



# Granite Hills High School

1701 East Putnam Ave. • Porterville, CA 93257 • (559) 782-7075 • Grades 9-12

Apolinar Marroquin, Principal

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<https://granitehills.portervilleschools.org/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
[www.portervilleschools.org](http://www.portervilleschools.org)

#### District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

#### District Administration

Nate Nelson, Ed.D.  
**Superintendent**

Brad Rohrbach  
**Assistant Superintendent  
Business Services**

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

Andrew Bukosky, Ed.D.  
**Assistant Superintendent,  
Human Resources**

### Principal's Message:

Welcome to Granite Hills High School: Home of the "Grizzlies."

The goal at Granite Hills High School is to provide a "family-like" atmosphere while providing a comprehensive educational program that will enable students to contribute with integrity and confidence in society. We believe all students can learn and be successful! We take pride in our strong instructional programs, pathways, and excellent extracurricular programs. It can truly be said that Granite Hills High School is dedicated to becoming one of the finest high schools in the San Joaquin Valley.

I am honored to be the Principal of Granite Hills High School. I am excited by the new challenges that face all of us as we race into the 21st Century. It is with great anticipation that we look forward to working with you, in a partnership to help students prepare for college, career, and life. With your assistance, we will teach students to understand their educational potential, while emphasizing their responsibility to the Porterville community.

### School Mission Statement:

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

Granite Hills High School is committed to excellence; motivating and challenging students through a partnership of school and community. By utilizing technology, teaching a positive work ethic, encouraging a sense of community, and developing individual responsibility, academic growth will be realized as we prepare our students for college and career choices. We are dedicated to maintaining a support structure to assure these outcomes.

### 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 over 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, three dependent charter schools, one continuation high school, and one alternative site.

Granite Hills High School, established in 1999, serves students in grades nine through twelve on a traditional calendar schedule. The curriculum is based on improving literacy and raising academic expectations, with special emphasis placed on cultural awareness. Our focus on engaging and connecting students with "real world" experiences, along with community awareness, promotes a strong academic and social learning community!

During the 2019-2020 school year, 1,260 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	286
Grade 10	333
Grade 11	390
Grade 12	261
<b>Total Enrollment</b>	<b>1,270</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1
Asian	0.7
Filipino	0.3
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.7
White	8.3
Two or More Races	0.6
Socioeconomically Disadvantaged	93.1
English Learners	21
Students with Disabilities	6.4
Foster Youth	1.1
Homeless	0.2

## 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 for Granite Hills High	18-19	19-20	20-21
With Full Credential	47	54	58
Without Full Credential	9	7	4
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Porterville Unified	18-19	19-20	20-21
With Full Credential	♦	♦	591
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	15

### Teacher Misassignments and Vacant Teacher Positions at Granite Hills High School

Indicator	18-19	19-20	20-21
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 2020-21)

Porterville Unified School District held a Public Hearing on August 27, 2020 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 2020, regarding textbooks in use during the 2020-21 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Collections/Houghton Mifflin Harcourt Adopted 2020</p> <p>Glencoe/McGraw Hill Adopted 2000</p> <p>Globe Book Company Adopted 1999</p> <p>MacMillan/McGraw Hill Adopted 1999</p> <p>McDougal Littell Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Mathematics</b>	<p>Addison-Wesley Adopted 2003</p> <p>Brooks/Cole Adopted 2001</p> <p>Integrated Math 1, 2, 3 Adopted 2013, Math Vision</p> <p>McDougal Littell Adopted 2006</p> <p>Big Ideas Learning Big Ideas Math Integrated Mathematics Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Science</b>	<p>Glencoe Adopted 2004</p> <p>McDougal Littell Adopted 2006</p> <p>Prentice Hall Adopted 2009</p> <p>Thomson Learning Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Glencoe Adopted 1999
	McDougal Littell Adopted 2006
	McGraw-Hill Adopted 1999
	Prentice Hall Adopted 1999
	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

Granite Hills High School was originally constructed in 1999 and is currently comprised of 58 classrooms (including portables), a library/media center, three computer labs, two science labs, two staff rooms, a cafeteria, six athletic fields, two gymnasiums, an Olympic-size swimming pool, the main office, the guidance office, and the career center. Additionally, in 2002-03, construction of a 7,000-seat football/soccer stadium was completed, named for Jacob C. Rankin. In the summer of 2017, a new surface was added to "The Pyramid." The chart displays the most recent school facilities inspection results, provided by the district on April 14, 2020.

#### 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 an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full-time custodians 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

#### Year and month in which data were collected: April, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Room 816 Carpet is badly stained from spilled paint. Room 511 ceiling tiles need to be replaced. Wrestling room missing baseboard and ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	The lights are out in the girl's locker room. The light is out in the boy's locker room restroom.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Room 1105 roof leak. Room 1106 roof leak. Room 1107 roof leak. Room 1108 roof leak. Room 1109 roof leak. Room 1111 roof leak. Room 1112 roof leak. Room 1113 roof leak. Room 1114 roof leak. Room 1006 stained ceiling tiles. Room 1007 stained ceiling tiles. Room 1008 roof leak. Room 1009 roof leak. Room 1010 stained ceiling tiles. Room 1011 stained ceiling tiles. Room 1012 stained ceiling tiles. Room 1013 roof leak. Room 803 roof leak. Room 805 roof leak. Room 806 roof leak. Room 807 roof leak. Room 808 roof leak. Room 809 roof leak. Room 810 roof leak. Room 811 roof leak. Room 812 roof leak. Room 813 roof leak. Room 815 roof leak. Room 816 Roof leak. Room 513 roof leak. Room 514A roof leak. Room 602 roof leak. Room 603 roof leak. Room 604 roof leak. Room 606 roof leak. Room 801 roof leak. Room 802 roof leak. Room 505A roof leak. Room 508 roof leak. Room 509 roof leak. Room 511 ceiling tiles need to be replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Swimming pool dead bolt needs repair. Stadium concrete is lifting and bleacher benches are warping from ground shift on east side bleachers.
<b>Overall Rating</b>	<b>Good</b>	The action to be taken: Our custodian will submit work orders to the district maintenance department.

