



Santa Fe Elementary School

286 East Orange Ave. • Porterville, CA 93257 • (559) 782-6614 • Grades K-5

JR Ortiz, Principal

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Porterville Unified School District

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(559) 793-2400
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District Governing Board

Jim Carson
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Juan Figueroa, Jr.
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Business Services**
Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**
Andrew Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

Principal's Message

Here at Santa Fe our mission is to provide an array of opportunities and experiences that will produce confident successful scholars. You will discover that our entire staff is committed to providing a safe and nurturing environment that challenges our scholars to do their best to learn and grow.

Furthermore, our Dual Language Program is a challenging academic program, which offers students the exciting opportunity of becoming bilingual and bi-literate in both English and Spanish. Students in the program are provided with a rigorous standards based curriculum that is focused on bilingual and bi-literate academic achievement.

In addition to all students being equipped with the 21st century skills needed to be college and career ready, we believe it is equally important to practice good character and be model citizens. Finally, Santa Fe scholars understand that having a growth mindset their abilities will be developed and enhanced through effort, perseverance, and hard work.

I welcome and look forward to working with all of you this year, as we make our students' education our highest priority!

Thank you.

GOOO Patriots!

Community & School Profile

At Santa Fe we have a school culture where the "whole-child" is considered, nurtured, and fostered for the thirst of learning with the support of staff, parents, and community. Our school culture is focused on continuous improvement and growth to be College and Career Ready.

Santa Fe Elementary is located in 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 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

In 2004, Santa Fe Elementary was the first school in the Porterville Unified School District to offer a Dual Language Academy. The curriculum is focused on a 50/50 Two Way Dual Immersion Model, where participating students receive 50% of instruction in English and 50% of instruction in Spanish. The goal of this program is to ensure that each participating student is bilingual and bi-literate in both languages. Our Dual Language Program is currently available in grades kindergarten through fifth.

During the 2018-19 school year, 759 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 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 124 |
| Grade 1 | 118 |
| Grade 2 | 121 |
| Grade 3 | 107 |
| Grade 4 | 115 |
| Grade 5 | 128 |
| Total Enrollment | 713 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.4 |
| Filipino | 0.1 |
| Hispanic or Latino | 95.1 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 2.2 |
| Socioeconomically Disadvantaged | 80.4 |
| English Learners | 42.5 |
| Students with Disabilities | 1.1 |
| Foster Youth | 0.3 |

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

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Santa Fe Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 32 | 32 | 31 |
| Without Full Credential | 1 | 1 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 1 |
| Porterville Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 567 |
| Without Full Credential | ♦ | ♦ | 74 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 20 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|----------|----------|----------|
| Santa Fe Elementary School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 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 2018, regarding textbooks in use during the 2018-19 school year.

| Textbooks and Instructional Materials Year and month in which data were collected: August 2018 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | McGraw-Hill "Wonders" & "Maravillas" Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Mathematics | McGraw-Hill "My Math" 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% |
| Health | Harcourt Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Santa Fe School first opened its doors in August 2004, with construction completed in the earlier summer months. The campus is currently comprised of 33 classrooms, STEAM Lab, a library, a multipurpose room, three playgrounds, and the main office building. A brand new wing, containing five classrooms, was constructed and opened in February 2008. The chart displays the results of the most recent school facilities inspection, provided by the district in November 2018.

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: November 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | RM 301- TORN BASE BOARD RM 403 - STAINED CEILING TILE RM 504 - BROKEN TILE RM 505 - LIGHT OUT |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | RM 303, 403, 503 - LIGHT BALLAST OUT RM 501 - 2 LIGHT BALLAS OUT RM 403 - 3 FLUORESCENT LAMPS NEED TO BE CHANGED BUILDING 300 RESTROOM BOYS - 2 FLUORESCENT LAMPS NEED TO BE REPLACED BUILDING 300 RESTROOM GIRLS - 2 LIGHT BALLAST OUT, 6 FLUORESCENT LAMPS NEED TO BE REPLACED BUILDING 400 RESTROOM BOYS - LIGHT BALLAST OUT, 2 FLUORESCENT LAMPS NEED TO BE REPLACED BUILDING 400 RESTROOM GIRLS - 2 LIGHT BALLAST OUT, 4 FLUORESCENT LAMPS NEED TO BE REPLACED BUILDING 500 RESTROOM BOYS - 1 FLUORESCENT LAMP NEEDS TO BE CHANGED |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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. 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); 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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 54.0 | 63.0 | 39.0 | 44.0 | 48.0 | 50.0 |
| Math | 51.0 | 52.0 | 23.0 | 27.0 | 37.0 | 38.0 |

