

# West Putnam Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	West Putnam Elementary School
<b>Street</b>	1345 West Putnam Avenue
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 782-7280
<b>Principal</b>	Dr. Patrisia Espinoza
<b>Email Address</b>	pespinoza@portervilleschools.org
<b>School Website</b>	<a href="https://westputnam.portervilleschools.org/">https://westputnam.portervilleschools.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	54-75523-6054290

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

**Principal’s Message**

It is with great pleasure that we present our 2024-2025 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 that 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

## 2025-26 School Description and Mission Statement

develop the self-esteem and positive character needed to participate fully in our community of learners.

Our teachers and staff have a 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, and other school committees, communicating with their child's teacher, and sending their children to school prepared and excited to learn!

### School Vision Statement

The vision of the West Putnam is to empower students to be competent, confident, compassionate, bilingual/biliterate collaborators who have a deep multicultural understanding and demonstrate high academic achievement in more than one language.

### School Mission Statement

The mission of West Putnam Elementary School is to provide students with a dynamic, engaging, and effective educational experience that will allow them to be bilingual/biliterate and prepares them with the skills to be productive citizens in a global society. All students will also develop a sociocultural competence and bilingual identity so that they can positively impact our diverse world.

### 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 in 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 comprises 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 Transitional Kindergarten through sixth grade on a traditional calendar schedule. The curriculum is based on improving reading and language arts skills, with special emphasis placed on cultural awareness. Diverse literature selections, a 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 2024-2025 school year, 482 students were enrolled at West Putnam Elementary School. Our student population included 40.9% English Learners, 80.3% low socioeconomically disadvantaged, and 0.8% 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. We are especially proud to share that in October 2024, West Putnam Elementary was recognized with California PBIS (Positive Behavioral Interventions and Supports) Gold Status for our schoolwide systems that promote a positive, inclusive, and supportive learning environment. This honor reflects the dedication of our entire school community to fostering student success, both academically and behaviorally.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	65
Grade 2	63
Grade 3	67
Grade 4	54
Grade 5	70
Grade 6	68
<b>Total Enrollment</b>	<b>478</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.4
Asian	0.2
Hispanic or Latino	95.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	2.7
English Learners	44.6
Foster Youth	0.2
Homeless	1.7
Migrant	9.8
Socioeconomically Disadvantaged	96.9
Students with Disabilities	7.3

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.6	79.7	523	79.83	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	3.85	28.2	4.32	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4	15.41	31.6	4.83	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	43.5	6.64	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.2	1.04	28.7	4.38	15831.9	5.67
<b>Total Teaching Positions</b>	25.9	100	655.2	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.5	62.24	483.2	77.28	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	33.9	5.42	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8	36.66	43.5	6.97	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	47.4	7.59	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.2	1.05	17.1	2.73	14303.8	5.15
<b>Total Teaching Positions</b>	21.8	100	625.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.1	61.79	486.9	78.02	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	3.1	15.87	40.4	6.49	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.2	11.28	26.8	4.3	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	8.47	50.9	8.16	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.5	2.55	18.9	3.03	13705.8	4.91
<b>Total Teaching Positions</b>	19.6	100	624.1	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	3.00	7	0
<b>Misassignments</b>	1.00	1	2.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	4.00	8	2.2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	1.5
<b>Local Assignment Options</b>	0.00	0	0.1
<b>Total Out-of-Field Teachers</b>	0.00	0	1.6

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	2.5	16.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 28, 2025 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 2024-2025 school year.

<b>Year and month in which the data were collected</b>	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders/Adopted 2016	0.0%
<b>Mathematics</b>	McGraw Hill My Math/Adopted 2015	0.0%
<b>Science</b>	McGraw Hill, Inspire Science/Adopted 2022	0.0%
<b>History-Social Science</b>	McGraw Hill, CA IMPACT/Adopted 2022	0.0%

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

## 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 the summer of 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 STEAM lab, and 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 2022. Construction for a two-story building and building to replace portable classrooms began in the summer of 2022. Completion of the two-story building is scheduled for the summer of 2023.

### 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 an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean

## School Facility Conditions and Planned Improvements

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

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			<ul style="list-style-type: none"> <li>Air vent damage: Rm 5</li> </ul> Deficiencies identified in this area will be addressed immediately through repair or replacement. Licensed technicians are dispatched to correct areas of need, or restore proper system function to ensure safe and efficient operation.
<b>Interior:</b> Interior Surfaces		X		<ul style="list-style-type: none"> <li>Ceiling damage: Rm 22, 26</li> <li>Cabinet damage: Rm 7</li> <li>Counter damage: Rm 6</li> <li>Wall damage: Rm 9, 10, 11, 12</li> <li>Window damage: Rm 9, 13</li> </ul> Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing work is scheduled promptly to restore classroom and office spaces to safe and functional condition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			<ul style="list-style-type: none"> <li>Wires unsecured: Rm 30, 31, 33, 34, cafeteria</li> </ul> Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		<ul style="list-style-type: none"> <li>Sink/faucet/fountain damage: Rm 2 outside, 10, 12, 27, Staff RR Upper, Boys RR Main</li> <li>Ceiling damage: Rm 24 &amp; 25 RR</li> <li>Graffiti: Girls RR Lower</li> </ul> Corrective action is taken to restore full functionality of restrooms, sinks and fountains. Repairs will include replacement of parts as needed to maintain

