

# Westfield Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Westfield Elementary School   |
| <b>Street</b>                            | 1151 West Pioneer Avenue  |
| <b>City, State, Zip</b>                  | Porterville, CA 93257   |
| <b>Phone Number</b>                      | (559) 782-7270  |
| <b>Principal</b>                         | Kellie Kroutil  |
| <b>Email Address</b>                     | kkroutil@portervilleschools.org   |
| <b>School Website</b>                    | <a href="http://westfield.portervilleschools.org/">http://westfield.portervilleschools.org/</a> |
| <b>County-District-School (CDS) Code</b> | 54-75523-6054308  |

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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:

## 2023-24 School Description and 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 114                |
| Grade 1                 | 106                |
| Grade 2                 | 85                 |
| Grade 3                 | 85                 |
| Grade 4                 | 94                 |
| Grade 5                 | 106                |
| Grade 6                 | 120                |
| <b>Total Enrollment</b> | <b>710</b>         |

## 2022-23 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 48.5%                       |
| Male                             | 51.5%                       |
| American Indian or Alaska Native | 0.8%                        |
| Asian                            | 2.8%                        |
| Filipino                         | 1.7%                        |
| Hispanic or Latino               | 70%                         |
| Two or More Races                | 1.4%                        |
| White                            | 19.9%                       |
| English Learners                 | 18.5%                       |
| Foster Youth                     | 0.6%                        |
| Homeless                         | 0.1%                        |
| Migrant                          | 4.2%                        |
| Socioeconomically Disadvantaged  | 73.5%                       |
| Students with Disabilities       | 8.2%                        |

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

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 27.20         | 91.67          | 523.00          | 79.83            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.10          | 3.76           | 28.20           | 4.32             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 31.60           | 4.83             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.10          | 0.40           | 43.50           | 6.64             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.20          | 4.10           | 28.70           | 4.38             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 29.70         | 100.00         | 655.20          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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    | 0.00    |
| Misassignments   | 0.00    | 0.00    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.10    |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    | 0.10    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 2.2     |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 24, 2023 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 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

|                               |   | Adoption ? | Assigned Copy |
|-------------------------------|---|------------|---------------|
| <b>Reading/Language Arts</b>  | McGraw Hill Wonders/Adopted 2016          | Yes        | 0.0%          |
| <b>Mathematics</b>            | McGraw Hill My Math/Adopted 2015          | Yes        | 0.0%          |
| <b>Science</b>                | McGraw Hill, Inspire Science/Adopted 2022 | Yes        | 0.0%          |
| <b>History-Social Science</b> | McGraw Hill, CA IMPACT/Adopted 2022       | Yes        | 0.0%          |

## 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. 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, conducted by the district.

### 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

December 2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                               |           |           | X         | Ceiling Tile: Rm 3, 7, 9, 15, 19, 22, 25, 1, K2, 28, 29, 30, 32, 33, 34, 17, cafeteria<br>Cabinet damage: Rm 4, 27<br>Wall damage: Rm 4, 7, 8, 12, 15, 16, 19, 20, 21, 22, 23, 28, 29, 30, 31, 32, 34, 17<br>Shelves paint: Rm 5<br>Window damage: Rm 8, 18, 19, 23, 26<br>Lights: Rm 10, 11, 13, K2<br>Whiteboard: Rm 10<br>Door paint: Rm 12<br>Ceiling damage: Rm 16<br>Floor tiles: Rm 20<br>Carpet damage: Rm 30, 32, 33<br>Light panel damage: Rm 17 |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |  |

## School Facility Conditions and Planned Improvements

|   |   |   |  |   |
|---|---|---|--|---|
| <b>Electrical</b>   | X |   |  |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    |   | X |  | Fountain damage: Rm 7, 21, 25, 28<br>Sink damage: Rm K1, 34<br>Wall damage: Boys RR center, girls RR NE<br>Hand dryer: Boys RR center, girls RR center<br>Baseboard damage: Boys RR NE, girls RR NE |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |   |  |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |   |  |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |   |  | Concrete cracked: Rm 16<br>Wall damage: Rm 26<br>Ramp paint/slip tape: Rm 35<br>Fence damage: Playground<br>Canopy damage: Playground   |

## Overall Facility Rate

| 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 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).

#### 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.

## 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.

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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 41                | 39                | 40                  | 40                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 38                | 34                | 23                  | 26                  | 33               | 34               |

## 2022-23 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 406                     | 404                  | 99.51                 | 0.49                      | 39.11                          |
| <b>Female</b>  | 205                     | 205                  | 100.00                | 0.00                      | 42.93                          |
| <b>Male</b>  | 201                     | 199                  | 99.00                 | 1.00                      | 35.18                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 15                      | 15                   | 100.00                | 0.00                      | 46.67                          |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 266                     | 266                  | 100.00                | 0.00                      | 33.46                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 21                      | 21                   | 100.00                | 0.00                      | 42.86                          |
| <b>White</b>   | 91                      | 89                   | 97.80                 | 2.20                      | 49.44                          |
| <b>English Learners</b>                              | 55                      | 55                   | 100.00                | 0.00                      | 18.18                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 311                     | 309                  | 99.36                 | 0.64                      | 33.01                          |
| <b>Students Receiving Migrant Education Services</b> | 11                      | 11                   | 100.00                | 0.00                      | 27.27                          |
| <b>Students with Disabilities</b>                    | 42                      | 41                   | 97.62                 | 2.38                      | 12.20                          |

