West Putnam Elementary School

1345 West Putnam Avenue • Porterville, CA 93257 • (559) 782-7280 • Grades K-6
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Porterville Unified School District

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**Assistant Superintendent
Human Resources**

Principal's Message

It is with great pleasure that we present our 2015-2016 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 energies on the school's vision and 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 the PTO and other school committees, communicating with their child's teacher, and sending their children to school prepared and excited to learn!

I am very pleased to serve students, families, and staff. I look forward to continued teamwork with the West Putnam learning community as we strive to increase learning and achievement for all.

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.

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 more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

West Putnam School serves students in grades transition-kindergarten through six 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 2015-16 school year, 480 students were enrolled at the school. Student demographics are displayed in the chart.

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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	49
Grade 2	73
Grade 3	74
Grade 4	94
Grade 5	84
Grade 6	90
Total Enrollment	546

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	1.3
Filipino	0.7
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0
White	7.7
Two or More Races	1.6
Socioeconomically Disadvantaged	93.6
English Learners	43.8
Students with Disabilities	4.6
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
West Putnam Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	22	25	23
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
West Putnam Elementary School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	95.2	4.8
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McGraw Hill Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2006 Harcourt Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	Harcourt Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Reading Room, one Resource classroom, a library, one computer lab, one staff room, a supply room, a multi-purpose room (cafeteria), one upper-grade playground, two Kindergarten playgrounds, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/15/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library, R2, R3 Chipped paint by doors, R2, R3, R21, Cafeteria,Stained Tiles, Rms 15-20 Boys and girls restrooms Broken ceramic tiles, R25, R26, R27 torn carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	CAASPP Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	45	30	34	42	37	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	22.5	28.8	26.2

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

	2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	22	26	30	37	44	48
Math	11	25	20	21	34	36

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	80	80	100.0	33.8
Male	45	45	100.0	42.2
Female	35	35	100.0	22.9
Hispanic or Latino	68	68	100.0	33.8
Socioeconomically Disadvantaged	71	71	100.0	33.8
English Learners	27	27	100.0	11.1

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	34.3
	4	97	96	99.0	24.0
	5	80	79	98.8	27.9
	6	96	96	100.0	19.8
Male	3	47	46	97.9	37.8
	4	50	50	100.0	24.0
	5	45	45	100.0	26.7
	6	56	56	100.0	10.7
Female	3	28	28	100.0	28.6
	4	47	46	97.9	23.9
	5	35	34	97.1	29.4
	6	40	40	100.0	32.5
Hispanic or Latino	3	68	67	98.5	31.8
	4	83	82	98.8	21.9
	5	68	67	98.5	25.4
	6	87	87	100.0	19.5
Socioeconomically Disadvantaged	3	72	71	98.6	32.9
	4	91	90	98.9	23.3
	5	71	70	98.6	22.9
	6	91	91	100.0	18.7
English Learners	3	34	34	100.0	27.3
	4	30	29	96.7	3.5
	5	27	27	100.0	11.1
	6	18	18	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	75	100.0	56.0
	4	97	96	99.0	22.9
	5	80	79	98.8	7.6
	6	96	96	100.0	15.6
Male	3	47	47	100.0	57.5
	4	50	50	100.0	24.0
	5	45	45	100.0	8.9
	6	56	56	100.0	14.3
Female	3	28	28	100.0	53.6
	4	47	46	97.9	21.7
	5	35	34	97.1	5.9
	6	40	40	100.0	17.5
Hispanic or Latino	3	68	68	100.0	55.9
	4	83	82	98.8	21.9
	5	68	67	98.5	9.0
	6	87	87	100.0	14.9
Socioeconomically Disadvantaged	3	72	72	100.0	55.6
	4	91	90	98.9	21.1
	5	71	70	98.6	7.1
	6	91	91	100.0	15.4
English Learners	3	34	34	100.0	41.2
	4	30	29	96.7	3.5
	5	27	27	100.0	
	6	18	18	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Parents and the community are very supportive of the educational programs at West Putnam School. The Parent Teacher Organization (PTO) plays an active role in the community and at each school site through fundraising and special activities. Fundraisers have included Halloween Fall Festival, Great American Saver cards, Great American Cookie Dough Sales 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)
- Parent Teacher Organization (PTO)

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

Contributions by the following partners add to the programs available at West Putnam School:
- Optimist Service Clubs
- Target
- Rotary Service Clubs
- Town 'n' Country Market

- Porterville Police Department
- Wal-Mart & Wal-Mart Distribution Center
- Tulare County Office of Education - Excellence in Education Awards
- Bank of the Sierra Employees

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.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The safety of students and staff is a primary concern of 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 spring 2015 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 lockdown drills are held once each semester.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	2.2	1.0
Expulsions Rate	5.2	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			**Number of Classrooms***								
Grade				**1-20**			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	28	22	22		1	1	3	2	2			
1	29	24	24				3	3	3			
2	26	26	26				3	3	3			
3	28	26	26				3	3	3			
4	30	26	26				3	3	3			
5	26	30	30	1			2	3	3			
6	31	26	26				3	3	3			

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past two years, the district has offered seven minimum days to be used as staff development days, as well as ongoing training on how to effectively implement the new California standards and shifts in instructional strategies.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

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

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,592	$44,958
Mid-Range Teacher Salary	$70,374	$70,581
Highest Teacher Salary	$90,879	$91,469
Average Principal Salary (ES)	$142,276	$113,994
Average Principal Salary (MS)	$144,040	$120,075
Average Principal Salary (HS)	$162,400	$130,249
Superintendent Salary	$209,705	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	4%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,758	$1,266	$4,492	$66,605
District	♦	♦	$6,336	$75,802
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			-29.1	-3.8
Percent Difference: School Site/ State			-18.9	-3.2

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

• Title I, Basic Grant
• Title II, Teacher Quality & Technology
• Title III, Limited English Proficiency
• Title VII, Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.