

West Putnam Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

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.

2021-22 School Contact Information

| | |
|--|---|
| School Name | West Putnam Elementary School |
| Street | 1345 West Putnam Avenue |
| City, State, Zip | Porterville, CA 93257 |
| Phone Number | (559) 782-7280 |
| Principal | Patrisia Espinoza |
| Email Address | pespinoza@portervilleschools.org |
| School Website | https://westputnam.portervilleschools.org/ |
| County-District-School (CDS) Code | 54-75523-6054290 |

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------------|
| District Name | Porterville Unified School District |
| Phone Number | (559) 793-2400 |
| Superintendent | Nate Nelson, Ed.D. |
| Email Address | nlnelson@portervilleschools.org |
| District Website Address | portervilleschools.org |

2021-22 School Overview

Principal's Message

It is with great pleasure that we present our 2021-2022 School Accountability Report Card. West Putnam Elementary, home of the Eagles, is a campus where students, staff, and families work together to improve learning for all students.

West Putnam Elementary School is a place where children are at the heart of everything we do. Staff, students, and families are dedicated to providing quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more. The staff focuses their efforts to support the school and district vision while ensuring that our children develop the self-esteem and positive character needed to participate fully in our community of learners.

Our teachers and staff have tremendous passion for the students at West Putnam. That's evident based on the positive relationships that we have established with our community. Parents are our partners. We treasure all the ways families contribute to the success of our students: helping with homework, assisting teachers, working with parents, other school committees, communicating with their child's teacher, and sending their children to school prepared and excited to learn!

School Vision Statement

We, at West Putnam, are committed to fostering a respect for educational achievement and social responsibility for all students. We are committed to providing an educational setting which offers a student centered academic program by collaborating with parents, school staff, students, and community members. We provide opportunities for the demonstration of academic and thinking skills, physical development, and social responsibilities for all students.

2021-22 School Overview

School Mission Statement

The mission of West Putnam Elementary School 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

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.

West Putnam School serves students in grades transitional kindergarten through sixth on a traditional calendar schedule. Curriculum is based on improving reading and language arts skills, with special emphasis placed on cultural awareness. Diverse literature selections, multicultural social studies curriculum, a Native American program, and various cultural celebrations promote a climate of tolerance and acceptance among students and faculty.

During the 2020-2021 school year, 463 students were enrolled at West Putnam. Our student population included 42.5% English Learners, 95.7% low socioeconomically disadvantaged and 1.3% foster care.

The high quality of the educational programs at West Putnam School was recognized by the Western Association of Schools & Colleges through a six-year accreditation, ending in June 2013. West Putnam was the first elementary school in the state to be awarded this prestigious honor. West Putnam was accorded the distinguished TORCH achievement award from the Tulare Office of Education, for attaining academic growth through innovative programs and partnerships. In 2012, the school was received the Sustaining the Flame TORCH award for its ongoing academic growth achievement.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 87 |
| Grade 1 | 58 |
| Grade 2 | 60 |
| Grade 3 | 63 |
| Grade 4 | 79 |
| Grade 5 | 65 |
| Grade 6 | 51 |
| Total Enrollment | 463 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 45.1 |
| Male | 54.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.1 |
| Filipino | 0.2 |
| Hispanic or Latino | 89.8 |
| Two or More Races | 1.7 |
| White | 6 |
| English Learners | 42.5 |
| Foster Youth | 1.3 |
| Socioeconomically Disadvantaged | 95.7 |
| Students with Disabilities | 5.8 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.0 | 90.5 | 498.1 | 80.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 1.0 | 4.8 | 27.9 | 4.5 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.0 | 4.8 | 33.1 | 5.3 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 42.4 | 6.8 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 17.8 | 2.9 | 18854.3 | 6.9 |
| Total Teaching Positions | 21.0 | 100.0 | 619.4 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 1.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 1.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.2 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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 regarding textbooks in use during the 2021-2022 school year.

| Year and month in which the data were collected | | August 2021 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McGraw Hill Wonders/Adopted 2016 | Yes | 0.0% |
| Mathematics | McGraw Hill My Math/Adopted 2015 | Yes | 0.0% |
| Science | Glencoe/Adopted 2006 Harcourt/Adopted 2001 | Yes | 0.0% |
| History-Social Science | Houghton Mifflin/2007 | Yes | 0.0% |

School Facility Conditions and Planned Improvements

West Putnam School was originally constructed in 1947 and has since undergone complete modernization. Landscaping and extensive renovations to six classrooms, the library, the main office, and the multi-purpose were completed in summer 2006. New playground equipment was also installed in 2007. As of 2013, the school has installed ceiling-mounted LED projectors and wall-mounted interactive whiteboards in each classroom, the computer lab, and in the cafeteria.

