

Westfield Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Westfield Elementary School
Street	1151 West Pioneer Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	559.782.7270
Principal	Kellie Kroutil
Email Address	kkroutil@portervilleschools.org
School Website	http://westfield.portervilleschools.org/
County-District-School (CDS) Code	54-75523-6054308

2022-23 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website Address	portervilleschools.org

2022-23 School Overview

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:

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	80
Grade 2	80
Grade 3	91
Grade 4	99
Grade 5	121
Grade 6	91
Total Enrollment	688

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.7
Asian	3.1
Black or African American	0.0
Filipino	1.6
Hispanic or Latino	68.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.6
White	20.8
English Learners	18.2
Foster Youth	0.4
Homeless	1.6
Migrant	4.1
Socioeconomically Disadvantaged	74.1
Students with Disabilities	4.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	100.00	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	42.40	6.85	12115.80	4.41
Unknown	0.00	0.00	17.80	2.88	18854.30	6.86
Total Teaching Positions	25.50	100.00	619.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 25, 2022 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 regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/Adopted 2016	Yes	0.0%
Mathematics	McGraw Hill My Math/Adopted 2015	Yes	0.0%
Science	McGraw Hill, Inspire Science/Adopted 2022	Yes	0.0%
History-Social Science	McGraw Hill, CA IMPACT/Adopted 2022	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 STEAM 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 September 2022.

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.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	minor dirt on wall hole in wall - ceiling tile needs replaced broken cabinet door stained ceiling tiles minor stained floors dirty sink

School Facility Conditions and Planned Improvements

			<ul style="list-style-type: none"> hole in white board stained concrete outside door needs touch up paint chipped cabinet wall needs paint need to remove curtain rails peeling on walls Broken Window dirty tile under sink door holder stop broken cracked window hole in door bookshelf needs refinished
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	<ul style="list-style-type: none"> old clock projector mount light bulbs need replaced projector screen dimmed lights unsecured wires broken outlet cover missing light cover missing piece of electrical raceway cracked light panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<ul style="list-style-type: none"> leak at sink leaky fountain loose drinking fountain broken drinking water faucet faucets outside need adjustment dirty sink hand dryer inoperable needs paint on wall - hand dryer sporadic clogged sink - urinal leaking - and overflowing minor Graffiti loose sloan valve - 3 toilets leaking
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	38	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	408	99.27	0.73	40.69
Female	205	203	99.02	0.98	46.31
Male	206	205	99.51	0.49	35.12
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	270	268	99.26	0.74	37.31
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	20	20	100.00	0.00	40.00
White	90	89	98.89	1.11	44.94
English Learners	56	54	96.43	3.57	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	319	316	99.06	0.94	34.81
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	32	32	100.00	0.00	3.13

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	408	99.27	0.73	37.50
Female	205	204	99.51	0.49	38.73
Male	206	204	99.03	0.97	36.27
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	270	268	99.26	0.74	30.60
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	20	20	100.00	0.00	55.00
White	90	89	98.89	1.11	48.31
English Learners	56	55	98.21	1.79	12.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	319	316	99.06	0.94	30.38
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	32	32	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	23.28	NT	17.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	116	98.31	1.69	23.28
Female	67	65	97.01	2.99	21.54
Male	51	51	100	0	25.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44	2.56	14.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100	0	34.78
English Learners	17	16	94.12	5.88	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	92	98.92	1.08	15.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	92	94	94	94
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to participate in School Site Council, the English Language Advisory Committee, Student Study Teams, Family Events, Awards Assemblies, Student Incentives, 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 field trips throughout the school year. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	750	727	233	32.0
Female	367	354	111	31.4
Male	383	373	122	32.7
American Indian or Alaska Native	6	6	4	66.7
Asian	23	22	5	22.7
Black or African American	3	3	2	66.7
Filipino	12	11	0	0.0
Hispanic or Latino	513	496	166	33.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	6	54.5
White	154	151	41	27.2
English Learners	136	132	36	27.3
Foster Youth	8	8	4	50.0
Homeless	16	15	3	20.0
Socioeconomically Disadvantaged	570	554	194	35.0
Students Receiving Migrant Education Services	30	29	8	27.6
Students with Disabilities	52	50	22	44.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	3.95	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.19	2.05	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 Elementary School Secretary or from Porterville Unified School District Office. Additionally, a program called Raptor has been 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice.

The Comprehensive School Safety Plan has been updated and will be presented to the School Site council and other stakeholders in February 2023 for formal approval. 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. Lock Down and Lock Out 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 Elementary School will continue to be an active participant in those meetings.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	27		3	
2	24		4	
3	26		4	
4	26		3	
5	26		4	
6	34			2
Other	4	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	27		3	
2	28		3	
3	24		4	
4	29		4	
5	29		3	
6	29		4	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	20	1	3	
2	20	1	3	
3	30		3	
4	20	1	4	
5	24	1	4	
6	13	5	3	
Other	3	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,832.61	\$1,252.78	\$5,579.83	\$93,560.24
District	N/A	N/A	\$3,120.68	\$87,181
Percent Difference - School Site and District	N/A	N/A	56.5%	7.1%
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-16.7	-18.2

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,115	\$54,370
Mid-Range Teacher Salary	\$86,268	\$82,681
Highest Teacher Salary	\$111,404	\$106,610
Average Principal Salary (Elementary)	\$168,369	\$135,283
Average Principal Salary (Middle)	\$176,026	\$141,244
Average Principal Salary (High)	\$186,502	\$152,955
Superintendent Salary	\$256,208	\$264,367
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 continues to provide protected professional development time every Wednesday by creating an early release schedule for students. Westfield has two full-time Reading Teachers who are experienced in working 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. Additionally, the district provides access to several full-time coaches for new and seasoned teachers who wish to receive additional support.

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

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

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5
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