## School Facility Conditions and Planned Improvements

				accessibility and sanitation, as well as repair to structural or other needed items within the room.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sidewalk damage: Kinder playground  Exterior components that are found to be damaged will be repaired or replaced to ensure campus safety and security. Grounds and surfaces are restored to safe condition following inspection.

## 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).

#### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	21	27	41	42	47	48
<b>Mathematics</b> (grades 3-8 and 11)	25	26	27	28	35	37

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	252	96.55	3.45	26.59
<b>Female</b>	123	120	97.56	2.44	27.50
<b>Male</b>	138	132	95.65	4.35	25.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	249	241	96.79	3.21	26.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	109	100	91.74	8.26	12.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	225	216	96.00	4.00	24.54
<b>Students Receiving Migrant Education Services</b>	25	22	88.00	12.00	13.64
<b>Students with Disabilities</b>	25	25	100.00	0.00	0.00

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	261	261	100.00	0.00	25.67
<b>Female</b>	123	123	100.00	0.00	21.95
<b>Male</b>	138	138	100.00	0.00	28.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	249	249	100.00	0.00	25.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	109	109	100.00	0.00	14.68
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	225	225	100.00	0.00	23.11
<b>Students Receiving Migrant Education Services</b>	25	25	100.00	0.00	12.00
<b>Students with Disabilities</b>	25	25	100.00	0.00	8.00

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	11.76	12.33	19.3	21.87	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100.00	0.00	12.33
Female	30	30	100.00	0.00	6.67
Male	43	43	100.00	0.00	16.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	68	68	100.00	0.00	13.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.00	0.00	10.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## 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.

#### 2025-26 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 Día de los Muertos/Fall Festival, Multicultural Fair, and Catalog 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)
- District & Parent Advisory Committee (DAC)

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](http://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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	495	66	13.3
Female	252	246	32	13.0
Male	253	249	34	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	483	473	61	12.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	13	1	7.7
English Learners	242	235	25	10.6
Foster Youth	--	--	--	--
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	490	480	66	13.8
Students Receiving Migrant Education Services	58	54	4	7.4
Students with Disabilities	44	44	2	4.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.38	0.37	0.4	2.26	2.01	2.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.16	0.28	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.00	0.00
Male	0.79	0.00
Non-Binary	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	0.41	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	0.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 main office and get screened using Raptor System to be on campus. Visitors are required 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 on October 23, 2024, by the School Site Council and will be reviewed annually. Key elements of the plan focus on emergency preparedness. The school complies 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 monthly, and 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
<b>K</b>	19	2	3	0
<b>1</b>	18	1	3	0
<b>2</b>	21	1	2	0
<b>3</b>	21	1	2	0
<b>4</b>	27	2	5	0
<b>5</b>	19	5	4	0
<b>6</b>	16	7	9	0
<b>Other</b>	5	1	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	1	4	0
1	31	0	4	0
2	19	3	3	0
3	21	1	4	0
4	21	3	8	0
5	24	3	5	0
6	23	3	5	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		6	
1	22		6	
2	32		4	
3	22		6	
4	21	1	8	
5	24	1	7	1
6	26	3	1	3
Other	21	2	1	

## 2024-25 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	482

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	\$9,321	\$2,739	\$6,582	\$91,196
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	-19.6	-15.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-51.5	-12.9

## Fiscal Year 2024-25 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

Dual Language Immersion Grant (DLIG)

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$67,408	\$62,783
<b>Mid-Range Teacher Salary</b>	\$101,816	\$97,783
<b>Highest Teacher Salary</b>	\$131,482	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$206,509	\$160,224
<b>Average Principal Salary (Middle)</b>	\$210,148	\$166,992
<b>Average Principal Salary (High)</b>	\$225,139	\$180,971
<b>Superintendent Salary</b>	\$331,044	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	24%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	3.89%	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 are 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 include 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. During the 2021-2022 school 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 by 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. Also, seven dual immersion teachers participated in the Annual Two-way Dual Language Education (ATDLE) over the summer of 2022. During the 2025-2026 school year, West Putnam partnered with Project GLAD.

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 the 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)

## Professional Development

facilitator and/or IMPACT program.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	4	3