



Pioneer Middle School

225 East College Avenue • Porterville, CA 93257 • (559) 782-7200 • Grades 6-8

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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
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District Governing Board

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

District Administration

John Snavelly, 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

"To accomplish great things, we must not only act, but also dream; not only plan, but also believe."

~ Anatole France

Pioneer Middle School members share the belief that all students can learn. We believe that all students have the potential to become ethical and democratic citizens who are optimistic about the future. We see that maximizing the potential of each child as our responsibility and charge during their academic years at Pioneer Middle School.

The teachers at Pioneer Middle School are educators who value and understand the importance of working with young adolescent minds. As a professional learning community, we strive for continued improvement of the academic program. Teachers are continuously engaged in collaborative research, problem-solving, and reflective dialogue that enables them to examine their practices with the ultimate goal of improving student achievement. Pioneer continually strives to create a college-bound academic culture where students play a major role in their own learning and education.

We have emphasized the achievement of every student in every classroom. This approach makes sure that poor performance is not acceptable and each and every adult is accountable to the students that sit in front of them every day. By placing relentless focus on individual performance, we have implemented a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment, and intervention. We believe in all of our students and will do whatever it takes to make them successful. The students have developed an attitude of "I can and I will" when it comes to their academic success.

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.

Centrally located within city limits, Pioneer Middle School serves students in grades seven and eight on a traditional calendar schedule. Curriculum is based on improving literacy and mathematical comprehension, with special emphasis placed on cultural awareness. Diverse literature selections, the "Habits of Mind" program, and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2014-15 school year, 752 students were enrolled at the school. Student demographics are displayed in the chart.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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) 782-7200 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	196
Grade 7	262
Grade 8	295
Total Enrollment	753

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	8.2
Asian	0.7
Filipino	0.3
Hispanic or Latino	85.4
Native Hawaiian or Pacific Islander	0.3
White	4.5
Two or More Races	0.5
Socioeconomically Disadvantaged	93.1
English Learners	20.2
Students with Disabilities	3.7
Foster Youth	0.7

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			
Pioneer Middle School	13-14	14-15	15-16
With Full Credential	24	24	33
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	2
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			
Pioneer Middle 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	1

* "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	<p>McDougal Littell Adopted 2003</p> <p>Wright Group Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Glencoe Adopted 2000</p> <p>McDougal Littell Adopted 2006</p> <p>Prentice hall Adopted 2006</p> <p>McGraw Hill My Math (6th Grade) Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Glencoe Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>McDougal Littell Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>MacMillan/McGraw Hill Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Pioneer Middle School, originally constructed in the 1950s, is currently comprised of 35 classrooms (including portables), a library, four computer labs, one staff room, a cafeteria/multi-purpose room, one athletic field, and the main office. All facilities have been modernized and upgraded throughout the years.

The most recent renovations to the campus occurred in 2009, and included the construction of a county-sponsored, multi-million dollar Special Education facility. The state-of-the-art building replaced a number of older portable classrooms on the property and serves the needs of numerous students throughout the district. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015

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		Torn Wall Paper (5 rooms), Wall Need Paint (5 rooms), Cafeteria floor in bad shape
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], 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.40	23.60	24.00

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	26	29	44
Math	16	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	48	46	29	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.

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	29
Male	33
Female	28
Black or African American	--
American Indian or Alaska Native	27
Asian	--
Filipino	--
Hispanic or Latino	28
Native Hawaiian or Pacific	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	46
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	29
Students Receiving Migrant Education Services	35
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	6	206	205	99.5	48	31	18	1
	7	268	266	99.3	41	32	23	2
	8	305	299	98.0	31	34	27	4
Male	6	206	93	45.1	60	25	9	1
	7	268	136	50.7	51	30	16	2
	8	305	145	47.5	37	33	23	2
Female	6	206	112	54.4	38	36	25	2
	7	268	130	48.5	32	34	30	2
	8	305	154	50.5	25	35	31	6
Black or African American	8	305	1	0.3	--	--	--	--
American Indian or Alaska Native	6	206	15	7.3	67	27	0	0
	7	268	30	11.2	53	23	13	3
	8	305	20	6.6	15	45	20	0
Asian	6	206	3	1.5	--	--	--	--
	7	268	2	0.7	--	--	--	--
	8	305	1	0.3	--	--	--	--
Filipino	8	305	6	2.0	--	--	--	--
Hispanic or Latino	6	206	168	81.6	46	33	18	1
	7	268	224	83.6	38	33	25	2
	8	305	256	83.9	31	36	27	4
Native Hawaiian or Pacific Islander	7	268	1	0.4	--	--	--	--
	8	305	1	0.3	--	--	--	--

