



Los Robles Elementary School

500 East Mulberry • Porterville, CA 93257 • (559) 782-7011 • Grades K-6

Carla Crocker, Principal

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

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Porterville Unified School District

600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
portervilleschools.org

District Governing Board

Hayley Buettner
Pete Lara, Jr.
Pat Contreras
Sharon Gill
David DePaoli
Felipe Martinez
Lillian Durbin

District Administration

John Snavely, Ed.D.
Superintendent

Ken Gibbs, Ed.D.
**Assistant Superintendent
Business Services**

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

Nate Nelson, Ed.D.
**Assistant Superintendent
Human Resources**

School Description

Principal's Message

At Los Robles, you are part of a community committed to educating every student with excellence, enthusiasm, and perseverance. We have embraced the shift to implement the New California Standards with a collaborative spirit and high expectations for all students. Stepping onto our campus, the belief that all students can learn will be evidenced in an atmosphere where students are excited about learning, and where character and positive behavior are demonstrated by all people. With the support and dedication of parents, community, and staff, combined with our commitment to studying our profession and improving instructional practices, we expect student achievement to continually rise. New technology has been added to every classroom and our students are learning the skills necessary to access and be critical consumers of the vast amount of information before them. It is our honor and privilege to discover the asset every student brings to our school and further guide these young people into happy, productive citizens who have the choice of following their interests and pursuing their goals and dreams. We welcome your involvement, suggestions, time, and support to educate all our students.

School Mission Statement

Los Robles School is dedicated to providing an academic program promoting excellence, work ethic and problem solving. Students grow in an atmosphere where they are accountable for personal and social responsibility of integrity, appropriateness, and caring for others. Through a community process of each-one teach-one, students will find and develop their individual strengths as they become active and responsible citizens of our community.

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.

Curriculum is based on improving literacy, writing, and mathematical skills and concepts with the infusion of technology aligned with the New California Standards and district graduate outcomes. We value our diverse population of students and the needs of each. Our unique combination of special education and general education programs in concert with students from various cultures promote a climate of tolerance and acceptance among students and faculty.

During the 2014-15 school year, 506 students were enrolled at the school.

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 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 at (559) 782-7011 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	73
Grade 2	89
Grade 3	81
Grade 4	53
Grade 5	73
Grade 6	59
Total Enrollment	506

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	0.8
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	1.6
White	8.1
Two or More Races	0.8
Socioeconomically Disadvantaged	95.7
English Learners	36.8
Students with Disabilities	4.5
Foster Youth	0.8

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			
Los Robles Elementary School	13-14	14-15	15-16
With Full Credential	24	25	25
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Robles Elementary School	13-14	14-15	15-16
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

2014-15 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	100.0	0.0
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
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 2015-16)

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%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Los Robles School was originally constructed in 1988. The most recent renovations to the campus occurred in 2004, and included the addition of eight new classrooms. The campus is currently comprised of 31 classrooms, a library, one computer lab, one staff room, a cafeteria, three playgrounds, the main office, and a Resource Room. The chart displays the results of the most recent school facilities inspection, provided by the district in September 2013.

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 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: 09/30/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm 14, 16, 17, 22, 28, 31 have stained and/or missing ceiling tiles. Computer lab have broken cabinet door. Room 23 broken cabinet door, missing light cover
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Outlet broken, 4 lights in Room 22
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	KA & KB leak in sink. Rm 1, 2, 58, 27, 28 loose faucet. Rm 3, 10 adjust drinking fountain, Cafeteria Stall Dividers boys restroom loose, Faucet to hard to close on kitchen, missing install door building D
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	28	29	44
Math	24	19	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	35	46	36	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.20	19.40	33.30

