



Westfield Elementary School

1151 West Pioneer Avenue • Porterville, CA 93257 • 559.782.7270 • Grades K-6

Cindy Ervin, Principal

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<http://westfield.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
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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

Westfield Elementary School embraces change. Our ongoing improvement of our curriculum and campus is measured in relation to our teamwork, goals and standards. You will find within this report a picture of an effective school with a strong academic focus and a positive, safe learning environment. The faculty is professionally skilled and personally committed to meeting the learning and emotional needs of students. We maintain high standards of citizenship and academic expectation, while ensuring ongoing student progress. Westfield shares a common goal with parents, to make sure our students receive the best education possible. All students have the opportunity to meet their maximum potential with the guidance and support of Westfield's outstanding instructional and support staff. Together we will promote a powerful, cohesive partnership that actively involves faculty, students, parents and the community. In order to help prepare each child to function adequately in our complex society, we capitalize on every opportunity to encourage and compliment honesty, fair play, and respect. My door is always open to suggestions and I invite you to call or visit our campus.

School Mission Statement

In partnership with the Porterville Unified School District and the Westfield community, the Mission of Westfield Elementary School 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.

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.

Westfield Elementary School serves students in grades kindergarten through six on a traditional calendar schedule. Curriculum is based on meeting Common Core State Standards, with special emphasis placed on technology and 21st Century Learning.

During the 2014.2015 school year, 687 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 559.782.7270 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	94
Grade 1	96
Grade 2	100
Grade 3	90
Grade 4	96
Grade 5	93
Grade 6	95
Total Enrollment	664

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.6
Asian	5.4
Filipino	0.9
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.2
White	19.6
Two or More Races	1.4
Socioeconomically Disadvantaged	81.8
English Learners	27.7
Students with Disabilities	4.7
Foster Youth	2.1

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			
Westfield Elementary School	13-14	14-15	15-16
With Full Credential	28	28	28
Without Full Credential	2	0	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			
Westfield 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	96.0	4.0
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 1, 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- 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw-Hill 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe- 2006 Harcourt- 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- 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- 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)

Westfield School was originally constructed in the late 1940s and has since undergone complete modernization. The most recent renovations to the campus occurred during 2005, and included installation of new playground equipment and three reading tables. In the summer of 2009, four new permanent classrooms were added to the campus to replace four old portables.

The campus is currently comprised of 35 classrooms (including portables), a Resource Room, a library, one computer lab, one staff room, a cafeteria, one upper-grade playground, one Kindergarten play area, the main offices, and the parking lot. The chart displays the results of the most recent school facilities inspection, provided by the district in May of 2015.

Cleaning Process

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

Maintenance & Repair

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05.18.15

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		R5, R25, R26, K2 Torn wall paper, R6, R33 torn carpet, R1, K1, K2, Cafeteria, R17 Stained carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Restroom adjust water fountain, broken faucet, R34 faucet loose, R27 faucet leaking
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
5	21.10	17.80	34.40

* 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	23	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.

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	30
Female	27
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	27
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	24
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.

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	49	53	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.

**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	103	98	95.1	67	16	10	6
	4	94	91	96.8	48	24	18	9
	5	92	89	96.7	57	19	16	8
	6	93	93	100.0	40	22	18	20
Male	3	103	55	53.4	67	16	13	4
	4	94	47	50.0	49	19	21	9
	5	92	52	56.5	58	21	15	6
	6	93	45	48.4	53	22	7	18
Female	3	103	43	41.7	67	16	7	9
	4	94	44	46.8	48	30	14	9
	5	92	37	40.2	57	16	16	11
	6	93	48	51.6	27	21	29	23
Black or African American	3	103	2	1.9	--	--	--	--
American Indian or Alaska Native	4	94	1	1.1	--	--	--	--
	5	92	1	1.1	--	--	--	--
	6	93	1	1.1	--	--	--	--
Asian	3	103	5	4.9	--	--	--	--
	4	94	5	5.3	--	--	--	--
	5	92	4	4.3	--	--	--	--
	6	93	7	7.5	--	--	--	--
Filipino	3	103	1	1.0	--	--	--	--
	4	94	1	1.1	--	--	--	--
Hispanic or Latino	3	103	68	66.0	78	13	3	6
	4	94	67	71.3	54	28	13	3
	5	92	72	78.3	63	19	13	6
	6	93	57	61.3	56	23	16	5
Native Hawaiian or Pacific Islander	6	93	1	1.1	--	--	--	--
White	3	103	20	19.4	40	20	30	10
	4	94	14	14.9	36	7	43	14
	5	92	10	10.9	--	--	--	--
	6	93	24	25.8	17	25	21	38
Two or More Races	3	103	1	1.0	--	--	--	--
	4	94	2	2.1	--	--	--	--
	5	92	2	2.2	--	--	--	--
	6	93	2	2.2	--	--	--	--