## 2022-23 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 406                     | 405                  | 99.75                 | 0.25                      | 34.07                          |
| <b>Female</b>  | 205                     | 205                  | 100.00                | 0.00                      | 32.20                          |
| <b>Male</b>  | 201                     | 200                  | 99.50                 | 0.50                      | 36.00                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 15                      | 15                   | 100.00                | 0.00                      | 60.00                          |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 266                     | 266                  | 100.00                | 0.00                      | 27.44                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 21                      | 21                   | 100.00                | 0.00                      | 33.33                          |
| <b>White</b>   | 91                      | 90                   | 98.90                 | 1.10                      | 43.33                          |
| <b>English Learners</b>                              | 55                      | 55                   | 100.00                | 0.00                      | 18.18                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 311                     | 310                  | 99.68                 | 0.32                      | 28.71                          |
| <b>Students Receiving Migrant Education Services</b> | 11                      | 11                   | 100.00                | 0.00                      | 54.55                          |
| <b>Students with Disabilities</b>                    | 42                      | 41                   | 97.62                 | 2.38                      | 14.63                          |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 23.28          | 25.96          | 17.02            | 20.95            | 29.47         | 30.29         |

## 2022-23 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                                  | 105              | 105           | 100.00         | 0.00               | 25.96                   |
| Female  | 52               | 52            | 100.00         | 0.00               | 25.00                   |
| Male  | 53               | 53            | 100.00         | 0.00               | 26.92                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 0                | 0             | 0              | 0                  | 0                       |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 67               | 67            | 100.00         | 0.00               | 22.39                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 29               | 29            | 100.00         | 0.00               | 35.71                   |
| English Learners                              | 12               | 12            | 100.00         | 0.00               | 25.00                   |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 87               | 87            | 100.00         | 0.00               | 24.42                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 14               | 14            | 100.00         | 0.00               | 0.00                    |

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 92%                              | 92%  | 92%   | 92%   | 92%                         |

## 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.

#### 2023-24 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 committees, activities, or become a volunteer may contact the main office at 559-782-7270.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 751                   | 741                                     | 119                       | 16.1                     |
| Female  | 361                   | 359                                     | 55                        | 15.3                     |
| Male  | 390                   | 382                                     | 64                        | 16.8                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 6                     | 6                                       | 4                         | 66.7                     |
| Asian   | 21                    | 21                                      | 1                         | 4.8                      |
| Black or African American                     | 1                     | 1                                       | 0                         | 0.0                      |
| Filipino                                      | 12                    | 12                                      | 0                         | 0.0                      |
| Hispanic or Latino                            | 526                   | 519                                     | 93                        | 17.9                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 10                    | 10                                      | 1                         | 10.0                     |
| White   | 151                   | 148                                     | 16                        | 10.8                     |
| English Learners                              | 139                   | 139                                     | 26                        | 18.7                     |
| Foster Youth                                  | 8                     | 8                                       | 5                         | 62.5                     |
| Homeless                                      | 11                    | 11                                      | 4                         | 36.4                     |
| Socioeconomically Disadvantaged               | 564                   | 555                                     | 103                       | 18.6                     |
| Students Receiving Migrant Education Services | 31                    | 31                                      | 5                         | 16.1                     |
| Students with Disabilities                    | 86                    | 85                                      | 19                        | 22.4                     |

### 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.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 0.00           | 0.93           | 0.19             | 2.05             | 2.26             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.01             | 0.09             | 0.16             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.93             | 0               |
| Female  | 0                | 0               |
| Male  | 1.79             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0.76             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 1.99             | 0               |
| English Learners                              | 0.72             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0.89             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 5.81             | 0               |

## 2023-24 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 office and receive proper authorization or have a Porterville Unified School District Volunteer Badge. 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.

### 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                                    |                                       |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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                                     | 0                                   |
| 1           | 27                 | 0                                    | 4                                     | 0                                   |
| 2           | 21                 | 1                                    | 3                                     | 0                                   |
| 3           | 28                 | 0                                    | 3                                     | 0                                   |
| 4           | 31                 | 0                                    | 9                                     | 0                                   |
| 5           | 29                 | 1                                    | 6                                     | 4                                   |
| 6           | 33                 | 0                                    | 7                                     | 4                                   |
| Other       | 5                  | 1                                    | 0                                     | 0                                   |

## 2022-23 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 | 710   |

## 2022-23 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) | 1                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 0.3                              |
| Social Worker   |                                  |
| Nurse   | 0.3                              |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 4                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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                                   | \$7,223.90                   | \$2,947.30                          | \$4,276.60                            | \$94,712.17            |
| District                                      | N/A                          | N/A                                 | \$2,879.86                            | \$89,413               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 39.0                                  | 5.8                    |
| State   | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -56.1                                 | 4.4                    |

## Fiscal Year 2022-23 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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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                      | \$58,982        | \$55,550                                     |
| Mid-Range Teacher Salary                      | \$89,089        | \$84,645                                     |
| Highest Teacher Salary                        | \$115,047       | \$111,284                                    |
| Average Principal Salary (Elementary)         | \$178,841       | \$139,860                                    |
| Average Principal Salary (Middle)             | \$184,969       | \$146,440                                    |
| Average Principal Salary (High)               | \$193,509       | \$158,447                                    |
| Superintendent Salary                         | \$269,198       | \$278,268                                    |
| Percent of Budget for Teacher Salaries        | 26.53%          | 32.21%                                       |
| Percent of Budget for Administrative Salaries | 3.51%           | 4.89%  |

## 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.

## Professional Development

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  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 5       | 5       | 5       |