The campus is currently comprised of 24 classrooms (including portables), one preschool room, one Reading room, one Resource classroom, a library, one STEM lab, one staff room, a supply room, a multi-purpose room (cafeteria), one upper-grade playground, one Kindergarten playground, one preschool playground, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district in June 2020. Construction for a two story building and building to replace portable classrooms is scheduled to begin summer of 2022.

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.

| Year and month of the most recent FIT report | | | | October 2021 | |
|--|-----------|-----------|-----------|---|--|
| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|--|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Tile/paint/carpet repair: Room 4, 7, 25,restrooms |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| 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 Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 263 | NT | NT | NT | NT |
| Female | 115 | NT | NT | NT | NT |
| Male | 148 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 236 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 13 | NT | NT | NT | NT |
| English Learners | 96 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 255 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 20 | NT | NT | NT | NT |
| Students with Disabilities | 21 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 263 | NT | NT | NT | NT |
| Female | 115 | NT | NT | NT | NT |
| Male | 148 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 236 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 13 | NT | NT | NT | NT |
| English Learners | 96 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 255 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 20 | NT | NT | NT | NT |
| Students with Disabilities | 21 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|----------------------------------|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| All Students | 275 | 244 | 89 | 11 | 37 |
| Female | 122 | 103 | 84 | 16 | 36 |
| Male | 153 | 141 | 92 | 8 | 38 |
| American Indian or Alaska Native | 2 | <11 Students | <11 Students | <11 Students | <11 Students |
| Asian | 2 | <11 Students | <11 Students | <11 Students | <11 Students |

| | | | | | |
|--|-----|--------------|--------------|--------------|--------------|
| Black or African American | 0 | NA | NA | NA | NA |
| Filipino | 1 | <11 Students | <11 Students | <11 Students | <11 Students |
| Hispanic or Latino | 245 | 222 | 91 | 9 | 38 |
| Native Hawaiian or Pacific Islander | 0 | NA | NA | NA | NA |
| Two or More Races | 7 | <11 Students | <11 Students | <11 Students | <11 Students |
| White | 16 | 12 | 75 | 25 | 19 |
| English Learners | 101 | 91 | 90 | 10 | 20 |
| Foster Youth | 5 | <11 Students | <11 Students | <11 Students | <11 Students |
| Homeless | 4 | <11 Students | <11 Students | <11 Students | <11 Students |
| Military | 0 | NA | NA | NA | NA |
| Socioeconomically Disadvantaged | 266 | 237 | 89 | 11 | 37 |
| Students Receiving Migrant Education Services | 24 | 21 | 88 | 13 | 38 |
| Students with Disabilities | 23 | 21 | 91 | 9 | 22 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|--|------------------------------|---------------------------|----------------------------|--------------------------------|---|
| All Students | 275 | 244 | 89 | 11 | 32 |
| Female | 122 | 103 | 84 | 16 | 26 |
| Male | 153 | 141 | 92 | 8 | 37 |
| American Indian or Alaska Native | 2 | <11 Students | <11 Students | <11 Students | <11 Students |
| Asian | 2 | <11 Students | <11 Students | <11 Students | <11 Students |
| Black or African American | 0 | NA | NA | NA | NA |
| Filipino | 1 | <11 Students | <11 Students | <11 Students | <11 Students |
| Hispanic or Latino | 245 | 221 | 90 | 10 | 34 |
| Native Hawaiian or Pacific Islander | 0 | NA | NA | NA | NA |
| Two or More Races | 7 | <11 Students | <11 Students | <11 Students | <11 Students |
| White | 16 | 13 | 81 | 19 | 19 |
| English Learners | 101 | 91 | 90 | 10 | 29 |
| Foster Youth | 5 | <11 Students | <11 Students | <11 Students | <11 Students |
| Homeless | 4 | <11 Students | <11 Students | <11 Students | <11 Students |
| Military | 0 | NA | NA | NA | NA |
| Socioeconomically Disadvantaged | 266 | 237 | 89 | 11 | 33 |
| Students Receiving Migrant Education Services | 24 | 21 | 88 | 13 | 42 |

