



Santa Fe Elementary School

286 East Orange Ave. • Porterville, CA 93257 • (559) 782-6614 • Grades K-5

JR Ortiz, Principal

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



Porterville Unified School District

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District Governing Board

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Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

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Felipe Martinez

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District Administration

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Superintendent

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**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.

**Assistant Superintendent
Instructional Services**

Andrew Bukosky, Ed.D.

**Assistant Superintendent
Human Resources**

Principal's Message

Here at Santa Fe Elementary our mission is to provide an array of opportunities and experiences that will produce confident and successful scholars. You will discover that our entire staff is committed to providing a safe and nurturing environment that challenges our scholars to do their best to learn and grow. Furthermore, our Dual Language Program is a rigorous academic program, which offers students the exciting opportunity of becoming bilingual and bi-literate in both English and Spanish. Students in the program are provided with a high quality standards based curriculum that fosters a deeper understanding of concepts based on students mastering concepts/skills in two languages. In addition, students are equipped with the 21st century skills (Critical Thinking, Creativity, Collaboration, Communication) needed to be college and career ready. Finally, we understand that having a Growth Mindset allows our abilities to be developed and enhanced through effort, perseverance, and a diligent work-ethic.

I welcome and look forward to working with all of you this year, as we make our students' education our highest priority!

Thank you.

Gooo Patriots!

School Mission Statement

Santa Fe Elementary is committed in providing an array of opportunities and experiences that will produce confident and successful scholars that will be bilingual, bi-literate, and prepared for college and career.

Community & School Profile

At Santa Fe we have a school culture where the "whole-child" is considered, nurtured, and fostered for the thirst of learning with the support of staff, parents, and community. Our school culture is focused on continuous improvement and growth to be College and Career Ready.

Santa Fe Elementary is located in 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.

In 2004, Santa Fe Elementary was the first school in the Porterville Unified School District to offer a Dual Language Academy. The curriculum is focused on a 50/50 Two Way Dual Immersion Model, where participating students receive 50% of instruction in English and 50% of instruction in Spanish. The goal of this program is to ensure that each participating student is bilingual and bi-literate in both languages. Our Dual Language Program is currently available in grades kindergarten through fifth.

During the 2018-19 school year, 759 students were enrolled at the school. Student demographics are displayed in the chart.

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	170
Grade 1	116
Grade 2	114
Grade 3	123
Grade 4	115
Grade 5	121
Total Enrollment	759

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.1
Hispanic or Latino	93.3
White	4.1
Two or More Races	0.9
Socioeconomically Disadvantaged	82.2
English Learners	45.3
Students with Disabilities	1.6
Foster Youth	0.4
Homeless	0.3

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 Santa Fe Elementary	17-18	18-19	19-20
With Full Credential	32	31	31
Without Full Credential	1	2	4
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Santa Fe 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)

Porterville Unified School District held a Public Hearing on September 12, 2019 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 in August 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw-Hill "Wonders" & "Maravillas" Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>McGraw-Hill "My Math" Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Glencoe Adopted 2006</p> <p>Harcourt Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>Harcourt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Santa Fe School first opened its doors in August 2004, with construction completed in the earlier summer months. The campus is currently comprised of 34 classrooms, a library, a multipurpose room, three playgrounds, and the main office building. A brand new wing, containing five classrooms, was constructed and opened in February 2008. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2019.

Cleaning Process

The school provides a safe and clean environment for students, staff, and parents. 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 daily 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 "repairs" had been resolved.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 603 - Ceiling tiles need to be replaced (action taken, summer 2019) RM 604 - Ceiling tiles need to be replaced (action taken, summer 2019) RM 505 - Electrical plate missing exterior wall (action taken, summer 2019)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 402 Drinking Fountain stays on (action taken, summer 2019)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	All repair items listed above have been resolved.

