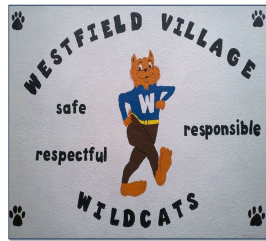


2010-11 SCHOOL ACCOUNTABILITY REPORT CARD



Westfield Village Elementary School Washington Unified District

Published During
2011-12

Principal:
Ryan Gonzales

Address:
508 Poplar St.
West Sacramento, California 95691-
2555

Phone:
(916) 375-7720

Email:
rgonzales@wusd.k12.ca.us

Website:
<http://westfield.wusd.k12.ca.us>



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The Westfield Village School learning community will work collaboratively to deliver a focused, research and 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 classroom), a library/media center, a Healthy Start Resource Center and rooms for language and 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!"

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 Learning Advisory Council), PTC (Parent-Teacher Committee), the Latino Family Literacy Project, as well as opportunities to volunteer and assist in the classroom. We welcome your input, and seek your involvement in the decision-making process.

Westfield Village Elementary 2010-11
School Accountability Report Card

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	63
Grade 1	58
Grade 2	60
Grade 3	57
Grade 4	43
Grade 5	39
Total Enrollment	321

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.1	White	14.3
American Indian or Alaska Native	1.6	Two or More Races	0.6
Asian	8.7	Socioeconomically Disadvantaged	97.5
Filipino	0.3	English Learners	68.2
Hispanic or Latino	69.2	Students with Disabilities	12.8
Native Hawaiian/Pacific Islander	2.2		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg. Class Size	2008-09			2009-10			2010-11		
		Number of Classrooms			Number of Classrooms			Number of Classrooms		
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K							20	3		
1							18.7	3		
2							19	3		
3							18	3		
4							18.5	2		
5							33			2
K-3	0									
3-4	0									
4-8	0									
Other										

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.1	12.5	4.67	17.3	18.94	13
Expulsions	0	0	0	0.3	0.69	0.27

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school is in overall good condition with some minor roof repairs to be made this year.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 9/12/2011	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	—	✓	—	Rofo repairs to be made this year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	—	✓	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	22	22	22	369
Teachers without Full Credential	2	0	0	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Westfield has met all William's Settlement requirements as certified by the WUSD Board of Education and the Yolo County Office of Education.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good	0	Every student in K-5 grades uses Open Court. 6th, 7th and 8th grade uses Holt.
Mathematics	Good	0	The core program uses the 2009 edition of California Math published by Houghton Mifflin.
Science	Good	0	K-5 uses 2007 edition of Scott Foresman "Science". Grades 6-8 uses the Holt science program.
History-Social Science	Good	0	K-6 uses Harcourt Brace "Reflections". Grade 7 uses 2006 McDougal Littell "World History" and grade 8 uses 2006 McDougal Littell "American History".
Foreign Language	Good	0	N/A
Health	Good	0	The health curriculum is included as part of science and is taught using teacher and district created materials.
Science Laboratory Equipment (grades 9-12)	Good	0	
Visual and Performing Arts	Good	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,370.00	\$3,443.00	\$3,927.00	
District	N/A	N/A	\$4,767.00	\$55,754.00
Percent Difference - School Site and District	N/A	N/A	-0.18	
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	-0.28	

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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:

READ 180/System 44- intensive intervention reading instruction for 3rd, 4th and 5th grade students.

READ 180 and System 44 Teacher to provide reading intervention instruction.

ELD Intervention Specialist teacher to provide targeted, ELD instruction to students in grades K-5.

6-week Data Assessment Meetings for teachers to meet in professional learning communities to analyze data and improve instruction.

Before and After School Interventions- Teachers provide three 6-week sessions to provide extended learning time through targeted, specific instruction based on individual students' needs based on multiple assessment data points.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$35,000	\$41,284
Mid-Range Teacher Salary	\$57,275	\$65,173
Highest Teacher Salary	\$77,146	\$83,460
Average Principal Salary (Elementary)	\$90,736	\$102,834
Average Principal Salary (Middle)	\$95,586	\$108,953
Average Principal Salary (High)	\$105,131	\$118,384
Superintendent Salary	\$157,595	\$179,397
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	22	24	28	42	45	48	49	52	54
Mathematics	32	41	48	37	39	43	46	48	50
Science	24	20	28	39	49	53	50	54	57
History-Social Science	0	0	0	32	36	46	41	44	48

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	43	53	46
All Students at the School	28	48	28	0
Male	25	40	21	0
Female	31	59	35	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	23	62	0	0
Filipino	0	0	0	0
Hispanic or Latino	27	46	24	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	30	48	0	0
Two or More Races				
Socioeconomically Disadvantaged	28	49	29	0
English Learners	20	42	5	0
Students with Disabilities	12	6	0	0
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	36.4	9.1
7	0	0	0
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	2	1	1

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-29	8	61
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-36	20	46
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-32	17	57
English Learners	-33	5	45
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	709	768	778
Black or African American		731	696
American Indian or Alaska Native		722	733
Asian	724	835	898
Filipino		884	859
Hispanic or Latino	710	721	729
Native Hawaiian or Pacific Islander		797	764
White	680	803	845
Two or More Races		747	836
Socioeconomically Disadvantaged	708	737	726
English Learners	711	721	707
Students with Disabilities	487	529	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	64.3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

At Westfield, teachers meet regularly in professional learning communities to analyze data and plan instruction. This is accomplished throughout the year during minimum day Wednesdays during Site Collaboration Meetings, during faculty meetings, and during additional grade-level collaboration and planning days. Also, teachers meet every six weeks in Data Assessment meetings to analyze the results of Reading Lions and curriculum-embedded math assessments in order to plan instruction to improve student learning.