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	6	206	18	8.7	56	17	17	6
	7	268	9	3.4	--	--	--	--
	8	305	13	4.3	46	8	31	8
Two or More Races	6	206	1	0.5	--	--	--	--
	8	305	1	0.3	--	--	--	--
Socioeconomically Disadvantaged	6	206	192	93.2	49	32	15	2
	7	268	240	89.6	43	30	23	1
	8	305	277	90.8	31	33	27	4
Students with Disabilities	6	206	7	3.4	--	--	--	--
	7	268	11	4.1	91	0	9	0
	8	305	8	2.6	--	--	--	--
Students Receiving Migrant Education Services	6	206	11	5.3	45	45	9	0
	7	268	36	13.4	33	33	28	6
	8	305	51	16.7	31	37	22	10
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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	6	206	206	100.0	51	31	13	2
	7	268	267	99.6	43	36	15	3
	8	305	301	98.7	51	30	13	3
Male	6	206	93	45.1	56	26	11	2
	7	268	137	51.1	50	28	16	4
	8	305	145	47.5	54	25	13	3
Female	6	206	113	54.9	48	35	14	2
	7	268	130	48.5	36	44	14	3
	8	305	156	51.1	48	34	12	3
Black or African American	8	305	1	0.3	--	--	--	--

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
American Indian or Alaska Native	6	206	15	7.3	80	20	0	0
	7	268	30	11.2	47	37	7	0
	8	305	20	6.6	30	40	10	0
Asian	6	206	3	1.5	--	--	--	--
	7	268	2	0.7	--	--	--	--
	8	305	1	0.3	--	--	--	--
Filipino	7	268	1	0.4	--	--	--	--
	8	305	7	2.3	--	--	--	--
Hispanic or Latino	6	206	169	82.0	50	31	14	2
	7	268	224	83.6	41	37	17	4
	8	305	257	84.3	53	30	12	3
Native Hawaiian or Pacific Islander	7	268	1	0.4	--	--	--	--
	8	305	1	0.3	--	--	--	--
White	6	206	18	8.7	44	28	17	0
	7	268	9	3.4	--	--	--	--
	8	305	13	4.3	62	8	15	8
Two or More Races	6	206	1	0.5	--	--	--	--
	8	305	1	0.3	--	--	--	--
Socioeconomically Disadvantaged	6	206	193	93.7	53	30	12	2
	7	268	240	89.6	45	36	15	3
	8	305	277	90.8	53	29	12	3
Students with Disabilities	6	206	7	3.4	--	--	--	--
	7	268	11	4.1	82	9	9	0
	8	305	8	2.6	--	--	--	--
Students Receiving Migrant Education Services	6	206	11	5.3	45	55	0	0
	7	268	36	13.4	25	47	22	6
	8	305	51	16.7	49	37	10	4
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The Parent Teacher Organization (PTO) plays a special role in the community and at each school site through fundraising and special activities. In addition to chaperoning field trips and volunteering in the classroom, Pioneer Middle School has established a school-to-home connection in which parents agree to have their children at school each day, provide assistance with homework when necessary, and read with their student each day.

Contributions by the following community partners add to the programs available at Pioneer Middle School: Wal-Mart and Wal-Mart Distribution Center, Lion's Club, Eagle Mountain Casino, Veterans of Foreign Wars, and Target.

Contact Information

Parents who wish to participate in the school's leadership teams, School Site Council (SSC), English Learner Advisory Committee (ELAC), school committees, school activities, or become a volunteer may contact the main office at (559) 782-7200. The district's website (www.porterville.k12.ca.us) 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 Pioneer Middle School. Teachers and administrators supervise students on campus before and after school and during recess. Noon duty 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.

The School Site Safety Plan was most recently revised in Fall 2012 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. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake and lockdown drills are held twice a year.

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.78	7.35	8.54
Expulsions Rate	0.52	1.44	0.12
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	2004-2005	2006-2007
Year in Program Improvement	Year 5	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 (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	25	25	6	8	8	14	10	15	1	5	
Math	28	31	28	3	1	5	9	12	5	7	10	8
Science	25	28	24	6	1	3	3	7	7	2	3	1
SS	28	29	29	3	1		8	10	14	5	5	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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)	1
Library Media Services Staff (Paraprofessional)	
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.

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 (Common Core Standards)
- Developing as a Professional Educator

* Using Technology to Enhance learning (Reading and Writing across the Curriculum)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. 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 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%

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, 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.

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,707	\$614	\$6,092	\$70,648
District	♦	♦	\$6,336	\$71,239
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-3.9	0.4
Percent Difference: School Site/ State			29.9	1.9

* Cells with ♦ do not require data.