

# Santa Fe Elementary School

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

JR Ortiz, Principal

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<http://santafe.portervilleschools.org/>



## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
[portervilleschools.org](http://portervilleschools.org)

#### District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

#### District Administration

Nate Nelson, Ed.D.  
**Superintendent**

Brad Rohrbach, Ed.D.  
**Assistant Superintendent  
Business Services**

Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**

Andrew Bukosky, Ed.D.  
**Assistant Superintendent  
Human Resources**

### Principal's Message

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 thrive academically, socially and emotionally. 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 promote and cultivate having a Growth Mindset that 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

The mission of Santa Fe Elementary is to provide students a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global society.

### Community & School Profile

At Santa Fe we have a school culture where the "whole-child" is valued, nurtured, and fostered for the thirst of learning and well-being with the support of staff, parents, and the community. Our school culture is focused on continuous improvement and aims to prepare students with the necessary skills and tools 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 program. 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 2019-20 school year, 821 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 218                |
| Grade 1                 | 142                |
| Grade 2                 | 119                |
| Grade 3                 | 112                |
| Grade 4                 | 115                |
| Grade 5                 | 115                |
| <b>Total Enrollment</b> | <b>821</b>         |

### 2019-20 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 0.1                         |
| American Indian or Alaska Native | 0.2                         |
| Asian                            | 0.5                         |
| Filipino                         | 0.1                         |
| Hispanic or Latino               | 93.9                        |
| White                            | 3.4                         |
| Two or More Races                | 0.9                         |
| Socioeconomically Disadvantaged  | 87.8                        |
| English Learners                 | 41                          |
| Students with Disabilities       | 1.5                         |
| Homeless                         | 0.2                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Santa Fe Elementary | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | 31    | 31    | 31    |
| Without Full Credential                     | 2     | 4     | 4     |
| Teaching Outside Subject Area of Competence | 1     | 0     | 0     |

| Teacher Credentials for Porterville Unified | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 591   |
| Without Full Credential                     | ♦     | ♦     | 43    |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 15    |

### Teacher Misassignments and Vacant Teacher Positions at Santa Fe Elementary School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| 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 2020-21)

Porterville Unified School District held a Public Hearing on August 27, 2020 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 2020, regarding textbooks in use during the 2020-21 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | <p>McGraw-Hill "Wonders" &amp; "Maravillas"<br/>Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes<br/>Percent of students lacking their own assigned textbook: 0.0%</p> |
| Mathematics            | <p>McGraw-Hill "My Math"<br/>Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes<br/>Percent of students lacking their own assigned textbook: 0.0%</p>                    |
| Science                | <p>Glencoe<br/>Adopted 2006</p> <p>Harcourt<br/>Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes<br/>Percent of students lacking their own assigned textbook: 0.0%</p> |
| History-Social Science | <p>Houghton Mifflin<br/>Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes<br/>Percent of students lacking their own assigned textbook: 0.0%</p>                         |
| Health                 | <p>Harcourt<br/>Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes<br/>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 April, 2020.

#### 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)

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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: April, 2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          | RM 302 - Ceiling tiles need to be replaced (action taken, summer 2020)<br>RM 408 - Ceiling tiles need to be replaced (action taken, summer 2020)<br>RM 603 - Ceiling tiles need to be replaced (action taken, summer 2020)<br>RM 604 - Ceiling tiles need to be replaced (action taken, summer 2020)<br>RM 605 - Ceiling tiles need to be replaced (action taken, summer 2020)<br><br>RM 402 - Wall paper peeling |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Building 300 - Boys restroom needs touch up paint<br>Building 300 - Girls restroom needs touch up paint   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |   |
| <b>Overall Rating</b>  | <b>Good</b>   | The action to be taken: Our custodian will submit work orders to the district maintenance department.   |

## 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.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 60           | N/A          | 44             | N/A            | 50          | N/A         |
| Math    | 64           | N/A          | 28             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 19           | N/A          | 20             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parents and the community are very supportive of the educational programs in the 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 annually.

Santa Fe has an array of rich traditions for parents to be involved in. Some of the events include a Día de Los Muertos celebration, Christmas Program, Multicultural Fair, Donuts with Dads, Muffins with Moms, and a Father-Daughter/Mother-Son dance. In addition, 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

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary (559)782-6614. The district's website ([www.portervilleschools.org](http://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 (School Year 2020-2021)**

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 2020 by the Safety Committee.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.1            | 0.4            | 4.9              | 5.0              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.5              | 0.2              | 0.1           | 0.1           |

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.0            | 3.3              |               |
| Expulsions  | 0.0            | 0.2              |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

| 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 2019-2020)**

| 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   | 0.5                                  |

\*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 | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                | 2019-20            | 2019-20                 | 2019-20                  | 2019-20                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | 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                        |                        | 24                 | 1                       | 6                        | 8                      | 27                 |                         |                          |                        |
| 1           | 24                 |                         | 5                        |                        | 23                 | 1                       | 4                        |                        | 24                 |                         | 6                        |                        |
| 2           | 24                 |                         | 5                        |                        | 23                 |                         | 5                        |                        | 43                 | 1                       | 4                        |                        |
| 3           | 21                 | 1                       | 4                        |                        | 25                 |                         | 5                        |                        | 22                 | 2                       | 3                        |                        |
| 4           | 23                 |                         | 5                        |                        | 23                 | 1                       | 4                        |                        | 23                 |                         | 5                        |                        |
| 5           | 26                 |                         | 5                        |                        | 24                 |                         | 5                        |                        | 23                 | 1                       | 4                        |                        |
| 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 (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| 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

Teacher professional development, quality instruction, Professional Learning Communities, targeted small group instruction, and supplemental technology programs have positively contributed to an increase of student academic achievement. Teachers are provided with professional development opportunities that are evidence based to improve instruction and student academic learning. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessment. In addition, teacher collaboration takes place during common prep and early release Wednesdays. Instructional decisions are made based on data analysis that takes during PLCs throughout the year.

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 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$53,841        | \$52,484                                     |
| Mid-Range Teacher Salary      | \$81,323        | \$81,939                                     |
| Highest Teacher Salary        | \$105,019       | \$102,383                                    |
| Average Principal Salary (ES) | \$163,680       | \$129,392                                    |
| Average Principal Salary (MS) | \$169,256       | \$136,831                                    |
| Average Principal Salary (HS) | \$177,625       | \$147,493                                    |
| Superintendent Salary         | \$245,873       | \$254,706                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 30.0            | 34.0   |
| Administrative Salaries    | 4.0             | 5.0  |

\* 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 2018-19 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      | \$83,039               |
| State       | N/A     | N/A        | \$7,750      | \$84,577               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -41.4        | -33.8                  |
| School Site/ State   | -60.3        | -35.5                  |

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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.