



# Porterville High School

465 West Olive Ave • Porterville, CA 93257 • (559) 793-3400 • Grades 9-12

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
portervilleschools.org

#### District Governing Board

Hayley Buettner

David DePaoli

Lilian Durbin

Sharon Gill

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

#### District Administration

Ken Gibbs, Ed.D.

**Superintendent**

Nate Nelson, Ed.D.

**Assistant Superintendent**

**Business Services**

Martha Stuemky, Ed.D.

**Assistant Superintendent**

**Instructional Services**

Andrew Bukosky, Ed.D.

**Assistant Superintendent**

**Human Resources**

### School Description

#### Principal's Message

Our adopted motto exemplifies Porterville High School's rich 118 year heritage. Pride in achievement; Honor in effort; Strength in knowledge.

We are the oldest of the four comprehensive high schools in the Porterville Unified School District. Current enrollment is over 1,930 students in grades nine through twelve. We serve students from Porterville as well as the surrounding communities of Springville, Ducor, Terra Bella, and Tule River Indian Reservation. The school is located at the base of the beautiful Sierra Nevada mountain range between Fresno and Bakersfield, California.

Porterville High School's focus is on a quality educational program for all students through a wide range of college and career offerings. Students are challenged to set academic goals and meet their individual strengths and interests. We ask all families to be involved in academics, athletics, clubs, competitions, and student government. It is essential for the school, family, and student to work together to ensure each student's success.

At Porterville High School, students have the opportunity to participate in a safe, student-centered educational setting. Our school offers students the chance to compete at the highest levels academically, career and technically, co-curricular and athletically in ways that will help them contend in today's world market. Involvement in a range of activities is necessary to help our students develop the skills which will give them the best chance for success in college and career.

Students are supported by a highly qualified staff and many outstanding programs including Advanced Placement and Honors courses, AVID, and an extensive intervention program for students with special needs. We offer three open choice pathways: Porterville Academy of Business & Finance, Porterville Academy of Health Sciences, and Alternative Energy Resources and Occupations along with site based Porterville Academy of Agriculture and Leadership. At Porterville High School, we value our performing arts heritage and continue to showcase our outstanding Panther Band, choral, dance, and drama programs.

#### School Mission Statement

Porterville High School is dedicated to providing the highest quality programs for our students in an encouraging, supportive setting that motivates excellence in curricular and extra-curricular activities. Our enduring commitment is to equip our students with 21st century skills sustained by the values of learning, self-worth and quality performance.

## 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.

Porterville High School serves students in grades nine through twelve on a traditional calendar schedule. Curriculum is based on common core standards for college and career readiness, with special emphasis placed on cultural awareness. Diverse literature selections, assemblies, student body clubs, and various activities sponsored by the student council promote a climate of community and acceptance among students and faculty.

During the 2015-16 school year, 1,954 students were enrolled at the school. Student demographics are displayed in the chart.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	566
Grade 10	529
Grade 11	475
Grade 12	410
<b>Total Enrollment</b>	<b>1,980</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.5
Asian	1.4
Filipino	0.8
Hispanic or Latino	77.2
Native Hawaiian or Pacific Islander	0.4
White	14.8
Two or More Races	0.8
Socioeconomically Disadvantaged	80.2
English Learners	17.2
Students with Disabilities	5.7
Foster Youth	0.6

## 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.

Teacher Credentials			
Porterville High School	15-16	16-17	17-18
With Full Credential	84	74	74
Without Full Credential	2	9	9
Teaching Outside Subject Area of Competence	4	5	5
Porterville Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	585
Without Full Credential	◆	◆	59
Teaching Outside Subject Area of Competence	◆	◆	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Porterville High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	3	3

\* "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 2017-18)**

Porterville Unified School District held a Public Hearing on August 24, 2017 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 2016, regarding textbooks in use during the 2016-17 school year. In addition, students in the Health and Business Academies are furnished with iPads and the AERO Academy has a cart of Chrome Books to assist students. Students in AP English classes who are not in an academy are also provided an iPad.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Glencoe/McGraw Hill Adopted 2000  Globe Book Company Adopted 1999  MacMillan/McGraw Hill Adopted 1999  McDougal Littell Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Addison-Wesley Adopted 2003  Brooks/Cole Adopted 2001  CPM Educational Adopted 1999  McDougal Littell Adopted 2006  Integrated Math 1,2,3 Adopted 2013  Big Ideas Integrated Math I, II, III Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Glencoe Adopted 2004  McDougal Littell Adopted 2006  Prentice Hall Adopted 2009  Thomson Learning Adopted 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2017**

