

# Westfield Village Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### DataQuest

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

#### Internet Access

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

## About This School

### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Westfield Village Elementary
Street	508 Poplar St.
City, State, Zip	West Sacramento, CA 95691-2555
Phone Number	(916) 375-7720
Principal	Crista Koch, Principal
Email Address	ckoch@wusd.k12.ca.us
County-District-School (CDS) Code	57726946056394

Entity	Contact Information
District Name	Washington Unified
Phone Number	(916) 375-7600
Superintendent	Linda Luna
Email Address	lluna@wusd.k12.ca.us
Website	www.wusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

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The Westfield Village School learning community works collaboratively to deliver a focused, research and Common Core State Standards based program to educate and develop empowered, motivated, responsible and respectful learners who master grade level standards. Our school has long served the Washington Unified School District. The school was originally built in 1955, and has since expanded to include (in addition to the classrooms), a library, and rooms for reading specialists/coaches.

In contrast to the challenges we face, we have many strengths that support our efforts. One of our most important strengths is our diversity. We celebrate the many cultures and languages which make up the Westfield Village student population. We feel that students at our school are part of a very unique educational experience as they interact with others who are so different yet so much alike. Teachers use the unique characteristics of each student to enrich their curriculum and utilize research-based best practices so all our students "learn and succeed!"

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	93
Grade 1	69
Grade 2	66
Grade 3	61
Grade 4	58
Grade 5	63
Grade 6	29
<b>Total Enrollment</b>	<b>439</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	1.1
Asian	10.7
Filipino	0.7
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.5
White	17.5
Two or More Races	2.5
Socioeconomically Disadvantaged	90.7
English Learners	39.2
Students with Disabilities	13.7
Foster Youth	1.4
Homeless	7.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	20	23	339.3
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6- 11th grade (2016)	Yes	0%
<b>Mathematics</b>	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2- 3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
<b>Science</b>	K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007	Yes	0%
<b>History-Social Science</b>	K5 Harcourt Brace Reflections (2006) 68 TCI (2018 ) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	No Gr K-5  Yes Gr 6-8	0%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	The health curriculum is included as part of science and is taught using teacher and district created materials.	No	0%
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

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Site is in good condition overall

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 2019 September

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Plaster or paint damage, drywall patch needs to be finished in girls restroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	20	45	46	50	50
Mathematics (grades 3-8 and 11)	12	21	32	34	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	204	97.14	2.86	19.61
Male	108	105	97.22	2.78	17.14
Female	102	99	97.06	2.94	22.22
Black or African American	18	17	94.44	5.56	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	133	129	96.99	3.01	17.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	31	96.88	3.12	35.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	202	197	97.52	2.48	19.80
English Learners	111	107	96.40	3.60	19.63
Students with Disabilities	37	37	100.00	0.00	5.41
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	15.79

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	207	98.57	1.43	20.77
Male	108	107	99.07	0.93	18.69
Female	102	100	98.04	1.96	23.00
Black or African American	18	18	100.00	0.00	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	22.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	31	96.88	3.12	19.35
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	202	199	98.51	1.49	21.11
English Learners	111	109	98.20	1.80	23.85
Students with Disabilities	37	37	100.00	0.00	8.11
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	21.05

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.9	20.6	12.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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The Westfield staff firmly believes that parents play a critical role in the education of their children. We strongly encourage parents to play an active role in the school. Opportunities for parental involvement include: School Site Council, ELAC (English Learner Advisory Committee), PTO (Parent-Teacher Organization), as well as opportunities to volunteer and assist in the classroom.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.0	8.0	4.0	6.2	5.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

To ensure student and staff safety, Westfield has implemented BEST- Building Effective Schools Together. BEST focuses on positive behavior support for students. As a result, Westfield has implemented and taught our students three simple, yet effective, rules: Be Safe, Be Responsible, Be Respectful. BEST is integrated into our School Safety Plan and is reviewed with the School Site Council and staff every year.

### D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		4		23		4		20	2	3	
1	23		3		22		3		22		3	
2	24		3		22		3		21		3	
3	22		3		19	3			20	1	2	
4	30		2		35			2	27		2	
5	20	1	2		22		2		22	1	2	
6					19	1			29		1	
Other**	11	1			8	2						

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,107	\$1,517	\$6,590	\$75,376
District	N/A	N/A	\$6,152	\$76,458
Percent Difference - School Site and District	N/A	N/A	6.9	-1.4
State	N/A	N/A	\$7125	\$76522
Percent Difference - School Site and State	N/A	N/A	-7.8	-1.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

In order to provide high quality instruction, intervention, and extended learning opportunities, Westfield provides the following educational services to support student learning funded using categorical funds:

Targeted instruction for Transitional Kindergarten through 7th grade students using ELD Standards through Designated and Integrated instruction. The Designated ELD instruction is designed to support the Integrated ELD lessons that are taught throughout the day. Teachers meet weekly in professional learning communities to analyze data, monitor students' progress, and develop instructional plans to meet the specific needs of students.

Before and After School Interventions- Teachers provide 6 or 8 week sessions to provide extended learning time through targeted, specific instruction based on individual students' needs based on multiple assessment data points including the Smarter Balanced Interim Assessment Blocks.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,316	\$49,084
Mid-Range Teacher Salary	\$69,807	\$76,091
Highest Teacher Salary	\$94,026	\$95,728
Average Principal Salary (Elementary)	\$113,608	\$118,990
Average Principal Salary (Middle)	\$119,682	\$125,674
Average Principal Salary (High)	\$131,432	\$137,589
Superintendent Salary	\$196,026	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	116	105	33

Staff received and participated in professional development training during faculty meetings, district collaboration meetings, site collaboration meetings, grade level meetings, and after school district-offered trainings. Administrative staff and teachers were offered and received training in Cooperative Learning and Active Participation Instructional Strategies, AVID Elementary strategies, ELD strategies, Working with Special Populations, Understanding Poverty, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Emotional Intelligence, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, Safety, and Technology.