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	44	N/A	50	N/A
Math	19	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	15	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parents and the community are very supportive of the educational programs in the Porterville Unified School District.

Parents and guardians are always welcome on campus and can support their child's learning environment by:

- 1) Monitoring school attendance and academic progress using school-wide ABI tracking system
- 2) Attend school hosted parent orientations, attend Parent Institute for Quality Education (PIQE) and participate in extra-curricular activities
- 3) Stay connected and informed by visiting the school website, by using the GHHS app for Smartphones as well as using ConnectEd to make mass phone call/email/texts.
- 4) Planning and participating in activities at home that are supportive of classroom activities
- 5) Volunteering at school
- 6) Participating in decision-making processes by attending English Learner Advisory Committee and/or School Site Council meetings.

#### 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) 782-7075. 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 State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan (School Year 2020-2021)**

The safety of students and staff is a primary concern of Granite Hills High School. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office welcome desk and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. PUSD has also mandated that all district employees wear proper identification badges. 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 2020 by the site 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. In addition to the emergency drills, all PUSD employees have participated in Active Shooter Awareness Training, provided by the Porterville Police Department.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.7	4.5	4.9	5.0	3.5	3.5
Expulsions	0.7	0.3	0.5	0.2	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.6	3.3	
Expulsions	0.0	0.2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	423.3

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

\*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 (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	11	39	6	25	14	36	5	23	22	36	4
Mathematics	27	6	32	12	26	12	35	5	26	11	33	10
Science	28	5	30	6	27	6	33	3	28	4	28	7
Social Science	29	3	23	9	28	4	27	7	28	5	26	7

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 every other year, veteran teachers evaluated every third year or as needed.

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 work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. The school-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, Instructional Rounds, and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one to one technology, and Linked Learning.

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

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,841	\$52,484
Mid-Range Teacher Salary	\$81,323	\$81,939
Highest Teacher Salary	\$105,019	\$102,383
Average Principal Salary (ES)	\$163,680	\$129,392
Average Principal Salary (MS)	\$169,256	\$136,831
Average Principal Salary (HS)	\$177,625	\$147,493
Superintendent Salary	\$245,873	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	34.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,853	\$727	\$6,126	\$65,867
District	N/A	N/A	\$6,336	\$83,039
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.4	-23.1
School Site/ State	-23.4	-24.9

Note: Cells with N/A values 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 IV Student Support & Academic Enrichment
- Title VI - Indian, Native Hawaiian, and Alaska Native Education

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Granite Hills High School	2016-17	2017-18	2018-19
Dropout Rate	2.1	4.2	6.1
Graduation Rate	92.5	94.5	93.2

Rate for Porterville Unified School	2016-17	2017-18	2018-19
Dropout Rate	7.9	6.3	6.8
Graduation Rate	85.4	85.7	88.1

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	904
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.45
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	28.93

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics		N/A
Science	1	N/A
Social Science	3	N/A
All courses	11	10.5

\*Where there are student course enrollments of at least one student.

## **Career Technical Education Programs**

Instructors at Granite Hills High School have directed efforts towards establishing school-to-career structures within each curricular area for all students, including those with special needs. GHHS has three open choice Pathways; Law Justice & Ethics (LJE), Academy of Careers in Education (ACE), and Computer Operations & Development Education (CODE). Students have the opportunity to choose their path and prepare for college and career. By combining demanding career technical training with rigorous academic standards-based teaching, students will graduate college and career ready with a greater advantage of post-secondary learning options, whether college, technical, or workplace. Each pathway prepares students with 21st-century skills, places them in internships, and connects them with industry partners.

Courses Offered:

### CODE Pathway

Essentials of Computer Science  
Computer Science Principles  
Computer Science A  
Computer Networking

### ACE Pathway

Career Exploration in Education  
Pathways in Education 1  
Pathways in Education 2  
Careers in Education Internship

### LJE Pathway

Legal Practice Strand:  
Intro to Law & Justice  
Foundations in Law  
Mock Trial 1  
Mock Trial 2

### LJE Pathway

Public Safety Strand:  
Intro to Law & Justice  
History of Public Safety  
Crime Scene Investigation  
Law, Justice, Ethics Capstone

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of student projects, testing, and performance/attendance.

The pathways respective advisory boards meet quarterly. The membership consists of local business partners, mentors, PUSD, and GHHS personnel. The advisory boards functions independently from the school and serves as a supporting role, providing an opportunity for business and education to share ideas and create an educational environment designed to prepare students for college and career. This structure inherently produces an increased level of collaboration which helps students meet the demands of a dynamic 21st-century job market. For more information about Career/Technical Education and/ or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406

The GHHS AVID program also prepares students for post-secondary options with a strong A-G requirement of courses and the use of WICOR strategies within the AVID elective and other core classes. AVID students are expected to take notes in each class, maintain an organized binder, participate in tutorials each week, and maintain passing grades in all classes. Students are exposed to college visits, attend college night, and are supported with the completion of college, financial aid, and scholarship applications.

## **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).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.