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  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	Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0.0%

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

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

Porterville High School was originally constructed in 1896 and has since undergone complete modernization. Solar panels were installed to the parking lots that provide shade and energy savings. The entire Library Media Center was renovated and updated to meet the needs of students, with an emphasis on technology. The Library Media Center has become a center of attraction. A full Chemistry Lab was also added to increase rigor and to give access to our students in lab based Science courses. Air conditioner units were purchased and installed in all classrooms to update the old system that had not been functioning efficiently. Athletic facilities were also updated with the fieldhouse being remodeled and conversion of the metal shop building into a weight room.. The weight room will meets the needs of our physical education classes and sports programs.

The campus is currently comprised of 87 classrooms (including portables), a library media center, two computer labs, two staff rooms, a cafeteria, a fully functioning commercial kitchen, two large athletic fields, two gymnasiums, an auditorium, the main office, a pool, the band room, a choir room, and a medical lab. The career technology center includes an agricultural center, 3 classrooms, mechanic shop, and fully functioning nursery and green house. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2017. Construction began in January of 2017 of a new two story building which will have 16 classrooms, a student bathroom, and Science labs. When completed this building will replace our portable classrooms.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7-17-15**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Library, N-7, R-1, R2, S2, L5, T9, K2, K3, V2, V6, V9, U6, A7, A2, A3, D11, C3, G1 , N10, L11 Weight Room, B4, B5 MISSING LIGHT LENS / STAINED CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	L10, N10, Field House, Girls Locker Room, G1, Ag Shop, D9, D11, D12, D16, D15, E3, E2, B13, B9, B8, B5, B4, A3, A7, V9, V2, K6, K4, K2, T6, T5, M8, M6, M5, N7, P7, P6, Library Lights Out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7-17-15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	67	63	37	39	48	48
<b>Math</b>	22	23	21	23	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	45	41	37	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	19.1	22.5	25.8

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	525	501	95.4	41.3
Male	273	261	95.6	44.8
Female	252	240	95.2	37.5
American Indian or Alaska Native	17	14	82.4	7.1
Asian	11	11	100.0	63.6
Hispanic or Latino	396	382	96.5	37.2
White	87	83	95.4	60.2
Socioeconomically Disadvantaged	404	384	95.1	37.0
English Learners	114	109	95.6	19.3
Students with Disabilities	34	31	91.2	19.4
Students Receiving Migrant Education Services	31	30	96.8	23.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	451	441	97.78	62.81
Male	226	219	96.9	53.42
Female	225	222	98.67	72.07
American Indian or Alaska Native	13	13	100	61.54
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	340	333	97.94	59.76
White	77	75	97.4	74.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	346	337	97.4	58.75
English Learners	116	111	95.69	38.74
Students with Disabilities	29	28	96.55	3.57
Students Receiving Migrant Education Services	26	25	96.15	52
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	451	440	97.56	23.18
Male	226	218	96.46	22.02
Female	225	222	98.67	24.32
American Indian or Alaska Native	13	13	100	15.38
Asian	11	11	100	18.18
Filipino	--	--	--	--
Hispanic or Latino	340	332	97.65	20.48
White	77	75	97.4	30.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	346	336	97.11	20.83
English Learners	116	110	94.83	3.64
Students with Disabilities	29	28	96.55	0
Students Receiving Migrant Education Services	26	25	96.15	16
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs at Porterville High School. The schoolwide Booster Club plays an active role through fundraising and planning special activities for the site. Parents may also participate in the School Site Council, the English Language Advisory Committee, the AERO Academy, Business Academy, the Agricultural Advisory Committee, and the Health Academy. The School Site Council and English Language Advisory Committee meet four times a year to receive information and help make decisions that impact Porterville High. The three Pathway academies meet monthly and assist at various times of the year to move their respective Pathways forward in the areas of college and career development. There is also an active choir, football, and band parent club.

Contributions are made by many community partners including, but not limited to: Target, Coca-Cola, and various community service organizations.

#### 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) 793-3400. 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. Parents are encouraged to volunteer to help with many aspects of the student's education. Parent volunteers are required to complete a screening process which includes a live-scan clearances.

