



# Sequoia Middle School

600 West Grand Ave. • Porterville, CA 93257 • (559) 788-0923 • Grades 7-8

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<http://www.sequoiahawks.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**

### Principal's Message

It is with great enthusiasm and excitement that I offer to everyone a Sequoia Hawk welcome. By attending our school you are beginning an incredible adventure in education. Our staff is working hard to bring our students the latest in computer technology development and also the "Best Educational Practices" in the classroom. We have high expectations and goals for all of our students. We believe that student success is strongly based upon parent support and involvement in the Sequoia community.

I truly hope that everyone has a successful year, as we are committed to providing our students with the very best learning environment possible. I urge everyone to make the most of their Sequoia Middle School experience and seize the opportunity to reach a new level of academic achievement.

### School Mission Statement

Sequoia Middle School believes in a holistic philosophy of education that:

- Meets the unique needs of young people at a time when they are going through profound physical, social, and emotional changes.
- Believes in a strong, well-planned instructional program that promotes students academic achievement, self-esteem, and social development.
- Believes that every staff member understands and is responsive to the needs of early adolescence and strives to help set and accomplish goals.
- Believes that parent and members of the community should be actively involved with and support students in academic and extracurricular activities.
- Believes that students need to take an active and responsible role in all aspects of their education and preparation for their future.

We align our vision and mission with the district's goals and Graduate Outcomes.

PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

### Expected Graduate Outcomes:

As a result, all students will develop and demonstrate:

- \* Critical thinking and problem solving skills
- \* Cultural awareness and the ability to collaborate with diverse groups
- \* Technical skills in digital media applications and information management
- \* Effective communication skills of listening, speaking and writing
- \* Creativity and innovation
- \* Leadership, self-management and organizational skills obtained through real world applications and community involvement
- \* Adaptability, responsibility and ethical behaviors
- \* The ability to navigate the global world of work and further their education

### 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.

Sequoia 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 and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2014-2015 school year, approximately 575 students, 290 seventh graders and 285 eighth graders, 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) 788-0923 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	295
Grade 8	285
<b>Total Enrollment</b>	<b>580</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.9
Asian	2.6
Filipino	1
Hispanic or Latino	76.9
White	16.2
Two or More Races	0.3
Socioeconomically Disadvantaged	79.8
English Learners	12.8
Students with Disabilities	4.1
Foster Youth	0.2

### 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			
Sequoia Middle School	13-14	14-15	15-16
With Full Credential	23	21	24
Without Full Credential	0	2	1
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			
Sequoia 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	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	95.7	4.4
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	McDougal Littell Adopted 2003  Wright Group Adopted 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Glencoe Adopted 2000  McDougal Littell Adopted 2006  Prentice Hall Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Glencoe Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	McDougal Littell Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Foreign Language	<b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	MacMillan/McGraw Hill Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia Middle School is currently comprised of 27 classrooms (including portables), a library, a computer lab, a staff room, a multi-purpose room/cafeteria, three athletic fields, and the main office. The school's first year of operation was 2006-07, with construction of the new campus completed in 2006. 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 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: 06/04/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Band Room stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Bldg 100 Boys Restroom hand dryer not working, MPR 5 lights out,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Bldg 100 Girls Restroom sink not working
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	39	29	44
Math	27	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	52	63	51	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
7	21.70	25.70	15.00

\* 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 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	51
Male	51
Female	50
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	46
White	59
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	4
Students with Disabilities	49
Students Receiving Migrant Education Services	33
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
<b>All Students</b>	<b>7</b>	289	288	99.7	32	25	31	12
	<b>8</b>	285	284	99.6	37	27	29	7
<b>Male</b>	<b>7</b>	289	128	44.3	44	23	24	8
	<b>8</b>	285	126	44.2	51	21	22	6
<b>Female</b>	<b>7</b>	289	160	55.4	22	27	36	15
	<b>8</b>	285	158	55.4	27	32	34	7
<b>Black or African American</b>	<b>7</b>	289	2	0.7	--	--	--	--
	<b>8</b>	285	1	0.4	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>7</b>	289	4	1.4	--	--	--	--
	<b>8</b>	285	1	0.4	--	--	--	--
<b>Asian</b>	<b>7</b>	289	10	3.5	--	--	--	--
	<b>8</b>	285	4	1.4	--	--	--	--
<b>Filipino</b>	<b>7</b>	289	2	0.7	--	--	--	--
	<b>8</b>	285	4	1.4	--	--	--	--
<b>Hispanic or Latino</b>	<b>7</b>	289	231	79.9	34	27	31	7
	<b>8</b>	285	207	72.6	41	28	26	5
<b>White</b>	<b>7</b>	289	35	12.1	9	20	40	31
	<b>8</b>	285	59	20.7	27	25	37	10
<b>Two or More Races</b>	<b>7</b>	289	2	0.7	--	--	--	--
	<b>8</b>	285	2	0.7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>7</b>	289	222	76.8	37	29	27	6
	<b>8</b>	285	232	81.4	40	29	26	5
<b>English Learners</b>	<b>7</b>	289	34	11.8	82	6	9	0
	<b>8</b>	285	26	9.1	85	12	4	0
<b>Students with Disabilities</b>	<b>7</b>	289	13	4.5	85	15	0	0
	<b>8</b>	285	9	3.2	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>7</b>	289	12	4.2	58	8	25	8
	<b>8</b>	285	18	6.3	50	39	11	0
<b>Foster Youth</b>	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