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	36
Male	44
Female	29
Asian	--
Hispanic or Latino	37
Native Hawaiian or Pacific	--
White	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	36
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	78	78	100.0	32	40	21	8
	4	59	59	100.0	58	25	12	3
	5	72	71	98.6	39	30	24	7
	6	63	62	98.4	29	34	31	6
Male	3	78	46	59.0	37	35	22	7
	4	59	34	57.6	56	26	9	6
	5	72	31	43.1	42	29	29	0
	6	63	31	49.2	35	35	26	3
Female	3	78	32	41.0	25	47	19	9
	4	59	25	42.4	60	24	16	0
	5	72	40	55.6	38	30	20	13
	6	63	31	49.2	23	32	35	10
Black or African American	3	78	2	2.6	--	--	--	--
Asian	3	78	3	3.8	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	63	1	1.6	--	--	--	--
Filipino	5	72	1	1.4	--	--	--	--
Hispanic or Latino	3	78	66	84.6	36	36	20	8
	4	59	49	83.1	57	27	10	4
	5	72	66	91.7	38	32	24	6
	6	63	55	87.3	29	35	29	7
Native Hawaiian or Pacific Islander	3	78	1	1.3	--	--	--	--
	4	59	2	3.4	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	63	1	1.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	78	5	6.4	--	--	--	--
	4	59	7	11.9	--	--	--	--
	5	72	2	2.8	--	--	--	--
	6	63	4	6.3	--	--	--	--
Two or More Races	4	59	1	1.7	--	--	--	--
Socioeconomically Disadvantaged	3	78	77	98.7	32	39	21	8
	4	59	57	96.6	58	26	11	4
	5	72	68	94.4	41	28	24	7
	6	63	58	92.1	31	36	29	3
English Learners	3	78	32	41.0	31	50	13	6
	4	59	14	23.7	79	14	0	0
	5	72	13	18.1	77	23	0	0
	6	63	9	14.3	--	--	--	--
Students with Disabilities	3	78	2	2.6	--	--	--	--
	4	59	5	8.5	--	--	--	--
	5	72	8	11.1	--	--	--	--
	6	63	4	6.3	--	--	--	--
Students Receiving Migrant Education Services	3	78	7	9.0	--	--	--	--
	4	59	4	6.8	--	--	--	--
	5	72	11	15.3	55	18	18	9
	6	63	10	15.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	78	78	100.0	32	40	24	4
	4	59	58	98.3	45	38	14	3
	5	72	72	100.0	44	32	15	8
	6	63	62	98.4	47	29	16	8
Male	3	78	46	59.0	30	39	28	2
	4	59	34	57.6	38	38	18	6
	5	72	32	44.4	41	34	19	6
	6	63	31	49.2	45	32	13	10
Female	3	78	32	41.0	34	41	19	6
	4	59	24	40.7	54	38	8	0
	5	72	40	55.6	48	30	13	10
	6	63	31	49.2	48	26	19	6
Black or African American	3	78	2	2.6	--	--	--	--
Asian	3	78	3	3.8	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	63	1	1.6	--	--	--	--
Filipino	5	72	1	1.4	--	--	--	--
Hispanic or Latino	3	78	66	84.6	36	36	23	5
	4	59	49	83.1	41	43	12	4
	5	72	66	91.7	42	33	17	8
	6	63	55	87.3	47	29	15	9
Native Hawaiian or Pacific Islander	3	78	1	1.3	--	--	--	--
	4	59	2	3.4	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	63	1	1.6	--	--	--	--
White	3	78	5	6.4	--	--	--	--
	4	59	7	11.9	--	--	--	--
	5	72	2	2.8	--	--	--	--
	6	63	4	6.3	--	--	--	--
Two or More Races	5	72	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	78	77	98.7	32	39	25	4
	4	59	56	94.9	45	38	14	4
	5	72	69	95.8	45	32	16	7
	6	63	58	92.1	50	31	12	7

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3	78	32	41.0	25	50	25	0
	4	59	14	23.7	71	29	0	0
	5	72	13	18.1	77	23	0	0
	6	63	9	14.3	--	--	--	--
Students with Disabilities	3	78	2	2.6	--	--	--	--
	4	59	5	8.5	--	--	--	--
	5	72	8	11.1	--	--	--	--
	6	63	4	6.3	--	--	--	--
Students Receiving Migrant Education Services	3	78	7	9.0	--	--	--	--
	4	59	4	6.8	--	--	--	--
	5	72	11	15.3	36	45	0	18
	6	63	10	15.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Los Robles School. Parents are elected to our School Site Council (SSC) and English Learner Advisory Committee (ELAC) where they participate in needs assessments and decision making to improve the education of our students. Parents play an active role in the community and at the school site by assisting with special activities, fundraising and attending parent education/information meetings. Parents are encouraged to help in the classrooms, with school activities, and field trips. Our school has a Parent Involvement Policy available upon request and School Compact which every student, teacher, and parent signs.

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) 782-7011. 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 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 Los Robles Elementary School. Staff supervise students on campus before and after school, and during recesses. Supervisors wear a PUSD Safety Patrol vest for easy location of an adult by students in times of need. PUSD employees wear their district identification badge at all times for the safety of students and staff. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. All visitors must sign in at the front office and receive proper authorization to be on campus. Visitors are asked to display their pass at all times.

The School Site Safety Plan was most recently revised in fall 2013 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills and lock down drills are held once a month, earthquake drills are held twice a year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.50	3.51	1.37
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	29	22	1		1	3	3	3			
1	30	30	23				3	3	3			
2	28	26	22				2	3	4			
3	30	27	26				3	2	3			
4	31	27	26				2	3	2			
5	30	32	24				2	2	3			
6	32	29	30				2	2	2			

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	1
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.

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

The district has employed West Ed to provide professional training of Common Core in English Language Arts to every certificated teacher and administrator. Each site has an Academic Common Core Coach to work with staff and students to implement CCSS and improve our instructional practice. Los Robles has participated in Positive Behavior and Instructional Support (PBIS) as an alternative to suspensions and to create a positive and successful learning atmosphere for every student.

Teachers have received hands-on practical training through Instructional Rounds, district grade level meetings, and collaborative efforts at the school site. Administrators conduct regular walk-throughs for data collection to measure the implementation of training received and provide feedback to teachers for affirmation and support. Teachers have the opportunity to attend professional conferences and training offered by the Tulare County Office of Education for CCSS in math, science, and ELA.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,580	\$43,062
Mid-Range Teacher Salary	\$65,824	\$67,927
Highest Teacher Salary	\$85,004	\$87,811
Average Principal Salary (ES)	\$143,127	\$110,136
Average Principal Salary (MS)	\$134,920	\$115,946
Average Principal Salary (HS)	\$142,109	\$124,865
Superintendent Salary	\$192,148	\$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

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

Types of Services Funded

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

- Title I, Basic Grant
- Title II, Teacher Quality & Technology

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,721	\$1,134	\$4,587	\$71,729
District	♦	♦	\$6,336	\$71,239
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-27.6	2.0
Percent Difference: School Site/ State			-2.2	3.4

* Cells with ♦ do not require data.

- 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, the county, and the state. 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.