Westfield Elementary School

1151 West Pioneer Avenue • Porterville, CA 93257 • 559.782.7270 • Grades K-6
Cindy Ervin, Principal
cervin@portervilleschools.org
http://westfield.portervilleschools.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Porterville Unified School District

600 West Grand Ave.
Porterville, CA 93257
559.793.2400
portervilleschools.org

District Governing Board

Hayley Buettner

David DePaoli

Lilian Durbin

Sharon Gill

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Ken Gibbs, Ed.D.
Superintendent

Nate Nelson, Ed.D.
Assistant Superintendent
Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent
Instructional Services

Andrew Bukosky, Ed.D.
Assistant Superintendent
Human Resources

School Description

Principal's Message

Westfield Elementary School embraces change. Our ongoing improvement of our curriculum and campus is measured in relation to our teamwork, goals and standards. You will find within this report a picture of an effective school with a strong academic focus and a positive, safe learning environment. 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 expectation, while ensuring ongoing student progress. Westfield shares a common goal with parents, to make sure our students receive the best education possible. 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 will promote a powerful, cohesive partnership that actively involves faculty, students, parents and the community. 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. My door is always open to suggestions and I invite you to call or visit our campus.

School Mission Statement

In partnership with the Porterville Unified School District and the Westfield community, the Mission of Westfield Elementary School is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

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 more than 13,000 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, one magnet academy, one continuation high school, and two alternative sites.

Westfield Elementary School serves students in grades kindergarten through six on a traditional calendar schedule. Curriculum is based on meeting Common Core State Standards, with special emphasis placed on technology and 21st Century Learning.

During the 2016.2017 school year, 692 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	140
Grade 1	71
Grade 2	94
Grade 3	94
Grade 4	97
Grade 5	97
Grade 6	98
Total Enrollment	691

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.4
American Indian or Alaska Native	0.9
Asian	4.3
Filipino	1.3
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	0
White	20.4
Two or More Races	1.3
Socioeconomically Disadvantaged	82.1
English Learners	26.5
Students with Disabilities	5.6
Foster Youth	0.4

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			
Westfield Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	28	26	26
Without Full Credential	1	3	3
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Westfield Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Porterville Unified School District held a Public Hearing on August 24, 2017 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 2017, regarding textbooks in use during the 2017-18 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August, 2017	
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%
Foreign Language	**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%
Visual and Performing Arts	**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 portables), a Resource Room, a library, one computer lab, one staff room, a cafeteria, one upper-grade playground, one Kindergarten play area, the main offices, and the parking lot. The chart displays the results of the most recent school facilities inspection, provided by the district in May of 2015.

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 daily 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: 07.08.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	40	37	37	39	48	48
Math	28	32	21	23	36	37

* 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.

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	29	38	37	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	15.2	25	38

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	94	92	97.9	38.0
Male	49	47	95.9	46.8
Female	45	45	100.0	28.9
Hispanic or Latino	69	68	98.6	33.8
White	14	14	100.0	50.0
Socioeconomically Disadvantaged	77	75	97.4	29.3
English Learners	21	19	90.5	10.5
Students with Disabilities	11	10	90.9	10.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	389	380	97.69	36.58
Male	225	218	96.89	33.49
Female	164	162	98.78	40.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	44.44
Filipino	--	--	--	--
Hispanic or Latino	277	269	97.11	27.51
White	70	70	100	55.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	310	97.79	29.68
English Learners	136	131	96.32	25.95
Students with Disabilities	37	28	75.68	10.71
Students Receiving Migrant Education Services	17	16	94.12	50
Foster Youth	--	--	--	--

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 2016-17 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	389	379	97.43	31.66
Male	225	218	96.89	31.19
Female	164	161	98.17	32.3
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	50
Filipino	--	--	--	--
Hispanic or Latino	277	268	96.75	23.51
White	70	70	100	47.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	317	310	97.79	24.84
English Learners	136	130	95.59	22.31
Students with Disabilities	37	28	75.68	10.71
Students Receiving Migrant Education Services	17	16	94.12	43.75
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Parents are encouraged to participate in School Site Council, the English Language Advisory Committee, Family Fun Nights, Student Study Teams, and Fall Festival. Parent volunteers are also encouraged to help in the classrooms and with various school functions throughout the school year. Other involvement opportunities are outlined in our Parental involvement Policy and our Home-School Compact. Parents are also invited 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. Additionally, in order to assure the safety of our students, all volunteers are encouraged to be fingerprinted.

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 a priority at Westfield Elementary School. Teachers supervise students on campus before and after school and during recess, while noon-duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. This has been reinforced by Westfield becoming a closed campus. Visitors are asked by the staff to display their pass at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in fall 2011 by the Safety Committee. Key elements of the plan focus on emergency preparedness. 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 are held quarterly, and earthquake drills are held twice a year.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.67	1.56	1.88
Expulsions Rate	0	0	0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

	Average Class Size			Number of Classrooms*								
Grade				**1-20**			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	24	24	24	1	1		3	3	4			
1	24	24	23				4	4	4			
2	25	25	25				4	4	4			
3	23	23	23	1	1		3	3	4			
4	30	30	32				3	3	2			1
5	30	30	30				3	3	3			
6	31	31	31				3	3	3			
Other	9	9	10	1	1	1						

Average Class Size and Class Size Distribution (Elementary)

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

For the 15.16 school year, Westfield focused specifically on the transition to the Common Core State Standards and technology integration with the use of iPads and chrome books. Westfield is participating in Common Core training through TCOE, site professional development and Common Core Coaches. iPad training has been done through site professional development and through Apple. Kagan training has been offered to all teachers.

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:
• 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 7 half day professional development.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services from the district's Beginning Teacher Support and Assessment (BTSA) facilitator.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,392	$48,522
Mid-Range Teacher Salary	$74,604	$75,065
Highest Teacher Salary	$90,811	$94,688
Average Principal Salary (ES)	$151,564	$119,876
Average Principal Salary (MS)	$153,951	$126,749
Average Principal Salary (HS)	$164,505	$135,830
Superintendent Salary	$226,527	$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,167	$564	$4,603	$70,460
District	♦	♦	$6,336	$76,860
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-27.4	0.2
Percent Difference: School Site/ State			-1.9	1.6

* Cells with ♦ do not require data.

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 VII, Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.