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	7	289	288	99.7	42	30	17	11
	8	285	283	99.3	51	24	16	9
Male	7	289	128	44.3	50	28	15	7
	8	285	126	44.2	60	13	17	10
Female	7	289	160	55.4	36	31	19	15
	8	285	157	55.1	44	32	15	8
Black or African American	7	289	2	0.7	--	--	--	--
	8	285	1	0.4	--	--	--	--
American Indian or Alaska Native	7	289	4	1.4	--	--	--	--
	8	285	1	0.4	--	--	--	--
Asian	7	289	10	3.5	--	--	--	--
	8	285	4	1.4	--	--	--	--
Filipino	7	289	2	0.7	--	--	--	--
	8	285	4	1.4	--	--	--	--
Hispanic or Latino	7	289	231	79.9	45	29	17	8
	8	285	206	72.3	57	23	13	7
White	7	289	35	12.1	17	34	20	29
	8	285	59	20.7	32	27	27	14
Two or More Races	7	289	2	0.7	--	--	--	--
	8	285	2	0.7	--	--	--	--
Socioeconomically Disadvantaged	7	289	222	76.8	48	31	16	6
	8	285	231	81.1	55	22	15	8
English Learners	7	289	34	11.8	88	9	3	0
	8	285	26	9.1	96	4	0	0
Students with Disabilities	7	289	13	4.5	92	8	0	0
	8	285	9	3.2	--	--	--	--
Students Receiving Migrant Education Services	7	289	12	4.2	50	25	25	0
	8	285	18	6.3	83	11	0	6
Foster Youth	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 guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Sequoia Middle School has a parental involvement policy and school compact.

Parents and guardians can support their child's learning environment by:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Monitoring school attendance
- Participating in extracurricular activities
- Monitoring and regulating television viewing
- Planning and participating in activities at home that are supportive of classroom activities
- Volunteering at school
- Participating in decision-making processes by attending School Site Council meetings

\* Participating in formulating LCAP goals

\* Support Clubs and competition (CyberQuest, Robotics, Science Fair, National History Day, Reading Club, Reading Revolution,...)

### 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) 788-0923. The district's website ([www.portervilleschools.org](http://www.portervilleschools.org)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

### 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 Sequoia Middle School. Teachers and administrators supervise students on campus before and after school. During lunch and recesses, counselors, administrators, and class assistants monitor students. 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. Additionally, all volunteers who may have opportunity to be alone with students are requested to pass fingerprinting through the Porterville Unified School District Office through the Department of Justice.

The School Site Safety Plan was most recently revised in Fall 2014 by the Safety Committee. Key elements of the plan focus on general safety and security, before- and after-school supervision, visitor check-in, and emergency drills. 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, earthquake, and lockdown drills are held once a month on a rotating basis. , 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	4.17	5.25	4.30
Expulsions Rate	0.36	0.85	0.50
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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 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	24	24	23	9	12	11	25	18	8		5	6
Math	24	27	25	11	5	13	18	23	26	1	3	7
Science	29	27	29	1	2	2	7	20	13	2	1	5
SS	24	26	27	2	2	9	8	18	26		1	8

\* 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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
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.

### 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
- Developing/Implementing Common Core State Standards (CCSS)

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. Additionally, site administrators coordinate with department lead teachers to utilize meeting times effectively covering common core curriculum, vertical and horizontal curricular alignment, and safety/procedures training.

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%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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
- 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,916	\$321	\$5,595	\$69,130
District	◆	◆	\$6,336	\$71,239
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-11.7	-1.7
Percent Difference: School Site/ State			19.3	-0.3

\* Cells with ◆ do not require data.