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

### School Safety Plan

The safety of students and staff is a primary concern of Porterville High School. Teachers supervise students on campus before and after school and during breaks, and campus supervisors monitor students during lunchtime. All visitors must sign in at the front office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their visitors pass at all times. All staff members also wear an ID Badge throughout the school day. 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 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 routinely, earthquake drills are held twice a year, and secure campus drills are conducted once each year. The Porterville Fire Department also completes yearly safety inspections. The Porterville Police Department has provided "Active Shooter" training to all staff at Porterville High School in order to prepare staff in case of an emergency.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.93	5.21	6.96
Expulsions Rate	0.62	0.63	0.38
District	2014-15	2015-16	2016-17
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	27	26	15	15	17	44	44	51	19	19	9
Mathematics	29	29	28	12	12	9	26	26	41	27	27	13
Science	29	29	26	10	10	13	33	33	47	18	18	2
Social Science	28	28	29	12	12	9	21	21	23	17	17	17

\* 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 provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations, formal observations, and walk-throughs 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 three staff development days prior to the start of the school year. Site staff development days consisted of common core development, instructional strategies behavioral management, AP training, and technology training aimed at increasing teacher effectiveness and student performance. Additionally, every Monday from 3:30-4:25 there is contracted professional development time. The first Wednesday of each month there is a minimum day and the afternoon is dedicated to teacher professional development.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. The school uses the teaching strategies developed by Marzano and Kagan and teachers are offered training in the techniques. . Additionally, as needed teachers are trained in the Fred Jones strategies. District teams in math and English were developed in the fall semester to prepare for the common core standards and to build common core units. In addition, numerous common core professional development workshops have been given to staff to ease the transition from the California Standards to the new common core standards. English and math department members have extensively worked on advanced common core training, building common finals and adjusting pacing guides. The science department has worked on creating a new course sequence and establishing a smooth transition to the new Science standards.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program. Informal lunch meetings are conducted monthly between Administrators and new teachers to discuss school issues and teacher concerns.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	5%

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

### Types of Services Funded

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

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title VI, Indian, Native, Hawaiian, and Alaska Native Education

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,117	\$941	\$5,176	\$69,693
District	♦	♦	\$6,336	\$76,860
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-18.3	-0.9
Percent Difference: School Site/ State			10.4	0.5

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Porterville High School	2013-14	2014-15	2015-16
Dropout Rate	7.2	5.3	3.2
Graduation Rate	92	94.43	96.84
Porterville Unified School District	2013-14	2014-15	2015-16
Dropout Rate	13.9	10.8	9.9
Graduation Rate	84.29	86.99	86.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1317
% of pupils completing a CTE program and earning a high school diploma	98.44
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.53
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	37.5

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses	8	13.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.09	87.65	87.11
Black or African American	100	83.33	79.19
American Indian or Alaska Native	100	90.91	80.17
Asian	75	100	94.42
Filipino	0	95.24	93.76
Hispanic or Latino	97.83	88.27	84.58
Native Hawaiian/Pacific Islander	0	60	86.57
White	92.54	83.86	90.99
Two or More Races	100	92.86	90.59
Socioeconomically Disadvantaged	100	80.28	63.9
English Learners	86.84	68.71	55.44
Students with Disabilities	96.31	86.92	85.45
Foster Youth	100	100	68.19

### Career Technical Education Programs

Instructors at Porterville High School have directed efforts towards establishing school-to-career structures within each curricular area for all students, including those with special needs. Porterville High School has three open choice Pathways and one site based academy. Students have the opportunity to choose their path and prepare for college and career. Each pathway prepares students with 21st century skills, places them in internships, and connects them with industry partners. Students have the opportunity to take Auto Tech, Floral Management, Commercial Foods, Electronics and Certified Nurse's Assistant classes.

The following Career/Technical Education (CTE) program courses are offered to all students on-site:

- Adv. Agriculture
- Advanced Foods
- Ag Mechanics 1,2,3
- Ag Sales/Crops
- Applied Auto Engineering Design
- Applied Technology
- Architecture Design1,2
- Auto Tech
- Biotechnology
- Building Trades
- Calif Cadets
- Cert Nursing Assistant
- Commercial Foods
- Comp Accounting
- Computer Applications 1 & 2
- Electronics

- EMT
- Engineering Design 1,2
- Entrepreneurship
- Essentials of Nursing
- Exploring Applied Technologies
- Financial Planning
- Financial Services
- Floral Design
- Forrest/Natural Resources
- G.I.V.E.
- Global Health
- Green House Management
- Health Career Exploration
- Internship
- Intro to Technology
- Job Training
- Journalism
- Machine Woods 1 & 2

Medical Terminology  
Nursery Practice  
Occupational Ethics  
Principles of Finance  
Retail Sales

Sports Med/Athletic Training  
Strategic Success in Nursing  
Vet Science  
Yearbook/Graphic Design

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.

**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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.