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	63	60	44	44	50	50
Math	52	64	27	28	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	25.6	22.5	17.1

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	356	353	99.16	60.34
Male	174	172	98.85	54.07
Female	182	181	99.45	66.30
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	341	338	99.12	60.06
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	284	282	99.30	56.03
English Learners	201	198	98.51	58.08
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	30	30	100.00	73.33
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	356	356	100.00	64.33
Male	174	174	100.00	66.09
Female	182	182	100.00	62.64
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	341	341	100.00	63.93
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	284	284	100.00	61.97
English Learners	201	201	100.00	63.68
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	30	30	100.00	80.00
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)

Parents and the community are very supportive of the educational programs in Porterville Unified School District. The mission is to empower families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. Parents can participate and be elected to be on the School Site Council Committee (SSC). The SSC plays an important role with the responsibilities of reviewing and analyzing student achievement data, gathering community input, helping develop the School Plan for Student Achievement, developing the school budget, and monitoring the implementation of the plan and budget. Additionally, parents are also invited to participate in Santa Fe School's English Learner Advisory Committee (ELAC). The role of ELAC is to advise the Principal and School Site Council on programs and services for English Learners. Santa Fe Elementary also provides quarterly parent meetings to update parents on current events and initiatives taking place throughout the school year. Finally, Parent Institute for Quality Education (PIQE) classes for parents are also offered as well as English Second Language (ESL) classes for parents to build their English language.

Santa Fe has an array of rich traditions for parents to be involved in. Some of the events include Día de Los Muertos celebration, Christmas Program, Multicultural Fair, Donuts with Dads, Muffins with Moms, Father-Daughter/Mother-Son dance, and an end of the year Parent BBQ. Santa Fe takes pride in students efforts, diligent work, and accomplishments resulting in consistent recognition throughout the year with award assemblies, Patriot of the Month luncheons, and reading and math incentives throughout the year in where parents are invited to attend. Finally, parents are encouraged to chaperone field trips and volunteer in the classroom throughout the year.

Contact Information

Parents who wish to participate in the school's committees, school activities, or are interested in becoming a volunteer may contact the main office at (599) 782-6614. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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 safety of students and staff is a primary concern of Santa Fe Elementary School. Students are supervised on campus before and after school, and during all break times. Furthermore, there are designated areas for student drop-off and pick-up. All visitors must sign in at the office and display their visitor badge at all times. Additionally for the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. All fingerprinting appointments must be made through our school site secretary. Safety drills (fire, earthquake, lockout/lockdown) are practiced monthly/quarterly. Finally, School Safety plans are reviewed annually. The School Site Safety Plan was most recently reviewed in Fall 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.1	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.20
Social Worker	.20
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	1.5

* 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.

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	25		5		25		5		24	1	6	
1	25		5		24		5		23	1	4	
2	22		5		24		5		23		5	
3	24		5		21	1	4		25		5	
4	25		5		23		5		23	1	4	
5	22	1	4		26		5		24		5	
Other**												

*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	5	5	5

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:

- 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. Staff members collaborate daily and the district has built in time on Wednesdays for further Professional Development. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, technology and methodologies. Our teachers continue to attend District training that focus on research based best instructional practices and continue to review the practices with the support of our school site administrators and Instructional Coach. We have also partnered with Tulare County Office of Education and the English Learner Group for additional professional learning.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,400	\$51,374
Mid-Range Teacher Salary	\$79,147	\$80,151
Highest Teacher Salary	\$102,208	\$100,143
Average Principal Salary (ES)	\$160,646	\$126,896
Average Principal Salary (MS)	\$163,100	\$133,668
Average Principal Salary (HS)	\$176,811	\$143,746
Superintendent Salary	\$239,293	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	\$5,299	\$1,138	\$4,161	\$59,055
District	N/A	N/A	\$6,336	\$82,921.00
State	N/A	N/A	\$7,506.64	\$82,031.00

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.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-34.3	-16.0
School Site/ State	-11.3	-14.9

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

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

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.