



Santa Fe Elementary School

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

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

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Porterville Unified School District

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District Governing Board

Hayley Buettner

David DePaoli

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District Administration

Ken Gibbs, Ed.D.

Superintendent

Nate Nelson, Ed.D.

Assistant Superintendent

Business Services

Martha Stuemky, Ed.D.

Assistant Superintendent

Instructional Services

Andrew Bukosky, Ed.D.

Assistant Superintendent

Human Resources

School Description

Principal's Message

At Santa Fe Elementary School, the faculty, students and parents work together and provide a safe and caring environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. The foundation of our vision lies upon positive reinforcement of character: Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

The California Standards requirements and the push for the 21st century skills are requiring students to be technology literate and be able to acquire the skills needed to function in their future career. The 21st century skills include creativity & innovation, critical thinking and problem solving, communication, collaboration, information literacy, media literacy, and technology literacy. In preparing our students to be technology literate Santa Fe is continuously providing professional development to all teachers on iPad usage in the classroom, and has a 1 to 1 iPad implementation for 1st-5th grade students. Kindergarten and 1st grade students have sets of iPads in the classrooms, chromebooks, and Dell computers.

We challenge our students to be problem solvers and thinkers by providing interesting, creative and challenging lessons that emphasize high standards for all. Go Patriots!

Community & School Profile

At Santa Fe we have a school culture where the "whole-child" is considered, nurtured, and fostered for the love of learning with the help of staff, parents, and community. A school culture that will improve graduation rate by preparing students for Linked Learning, and for them 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 more than 13,000 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, one magnet academy, one continuation high school, and two alternative sites.

Santa Fe School is 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 one day of instruction in English and the other day in Spanish. The goal of this program is to ensure that each participating student is proficient in reading, writing, and speaking in both languages. As 2004-05 was the pilot year for this program, it is currently available in grades kindergarten through fifth.

During the 2016-17 school year, 715 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	124
Grade 2	112
Grade 3	119
Grade 4	126
Grade 5	112
Total Enrollment	717

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.4
Asian	0.3
Filipino	0.1
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0
White	2.6
Two or More Races	0.6
Socioeconomically Disadvantaged	84.7
English Learners	48.1
Students with Disabilities	0.8
Foster Youth	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			
Santa Fe Elementary School	15-16	16-17	17-18
With Full Credential	33	32	32
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Fe Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Porterville Unified School District held a Public Hearing on August 24, 2017 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 2017, regarding textbooks in use during the 2017-18 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill "Wonders" & "Maravillas" Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw-Hill "My Math" Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe Adopted 2006 Harcourt Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Percent of students lacking their own assigned textbook: 0.0%
Health	Harcourt Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0.0%

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 30 classrooms, a library, one computer lab, a multipurpose room/gymnasium, 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 December 2011.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. 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 restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 24, 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm. 301 Torn Base board Rm. 308, 403 Stained Ceiling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Rm. 303, 403, 407, 501, 503, 400 Boys Bathroom Light Ballast Out Rm. 307, 401, 403, 405, 406, 407, 501, 503, 505, Fluorescent Lamp replacement 300 Boys Bathroom, 500 Boys Bathroom, 300 & 400 Girls Bathroom Fluorescent Lamp replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	54	37	39	48	48
Math	50	51	21	23	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	120	120	100.0	44.2
Male	62	62	100.0	46.8
Female	58	58	100.0	41.4
Hispanic or Latino	107	107	100.0	41.1
Socioeconomically Disadvantaged	99	99	100.0	40.4
English Learners	34	34	100.0	17.7
Students Receiving Migrant Education Services	12	12	100.0	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	40	44	37	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.4	31.9	27.4

* 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.

**School Year 2016-17 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	357	356	99.72	54.49
Male	161	161	100	44.72
Female	196	195	99.49	62.56
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	337	336	99.7	53.87
White	15	15	100	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	297	296	99.66	52.03
English Learners	172	171	99.42	46.78
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	33	33	100	51.52
Foster Youth	--	--	--	--

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 2016-17 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	357	357	100	50.7
Male	161	161	100	55.28
Female	196	196	100	46.94
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	337	337	100	50.45
White	15	15	100	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	297	297	100	49.16
English Learners	172	172	100	44.19
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	33	33	100	45.45
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs in Porterville Unified School District. 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 Single Plan for Student Achievement, developing the school budget, and monitoring the implementation of the plan and budget.

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 School provides annual "Parent Workshops" in partnership with the Parent Institute for Quality Education (PIQE) from San Diego State University. The mission is to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. PIQE helps parents become educational advocates for their students.

Santa Fe 's Parent Club plays an active role in the community and at our school site through fundraising and in special activities. Additionally, to chaperoning field trips and volunteering in the classroom. Santa Fe School has established activities for parents to volunteer their time for in-class, afterschool activities, and school-wide events.

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or are interested in becoming a volunteer may contact the main office at (559) 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. Teachers supervise students on campus before and after school, and during all break times. There is a designated area for student drop-off and pick-up: kindergarten students are asked to arrive/depart from the corner of Locust Street and Howard Avenue; first through fifth grade students must utilize the area in front of the multi-purpose room. Visitors to the campus 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.

The School Site Safety Plan was most recently revised in fall 2016 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month and earthquake drills are held twice a year.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.53	0.13
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.20
Psychologist	.20
Social Worker	.20
Nurse	1
Speech/Language/Hearing Specialist	.20
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	26	25				5	5	5			
1	25	25	24				5	5	5			
2	23	23	22	1	1	1	5	5	5			
3	24	24	25				5	5	5			
4	27	27	24				5	5	5			
5	24	24	24				5	5	5			

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

Professional Development provided for Teachers

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 meet weekly and dual teachers daily. For the past three years, the district has offered two staff development days. The district has added professional development half days every first Wednesday of the month and district grade level meetings.

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 Instructional Coach.

For additional support in their profession, teachers may enlist the services of the district's IMPACT facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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 VII - Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,299	\$1,138	\$4,161	\$59,055
District	♦	♦	\$6,336	\$76,860
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-34.3	-16.0
Percent Difference: School Site/ State			-11.3	-14.9

* Cells with ♦ do not require data.