staff.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following California Standards for the Teaching Profession (CSTPs):

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. This year, PUSD has provided protected professional development time every Wednesday by creating an early release schedule for students. Westfield has a full-time Instructional Coach who is an experienced teacher that works with individual, small group, grade level, and school wide to develop a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For additional support in their profession, new teachers may enlist the services from the district's Teacher Induction Program (TIP) facilitator and all teachers are encouraged to participate in conferences and trainings offered by the district, by the county, and other recommended resources.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,400	\$51,374
Mid-Range Teacher Salary	\$79,147	\$80,151
Highest Teacher Salary	\$102,208	\$100,143
Average Principal Salary (ES)	\$160,646	\$126,896
Average Principal Salary (MS)	\$163,100	\$133,668
Average Principal Salary (HS)	\$176,811	\$143,746
Superintendent Salary	\$239,293	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV Student Support & Academic Enrichment
- Title VI, Indian, Native Hawaiian, and Alaska Native Education

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,167	\$564	\$4,603	\$70,460
District	N/A	N/A	\$6,336	\$82,921.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.4	0.2
School Site/ State	-1.9	1.6

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.