| | | | | | |
|-----------------------------------|----|----|----|---|----|
| Students with Disabilities | 23 | 21 | 91 | 9 | 13 |
|-----------------------------------|----|----|----|---|----|

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 65 | NT | NT | NT | NT |
| Female | 26 | NT | NT | NT | NT |
| Male | 39 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 57 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 19 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 62 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | -- | NT | NT | NT | NT |

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at West Putnam School. Parents play an active role in the community and at each school site through fundraising and special activities. Fundraisers have included school-wide Fall Festival and Cookie Dough and Catalog Gift Sales.

Parents are also encouraged to participate on various school and district teams to ensure programs are consistent in meeting students' needs. Opportunities for involvement include:

- School Site Council (SSC)
- Student Study Teams (SST)
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Parent Institute for Quality Education (PIQE)

Contributions by the following partners add to the programs available at West Putnam School:

- Porterville Police Department
- Tulare County Office of Education - Excellence in Education Awards
- Porterville Education Foundation

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7280. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 505 | 485 | 96 | 19.8 |
| Female | 227 | 219 | 38 | 17.4 |
| Male | 278 | 266 | 58 | 21.8 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 7 | 5 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 448 | 435 | 76 | 17.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 9 | 9 | 1 | 11.1 |
| White | 35 | 30 | 17 | 56.7 |
| English Learners | 210 | 205 | 31 | 15.1 |
| Foster Youth | 15 | 15 | 9 | 60.0 |
| Homeless | 10 | 8 | 6 | 75.0 |
| Socioeconomically Disadvantaged | 476 | 461 | 93 | 20.2 |
| Students Receiving Migrant Education Services | 43 | 41 | 3 | 7.3 |
| Students with Disabilities | 33 | 29 | 9 | 31.0 |

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.47 | 0.00 | 5.04 | 0.19 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.20 | 0.01 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.21 | 3.95 | 2.45 |
| Expulsions | 0.00 | 0.25 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

The safety of students and staff is a primary concern of West Putnam Elementary School. Teachers and other staff supervise students on campus before and after school and during recess, while staff supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times while visiting the campus. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in Fall 2021 by the Safety Committee, and reviewed annually. 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, earthquake and lock-down drills are held once each semester.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 1 | 2 | |
| 1 | 27 | | 2 | |
| 2 | 23 | | 3 | |
| 3 | 26 | | 2 | |
| 4 | 27 | | 2 | |
| 5 | 33 | | 1 | 1 |
| 6 | 33 | | | 2 |
| Other | 5 | 1 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 3 | |
| 1 | 28 | | 2 | |
| 2 | 28 | | 2 | |
| 3 | 27 | | 3 | |
| 4 | 32 | | 2 | |
| 5 | 27 | | 2 | |
| 6 | 34 | | | 2 |
| Other | 3 | 1 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 2 | 2 | |
| 1 | 19 | 1 | 2 | |
| 2 | 29 | | 2 | |
| 3 | 29 | | 2 | |
| 4 | 26 | | 3 | |
| 5 | 33 | | 1 | |
| 6 | 26 | | 2 | |
| Other | 8 | 1 | | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,758 | \$1,266 | \$4,492 | \$66,605 |
| District | N/A | N/A | \$6,336 | \$85,157 |
| Percent Difference - School Site and District | N/A | N/A | -34.1 | -22.0 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -61.1 | -23.8 |

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$55,995 | \$52,562 |
| Mid-Range Teacher Salary | \$84,576 | \$83,575 |
| Highest Teacher Salary | \$109,219 | \$104,166 |
| Average Principal Salary (Elementary) | \$164,960 | \$131,875 |
| Average Principal Salary (Middle) | \$173,310 | \$137,852 |
| Average Principal Salary (High) | \$183,764 | \$150,626 |
| Superintendent Salary | \$246,373 | \$260,243 |
| Percent of Budget for Teacher Salaries | 30% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

