

Granite Hills High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

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.

2022-23 School Contact Information

School Name	Granite Hills High School
Street	1701 East Putnam Ave.
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7075
Principal	Jacob Bowker
Email Address	jacobbowker@portervilleschools.org
School Website	https://granitehills.portervilleschools.org/
County-District-School (CDS) Code	54-75523-5430251

2022-23 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website Address	portervilleschools.org

2022-23 School Overview

Principal's Message:

Dear Granite Hills Grizzly Community,

I am humbled and honored to introduce myself as Principal of Granite Hills High School. I can assure you that I share this school community's dedication and passion to ensuring that our students are cared for every day, while also embracing the opportunity, as a collective, to prepare our young people for the challenges of the world beyond our school walls. My leadership team and I will continue the great work of fostering a culture of academic achievement, in addition to systems that promote social-emotional growth, equitable opportunities, and the overall well-being of our Grizzly staff and students. It is with great pride and excitement that I am able to serve as a facilitator of learning and support at Granite Hills High School. As a third-generation Portervillian and product of the PUSD school system, I have a tacit understanding of this community and its values. In addition, I am joining the Grizzly team as an educator with nearly a decade and a half of experience serving and learning within diverse communities in three different school districts, both as a teacher and as an administrator. I am eager to continue learning alongside my esteemed colleagues and community partners that support our Granite Hills family. Thank you for welcoming me into the Grizzly family and for allowing me to join each of you in the collective effort of creating opportunities and changing lives. As the great Michelangelo said, "The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low, and achieving our mark." As we continue to relaunch from an unprecedented global pandemic, I look forward to echoing the message of "Grizzly Pride" and that we must continue to aim high and push through barriers together.

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.

2022-23 School Overview

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

GHHS Grizzly School-wide Learner Outcomes (PAW)

(P) Preparation for College and Career

21st-century technical skills and applications

Creativity and innovation

Effective communication skills in listening, speaking, and writing

(A) Academic Growth and Real-World Application

Critical thinking skills and problem-solving

Project- and performance-based skillset

Analyze and integrate knowledge from multiple sources

(W) Work Ethic, Social Growth, and Accountability

Self-management and organizational skills

Cultural awareness and respect for others

Good attendance and punctuality

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, 1,231 students were enrolled at the school. Student demographics are displayed in the chart.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	338
Grade 10	318
Grade 11	277
Grade 12	281
Total Enrollment	1,214

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	1.0
Asian	0.7
Black or African American	0.8
Filipino	0.4
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.7
White	8.1
English Learners	25.4
Foster Youth	0.9
Homeless	0.5
Migrant	11.9
Socioeconomically Disadvantaged	94.0
Students with Disabilities	7.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.50	77.12	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	3.70	6.68	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	3.14	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.50	11.52	42.40	6.85	12115.80	4.41
Unknown	0.80	1.52	17.80	2.88	18854.30	6.86
Total Teaching Positions	56.40	100.00	619.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	6.50	
Total Out-of-Field Teachers	6.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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 regarding textbooks in use during the current school year.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/Houghton Mifflin Harcourt Adopted 2020 Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005	Yes	0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 Integrated Math 1, 2, 3 Adopted 2013, Math Vision McDougal Littell Adopted 2006 Big Ideas Learning Big Ideas Math Integrated Mathematics Adopted 2017	Yes	0.0%
Science	Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002	Yes	0.0%
History-Social Science	Glencoe/1999 McDougal Littell/2006 McGraw Hill California Impact, 2022 Prentice Hall/1999	Yes	0.0%
Foreign Language	Holt, Expresate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008 McDougal Littell, Discovering French, 2007	Yes	0%

Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	Yes	0%
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School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	October 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Holes in wall: Rm 203, 205, 206, 404, 407, 408, 505A, 510, 511, 603, 801, 802, 805, 809, 815, 1006, 1008, 1009, 1106, girls locker room, wrestling room Ceiling tiles: Rm 203, 205, 206, Library, 403, 406, 408, 412, 504, 505A, 507, 508, 604, 801, 802, 806, 807, 808, 809, 810, 811, 812, 813, 815, 816, 817, 1006, 1008, 1010, 1012, 1105, 1106, 1107, 1109, 1110, 1112, 1113, 1114, 901, 902, 906, 907 Missing/damaged baseboard: Rm 203, 504, 506, 602 Baseboard: Rm 205, 404, 406, 508, 604, 805, 807, 809, 813, 815, 1009, 1011, 1105, 1108, 1112, 901, girls locker room, main gym Stained Carpet: Rm 206, Library, 813, 1008, 1105, 1110, 304 Damaged walls: Rm 405 Holes in floor: Rm 408 Ceiling issues: Rm 510, 512 Floor tiles: Rm 602 Countertops: Rm 602 Chipped counters: Rm 812, 1108 Scuffed walls: Rm 816 Missing drawer: Rm 1006 Door panel chipping: Rm 1106 Chipped paint on walls: Rm 1111