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
Socioeconomically Disadvantaged	3	103	84	81.6	73	19	4	5
	4	94	75	79.8	53	28	13	4
	5	92	77	83.7	60	21	13	6
	6	93	69	74.2	54	23	12	12
English Learners	3	103	30	29.1	90	10	0	0
	4	94	19	20.2	84	11	0	0
	5	92	16	17.4	88	13	0	0
	6	93	17	18.3	94	6	0	0
Students with Disabilities	3	103	9	8.7	--	--	--	--
	4	94	6	6.4	--	--	--	--
	5	92	10	10.9	--	--	--	--
	6	93	7	7.5	--	--	--	--
Students Receiving Migrant Education Services	3	103	10	9.7	--	--	--	--
	4	94	4	4.3	--	--	--	--
	5	92	6	6.5	--	--	--	--
	6	93	6	6.5	--	--	--	--
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	103	100	97.1	60	24	12	4
	4	94	93	98.9	47	27	20	4
	5	92	89	96.7	53	25	9	12
	6	93	93	100.0	42	29	15	14
Male	3	103	56	54.4	55	29	13	4
	4	94	48	51.1	46	23	23	6
	5	92	52	56.5	48	29	10	12
	6	93	45	48.4	44	29	16	11

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
Female	3	103	44	42.7	66	18	11	5
	4	94	45	47.9	49	31	18	2
	5	92	37	40.2	59	19	8	14
	6	93	48	51.6	40	29	15	17
Black or African American	3	103	2	1.9	--	--	--	--
American Indian or Alaska Native	4	94	1	1.1	--	--	--	--
	5	92	1	1.1	--	--	--	--
	6	93	1	1.1	--	--	--	--
Asian	3	103	5	4.9	--	--	--	--
	4	94	6	6.4	--	--	--	--
	5	92	4	4.3	--	--	--	--
	6	93	7	7.5	--	--	--	--
Filipino	3	103	1	1.0	--	--	--	--
	4	94	1	1.1	--	--	--	--
Hispanic or Latino	3	103	70	68.0	63	27	7	3
	4	94	68	72.3	51	26	16	4
	5	92	72	78.3	58	25	10	7
	6	93	57	61.3	56	30	9	5
Native Hawaiian or Pacific Islander	6	93	1	1.1	--	--	--	--
White	3	103	20	19.4	45	25	20	10
	4	94	14	14.9	29	36	29	7
	5	92	10	10.9	--	--	--	--
	6	93	24	25.8	21	38	25	17
Two or More Races	3	103	1	1.0	--	--	--	--
	4	94	2	2.1	--	--	--	--
	5	92	2	2.2	--	--	--	--
	6	93	2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3	103	86	83.5	66	23	9	1
	4	94	76	80.9	55	28	14	3
	5	92	77	83.7	56	25	10	9
	6	93	69	74.2	54	29	9	9
English Learners	3	103	31	30.1	74	19	6	0
	4	94	21	22.3	95	0	0	0
	5	92	16	17.4	81	19	0	0
	6	93	17	18.3	88	12	0	0

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
Students with Disabilities	3	103	9	8.7	--	--	--	--
	4	94	6	6.4	--	--	--	--
	5	92	10	10.9	--	--	--	--
	6	93	7	7.5	--	--	--	--
Students Receiving Migrant Education Services	3	103	11	10.7	73	18	9	0
	4	94	4	4.3	--	--	--	--
	5	92	6	6.5	--	--	--	--
	6	93	6	6.5	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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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 are encouraged to participate in School Site Council, the English Language Advisory Committee, Family Fun Nights, and Student Study Teams. Parent volunteers are also encouraged to help in the classrooms and with various school functions throughout the school year. Other involvement opportunities are outlined in our Parental involvement Policy and our Home-School Compact. For the safety of our students, all volunteers are encouraged to be fingerprinted.

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 559.782.7270. 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 Westfield Elementary School. Teachers supervise students on campus before and after school and during recess, while 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in fall 2011 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 are held once a month. lockdown drills are held quarterly, and earthquake drills are held twice a year.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	1.34	3.07	0.67
Expulsions Rate	0.00	0.15	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)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	30	29	24			1	3	3	3			
1	26	28	24				3	3	4			
2	29	28	25				3	3	4			
3	30	30	23			1	3	3	3			
4	33	30	30					3	3	3		
5	31	34	30				1	1	3	2	2	
6	32	31	31				1	1	3	2	2	
Other			9			1						

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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	
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

For the 14.15 school year, Westfield focused specifically on the transition to the Common Core State Standards and technology integration with the use of iPads. Westfield is participating in Common Core training through WestEd, TCOE, site professional development and Common Core Coaches. iPad training has been done through site professional development and through Apple. Kagan training has been offered to all teachers.

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

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

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. This year PUSD has provided 7 half day professional development.

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.

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,167	\$564	\$4,603	\$70,460
District	◆	◆	\$6,336	\$71,239
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-27.4	0.2
Percent Difference: School Site/ State			-1.9	1.6

* Cells with ◆ do not require data.

Types of Services Funded

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

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

- Title III, Limited English Proficiency
- * Title VII, Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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.