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 every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following California Standards for the Teaching Profession (CSTPS):

- 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. On Wednesday PUSD staff participate in professional development days, as well as ongoing training on how to effectively implement the new California standards and shifts in instructional strategies. Professional development is provided during early release Wednesdays. This year, West Putnam partnered with the Kate Kinsella Team to organize a series of professional development centered around English Language Development for the first half of the year. In addition, staff members received training on Trauma Informed Practices and Positive Behavior Intervention Supports (PBIS). Selected teachers also received additional training in math, English Language Arts, and science provided the district through contracted Tulare County Office of Education facilitators periodically during the school year as well as PD with the district coaches. In addition, dual immersion teachers had the opportunity to participate in CAFE modules that target teaching in a bilingual setting. The entire West Putnam staff also participated in a coaching cycle on engagement and number sense routines with the district coaches.

During this time, teachers are offered a broad-based variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year. The district also provides instructional coaching support to assist all teachers with implementation of the new California standards and instructional strategies.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

Porterville Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------------|
| District Name | Porterville Unified School District |
| Phone Number | (559) 793-2400 |
| Superintendent | Nate Nelson, Ed.D. |
| Email Address | nlnelson@portervilleschools.org |
| District Website Address | portervilleschools.org |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 6441 | 1242 | 19.28 | 80.72 | 48.62 |
| Female | 3142 | 629 | 20.02 | 79.98 | 54.88 |
| Male | 3297 | 613 | 18.59 | 81.41 | 42.20 |
| American Indian or Alaska Native | 161 | 14 | 8.70 | 91.30 | 28.57 |
| Asian | 92 | 18 | 19.57 | 80.43 | 62.50 |
| Black or African American | 26 | 3 | 11.54 | 88.46 | -- |
| Filipino | 44 | 15 | 34.09 | 65.91 | 80.00 |
| Hispanic or Latino | 5431 | 1052 | 19.37 | 80.63 | 47.47 |
| Native Hawaiian or Pacific Islander | 23 | 1 | 4.35 | 95.65 | -- |
| Two or More Races | 125 | 17 | 13.60 | 86.40 | 47.06 |
| White | 539 | 122 | 22.63 | 77.37 | 56.20 |
| English Learners | 1607 | 202 | 12.57 | 87.43 | 11.94 |
| Foster Youth | 44 | 6 | 13.64 | 86.36 | -- |
| Homeless | 164 | 4 | 2.44 | 97.56 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 5832 | 1055 | 18.09 | 81.91 | 46.23 |
| Students Receiving Migrant Education Services | 616 | 83 | 13.47 | 86.53 | 43.37 |
| Students with Disabilities | 430 | 82 | 19.07 | 80.93 | 11.25 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 6441 | 1205 | 18.71 | 81.29 | 17.90 |
| Female | 3142 | 623 | 19.83 | 80.17 | 20.20 |
| Male | 3297 | 582 | 17.65 | 82.35 | 15.45 |
| American Indian or Alaska Native | 161 | 11 | 6.83 | 93.17 | 20.00 |
| Asian | 92 | 15 | 16.30 | 83.70 | 40.00 |
| Black or African American | 26 | 3 | 11.54 | 88.46 | -- |
| Filipino | 44 | 15 | 34.09 | 65.91 | 26.67 |
| Hispanic or Latino | 5431 | 1028 | 18.93 | 81.07 | 16.17 |
| Native Hawaiian or Pacific Islander | 23 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 125 | 18 | 14.40 | 85.60 | 27.78 |
| White | 539 | 115 | 21.34 | | 26.96 |
| English Learners | 1607 | 200 | 12.45 | 87.55 | 2.56 |
| Foster Youth | 44 | 5 | 11.36 | 88.64 | -- |
| Homeless | 164 | 4 | 2.44 | 97.56 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 5832 | 1030 | 17.66 | 82.34 | 15.94 |
| Students Receiving Migrant Education Services | 616 | 82 | 13.31 | 86.69 | 20.99 |
| Students with Disabilities | 430 | 75 | 17.44 | 82.56 | 2.70 |