School Facility Conditions and Planned Improvements

				Ripped wallpaper: Rm 901
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Dirty carpet: Rm 203, 1009, 1011 Dirty wall: Rm 203, 512, 808, 813, 1007, 1010, 1012, 1109 Dirty floors: Rm 410, 816, mini gym Debris: Rm 816 Dirty cabinets: Rm 817, 1010
Electrical			X	Light out: Rm 205, Library, 602, Bld 600 boys, 606, 802, 304 Unsecured wires: Rm 206, 404, 405, 406, 407, 506, 507, 508, 510, 511, 512, 604, 805, 807, 808, 809, 810, 813, 815, 1007, 1011, 1107, 1108, 1109, 1110, 1112, 1113, 1114, 304, 902 Floor outlet cover: Rm 405, 1006, 1013, 1105, 1106 Old TV: Rm 405 Projector mount: Rm 410, 802, 806, 1105, 1107, 1108, 1109, 1111, 1113, 1114 Smart board: Rm 410, 304 Old TV mount: Rm 504 Ground outlet cover needs replacement: Rm 514A, 603, 812, 813, 1111 Screen: Rm 802, 1106, 1107, 1109, 1111, 1113, 1114, 304 Old clock: Rm 802, mini gym, girls locker room Open electrical panels: Rm 1006, 1012 AC unit noisy: Rm 1012 Light covers damaged/old: girls locker room
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	door hinge on bathroom door needs repair: Library urinal inoperative: Bld 500 girls sink inoperative: Bld 500 girls, Bld 1100 boys Chipped floors: Bld 500 boys Dripping sink: Rm 507 Sink runs too long: Bld 600 girls Missing handle on faucet: Rm 817 Hand dryer not working: Bld 1000 boys, Bld 1100 girls, boys locker room Stall door needs repair: Bld 1000 girls Damaged stucco: Bld 1000 Light out: Bld 1100 boys, boys locker room Hole in wall: Bld 1100 boys Handicap toilet stall not functioning: girls locker room Soap dispenser out: boys locker room
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	53	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	234	93.60	6.40	52.99
Female	111	103	92.79	7.21	54.37
Male	139	131	94.24	5.76	51.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	217	206	94.93	5.07	53.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	50.00
English Learners	66	62	93.94	6.06	17.74
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	237	222	93.67	6.33	53.60
Students Receiving Migrant Education Services	35	35	100.00	0.00	54.29
Students with Disabilities	22	16	72.73	27.27	12.50

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	234	93.60	6.40	20.51
Female	111	103	92.79	7.21	21.36
Male	139	131	94.24	5.76	19.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	217	206	94.93	5.07	20.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	16.67
English Learners	66	62	93.94	6.06	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	237	222	93.67	6.33	20.72
Students Receiving Migrant Education Services	35	35	100.00	0.00	17.14
Students with Disabilities	22	16	72.73	27.27	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.39	NT	17.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	264	97.78	2.22	14.39
Female	132	129	97.73	2.27	12.4
Male	138	135	97.83	2.17	16.3
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	250	244	97.6	2.4	14.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100	0	14.29
English Learners	52	50	96.15	3.85	6
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	253	247	97.63	2.37	13.36
Students Receiving Migrant Education Services	35	35	100	0	17.14
Students with Disabilities	23	21	91.3	8.7	9.52

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	830
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.92
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	29.22

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	353	350	348	352	350

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 our school-wide Aeries SIS 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 and interacting with ParentSquare via text or phone to communicate with staff on a two-way basis.
- 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 (ELAC) and/or School Site Council (SSC) meetings.

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 district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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) also provides a variety of helpful resources and information for parents, students, staff, and community members.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.7	7.3		7	10		8.9	7.8
Graduation Rate		91.3	90.9		88	86.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	286	260	90.9
Female	139	129	92.8
Male	147	131	89.1
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	262	241	92.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	16	13	81.3
English Learners	75	67	89.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	272	247	90.8
Students Receiving Migrant Education Services	50	48	96.0
Students with Disabilities	25	18	72.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1299	1264	456	36.1
Female	628	609	236	38.8
Male	670	654	219	33.5
American Indian or Alaska Native	13	12	6	50.0
Asian	9	9	2	22.2
Black or African American	11	11	5	45.5
Filipino	5	5	2	40.0
Hispanic or Latino	1125	1102	376	34.1
Native Hawaiian or Pacific Islander	10	9	4	44.4
Two or More Races	9	9	2	22.2
White	116	106	58	54.7
English Learners	329	320	119	37.2
Foster Youth	12	12	5	41.7
Homeless	16	16	10	62.5
Socioeconomically Disadvantaged	1225	1192	435	36.5
Students Receiving Migrant Education Services	166	161	42	26.1
Students with Disabilities	101	100	49	49.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.31	3.95	2.45
Expulsions	0.43	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.23	3.46	0.19	2.05	0.20	3.17
Expulsions	0.08	0.08	0.01	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.46	0.08
Female	3.18	0.00
Male	3.73	0.15
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.02	0.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.76	0.00
English Learners	3.65	0.00
Foster Youth	8.33	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	3.67	0.08
Students Receiving Migrant Education Services	1.81	0.00
Students with Disabilities	6.93	0.00

2022-23 School Safety Plan

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. All non-PUSD guests must check in with the front desk in the main office to have an ID printed with the Raptor system, which sends their information to the Department of Justice (DOJ) for clearance in a matter of seconds.

The School Site Safety Plan was most recently revised in Fall 2022 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	22	36	4
Mathematics	26	11	33	10
Science	28	4	28	7
Social Science	28	5	26	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	37	28	5
Mathematics	21	29	35	4
Science	25	12	28	4
Social Science	23	21	18	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	60	29	3
Mathematics	18	36	36	3
Science	17	31	27	1
Social Science	15	44	19	5

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	311.28

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	2.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,084.38	\$1,210.04	\$6,874.34	\$84,159.92
District	N/A	N/A	\$3,120.68	\$87,181
Percent Difference - School Site and District	N/A	N/A	75.1%	3.5%
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	4.2	-24.9

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,115	\$54,370
Mid-Range Teacher Salary	\$86,268	\$82,681
Highest Teacher Salary	\$111,404	\$106,610
Average Principal Salary (Elementary)	\$168,369	\$135,283
Average Principal Salary (Middle)	\$176,026	\$141,244
Average Principal Salary (High)	\$186,502	\$152,955
Superintendent Salary	\$256,208	\$264,367
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	8.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	12	5
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