Note: 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 11.6 | 24.8 | 49.6 |

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 354 | 353 | 99.72 | 62.61 |
| Male | 171 | 171 | 100.00 | 56.73 |
| Female | 183 | 182 | 99.45 | 68.13 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 339 | 338 | 99.71 | 62.43 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 274 | 273 | 99.64 | 56.41 |
| English Learners | 201 | 200 | 99.50 | 55.00 |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 27 | 27 | 100.00 | 70.37 |
| Foster Youth | -- | -- | -- | -- |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 354 | 354 | 100 | 51.98 |
| Male | 171 | 171 | 100 | 57.89 |
| Female | 183 | 183 | 100 | 46.45 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 339 | 339 | 100 | 51.92 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 274 | 274 | 100 | 45.99 |
| English Learners | 201 | 201 | 100 | 45.27 |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 27 | 27 | 100 | 51.85 |
| Foster Youth | -- | -- | -- | -- |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational programs in Porterville Unified School District. Parents can participate and be elected to be on the School Site Council Committee (SSC). The SSC plays an important role with the responsibilities of reviewing and analyzing student achievement data, gathering community input, helping develop the School Plan for Student Achievement, developing the school budget, and monitoring the implementation of the plan and budget.

Parents are also invited to participate in Santa Fe School's English Learner Advisory Committee (ELAC). The role of ELAC is to advise the Principal and School Site Council on programs and services for English Learners.

Santa Fe School provides annual "Parent Workshops" in partnership with the Parent Institute for Quality Education (PIQE). The mission is to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. PIQE helps parents become educational advocates for their students.

Santa Fe parents play an active role in the community and at our school site through school-wide events and fundraising. Additionally, parents chaperone field trips and volunteer in the classroom.

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or are interested in becoming a volunteer may contact the main office at (559) 782-6614. 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 State priority: School Climate (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 Santa Fe Elementary School. Teachers supervise students on campus before and after school, and during all break times. There is a designated area for student drop-off and pick-up: kindergarten students are asked to arrive/depart from the corner of Locust Street and Howard Avenue; first through fifth grade students must utilize the area in front of the multi-purpose room. Visitors to the campus must sign in at the office and display their visitor badge at all times. Additionally for the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. All fingerprinting appointments must be made through our school site secretary.

In addition, safety drills (fire, earthquake, lockdown) are practiced monthly/quarterly.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.5 | 0.1 | 0.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 5.6 | 5.4 | 4.9 |
| Expulsions Rate | 0.3 | 0.3 | 0.5 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| 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.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | .20 |
| Psychologist | .40 |
| Social Worker | .20 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | .20 |
| Resource Specialist (non-teaching) | .5 |
| Other | 1 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

* 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) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 25 | 25 | 25 | | | | 5 | 5 | 5 | | | |
| 1 | 24 | 25 | 24 | | | | 5 | 5 | 5 | | | |
| 2 | 22 | 22 | 24 | 1 | | | 5 | 5 | 5 | | | |
| 3 | 25 | 24 | 21 | | | 1 | 5 | 5 | 4 | | | |
| 4 | 24 | 25 | 23 | | | | 5 | 5 | 5 | | | |
| 5 | 24 | 22 | 26 | | 1 | | 5 | 4 | 5 | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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. Staff members collaborate daily and the district has built in time on Wednesdays for further Professional Development. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, technology and methodologies. Our teachers continue to attend District training that focus on research based best instructional practices and continue to review the practices with the support of our school site administrators and Instructional Coach. We have also partnered with Tulare County Office of Education and the English Learner Group for additional professional learning.

For additional support in their profession, teachers may enlist the services of the district's IMPACT facilitator and/or the Peer Assistance and the Teacher Induction Program.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$41,732 | \$49,512 |
| Mid-Range Teacher Salary | \$76,842 | \$77,880 |
| Highest Teacher Salary | \$99,231 | \$96,387 |
| Average Principal Salary (ES) | \$152,356 | \$123,139 |
| Average Principal Salary (MS) | \$154,641 | \$129,919 |
| Average Principal Salary (HS) | \$167,189 | \$140,111 |
| Superintendent Salary | \$232,323 | \$238,324 |
| Percent of District Budget | | |
| Teacher Salaries | 30.0 | 36.0 |
| Administrative Salaries | 4.0 | 5.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,299 | \$1,138 | \$4,161 | \$59,055 |
| District | ◆ | ◆ | \$6,336 | \$80,024 |
| State | ◆ | ◆ | \$7,125 | \$79,665 |
| Percent Difference: School Site/District | | | -34.3 | -16.0 |
| Percent Difference: School Site/ State | | | -11.3 | -14.9 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 <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).

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.