



# West Street Elementary School

900 West St. • Corning, CA 96021-2937 • 530.824.7705 • Grades K-5

Paula E. Panfilio, Principal

ppanfilio@cuesd.net

<https://wss-corning-ca.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Corning Union Elementary School District

1590 South Street  
Corning, CA 96021  
530.527.5811

<https://corning-ca.schoolloop.com/>

#### District Governing Board

Helen Pitkin  
**Board President**

Steve Kelish  
**Board Member**

Ronda Holland  
**Board Secretary**

Martin Mathisen  
**Board Member**

Jessie Trotter  
**Board Member**

#### District Administration

Richard Fitzpatrick  
**Superintendent**

Dave Sweringen  
**Assistant Superintendent**

Heather Igarta  
**Chief Business Official**

**School Description:** West Street School is the district's original elementary school site. It was established in 1888. West Street School is one of four elementary schools in the Corning Union Elementary School District and serves approximately 300 students. It has 13 teachers in the traditional program. In addition to the teachers in traditional classrooms, the school has 1 SDC teacher, 1 Resource teacher, and 1 Learning Center teacher serving district students at the site.

Our small town is approximately 130 miles north of Sacramento and is supported by an agricultural and Interstate 5 travel-based economy. All elementary schools in the district offer the same number of instructional minutes including a full day kindergarten program that is equal in length to the primary school day. Minimum days are scheduled each Monday of the 2018-2019 school year to allow for staff development/professional collaboration. Four additional minimum days are scheduled for parent/teacher conferences or early release prior to holidays. The school has a small library. Instructional time meets or exceeds the required state standards for instructional time. In Grades 2-5, the school has one Chromebook for every student in the classroom. Chromebooks are available for use in the K-1 classrooms. On going tutoring is made available to students through out the year. A county run after school program, SERRF, is available on site.

**Mission Statement:** To give all students the opportunity to reach established academic goals at all grade levels, to encourage self-esteem, to promote pride in their school and community, and to instill an appreciation for life-long learning.

#### **Types of Services Funded**

West Street School provides students with a variety of extra support services funded under the West Street School site budget. Services at West Street School include in class support for reading and math instruction through the use of instructional aides, small group instruction, and after school tutoring.

#### **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 the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	47
Grade 2	49
Grade 3	36
Grade 4	42
Grade 5	58
Total Enrollment	288

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	2.4
Asian	0.3
Filipino	0.3
Hispanic or Latino	64.9
Native Hawaiian or Pacific Islander	0.3
White	29.9
Two or More Races	0.3
Socioeconomically Disadvantaged	83
English Learners	36.8
Students with Disabilities	14.6
Foster Youth	1.4
Homeless	2.4

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for West Street	17-18	18-19	19-20
With Full Credential	15	15	14
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Corning Union	17-18	18-19	19-20
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at West Street Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* 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)

### Textbooks and Instructional Materials

Year and month in which data were collected: Jan. 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin/Harcourt Math Expressions, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Foss Science CDE 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin CDE 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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

The school is in good condition. Information was pulled from the November 2019 FIT report.

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

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<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	Cafeteria has a leak at the seam of building and will be fixed on a dry day.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	30	28	32	50	50
Math	23	34	23	26	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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.1	13.8	17.2

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	132	94.96	29.55
Male	69	64	92.75	26.56
Female	70	68	97.14	32.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	84	96.55	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.67	40.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	116	96.67	26.72
English Learners	65	61	93.85	29.51
Students with Disabilities	18	15	83.33	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	135	97.12	34.07
Male	69	66	95.65	37.88
Female	70	69	98.57	30.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	86	98.85	26.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.67	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	119	99.17	32.77
English Learners	65	64	98.46	26.56
Students with Disabilities	18	15	83.33	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

West Street Elementary School will provide parents of participating children a description and explanation of the curriculum in

use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are

expected to meet, and an opportunity for parents of participating children to provide suggestions as practicable

through:

- School Site Council Meetings;
- Parent-Teacher Conferences;
- School Board Meeting;
- School Safety Committee

### State Priority: School Climate

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

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

### School Safety Plan

The school safety plan for West Street School is on file at the district office, at Corning Police Department, and in our school office. This plan identifies the appropriate strategies and programs to provide and maintain a high level of school safety. The plan addresses, in detail, the following items: current status of school crime, child abuse reporting procedures, disaster procedures, school discipline, suspension and expulsion procedures, teacher notification of suspensions and/or expulsion, sexual harassment policies, dress codes, and general school safety. The school safety plan was last reviewed, discussed, and updated in January 2020.

Additionally, all students were provided copies of the disciplinary matrix, including reasons for suspensions and expulsions. The matrix details consequences for similar infractions of the education code and consequences for dissimilar infractions of the education code and school rules.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.0	3.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.2	4.2	5.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

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

Title	Ratio
Academic Counselor*	.0

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	2		18	1	3		21	1	2	
1	20	1	1		24		2		23		2	
2	27		1		21	1	1		24		2	
3	25		3		24		1		18	2		
4	24		2		25		3		20	1	1	
5	22		2		21	1	1		28		2	
6	18	1										
Other**	11	1										

\*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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

In previous years, the district provided three pre-service professional development days prior to the school year and two during the school year. Starting in the 2017-2018 school year, the district will offer four professional development days. In years where there are multiple new teachers, or new-to-site teachers, the district provides an additional day for orientation of new staff. A district writing cadre has been formed to improve writing in grades k-8. Two West Street teachers are taking part in the cadre with more to be added in subsequent years. Each Monday, staff also engages in collaborative activities in a PLC format. All math, ELD, and English language arts teachers are also given priority when applying for professional development opportunities. Additionally, staff receives support from district employed or contracted instructional contacts.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,189	\$49,378
Mid-Range Teacher Salary	\$61,447	\$77,190
Highest Teacher Salary	\$91,365	\$96,607
Average Principal Salary (ES)	\$106,830	\$122,074
Average Principal Salary (MS)	\$114,348	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$156,332	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,650	\$2,757	\$8,893	\$59,229
District	N/A	N/A	\$8,394	\$66,266
State	N/A	N/A	\$7,507	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.8	-11.2
School Site/ State	16.9	-26.9

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.