



# Porterville High School

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

Jose A. Valdez, Principal

valdez@portervilleschools.org

porterville.portervilleschools.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Porterville Unified School District

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

#### District Governing Board

Jim Carson  
Lillian Durbin  
Juan Figueroa, Jr.  
Sharon Gill  
Pete Lara, Jr.  
Felipe Martinez  
Tomas Velasquez

#### District Administration

Nate Nelson, Ed.D.  
**Superintendent**  
Brad Rohrbach, Ed.D.  
**Assistant Superintendent  
Business Services**  
Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**  
Andrew Bukosky, Ed.D.  
**Assistant Superintendent  
Human Resources**

### 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 1,940 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. 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 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, 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. The 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 2017-18 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	461
Grade 10	553
Grade 11	477
Grade 12	434
<b>Total Enrollment</b>	<b>1,925</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.7
Asian	1.2
Filipino	0.6
Hispanic or Latino	78.1
Native Hawaiian or Pacific Islander	0.3
White	14.1
Socioeconomically Disadvantaged	73.8
English Learners	17.3
Students with Disabilities	5.9
Foster Youth	0.5

## 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	16-17	17-18	18-19
With Full Credential	74	74	71
Without Full Credential	9	9	10
Teaching Outside Subject Area of Competence	5	5	5
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Porterville High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	3	1

\* 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 2018-19)**

Porterville Unified School District held a Public Hearing on September 13, 2018 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 2018, regarding textbooks in use during the 2018-19 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 2018</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 2018

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)**

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 meets the needs of our physical education classes and sports programs.

The campus is currently comprised of 87 classrooms, 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 a fully functioning nursery and greenhouse. The chart displays the results of the most recent school facilities inspection, provided by the district in November 2018. A brand new two-story Health Academy opened in May of 2018 and houses 16 classrooms, a student bathroom, and Science labs. In the fall of 2018 the old weight room was converted into a dance studio to support our dance program.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: November 2018

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	Fair	LMC=stained tiles; P6: broken base boards; N1=Missing faucet handle and broken tiles; N2=stained tiles; N-6=White board off wall; M-7 and M-8; torn wall paper; L-5: Missing base board and floor tile; T-1; torn wall paper; T-4: torn wall paper; out; K-7: torn wall paper; V-3: torn wall paper; U-6: missing wall tile, A-10: damaged window sill, plaster peeling off wall; A-3: broken and missing ceiling tile, missing light lens; D-6 West: stained ceiling tiles; C-4: broken light lenses; Girls locker room: peeling paint; Field House: missing light lenses; N-10: missing light lens; A1: Holes in wall, L Restroom, girls: missing tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	L-7: light out; T-6: missing outlet and wall plate; T-9 and K-2: light out; K-7;; U6: missing light switch in piano room; Wood shop: light switch in office bad and missing light lenses; Auditorium; lights out;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	63.0	66.0	39.0	44.0	48.0	50.0
Math	23.0	26.0	23.0	27.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.5	20.2	31.0

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	445	439	98.65	65.83
<b>Male</b>	205	202	98.54	52.48
<b>Female</b>	240	237	98.75	77.22
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	12	12	100.00	58.33
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	350	348	99.43	64.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	63	60	95.24	76.67
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	332	329	99.10	62.01
<b>English Learners</b>	88	86	97.73	31.40
<b>Students with Disabilities</b>	21	18	85.71	11.11
<b>Students Receiving Migrant Education Services</b>	21	21	100.00	52.38
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	445	440	98.88	25.68
Male	205	202	98.54	18.32
Female	240	238	99.17	31.93
Black or African American	--	--	--	--
American Indian or Alaska Native	12	12	100	41.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	350	349	99.71	24.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	60	95.24	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	330	99.4	24.24
English Learners	88	87	98.86	10.34
Students with Disabilities	21	18	85.71	0
Students Receiving Migrant Education Services	21	21	100	28.57
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 school site

#### Opportunities for Parental Involvement (School Year 2018-19)

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	2015-16	2016-17	2017-18
Suspensions Rate	5.2	7.0	7.1
Expulsions Rate	0.6	0.4	0.7
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

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	.20
Nurse	.60
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	26.0	26.0	17	17	17	51	47	51	9	15	8
Mathematics	28.0	27.0	26.0	9	13	17	41	46	48	13	11	8
Science	26.0	27.0	27.0	13	14	9	47	30	42	2	17	11
Social Science	29.0	29.0	29.0	9	8	5	23	21	25	17	22	22

\* 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. During the 2017 and 2018 school years, the Social Science department has worked on updating pacing guides and creating common formative assessments.

For additional support in their profession, teachers may enlist the services of the district’s Teacher Induction Program facilitator and/or the IMPACT program. Informal lunch meetings are conducted monthly between Administrators and new teachers to discuss school issues and teacher concerns.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
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 2016-17 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	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-18.3	-0.9
Percent Difference: School Site/ State			10.4	0.5

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Porterville High School	2014-15	2015-16	2016-17
Dropout Rate	5.3	3.2	1.4
Graduation Rate	94.4	96.8	96.9
Porterville Unified School District	2014-15	2015-16	2016-17
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1349
% of pupils completing a CTE program and earning a high school diploma	99.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	49

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	38.1

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	3	♦
Fine and Performing Arts	1	♦
Foreign Language	8	♦
Mathematics	2	♦
Science	1	♦
Social Science	3	♦
All courses	18	15.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	89.2	88.7
Black or African American	100.0	87.5	82.2
American Indian or Alaska Native	100.0	80.5	82.8
Asian	100.0	91.7	94.9
Filipino	83.3	100.0	93.5
Hispanic or Latino	100.0	89.8	86.5
Native Hawaiian/Pacific Islander	100.0	80.0	88.6
White	93.9	86.8	92.1
Two or More Races	100.0	87.5	91.2
Socioeconomically Disadvantaged	100.0	88.0	88.6
English Learners	93.2	63.8	56.7
Students with Disabilities	89.5	77.9	67.1
Foster Youth	100.0	100.0	74.1

## **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
- Applied Auto Engineering Design
- Applied Technology
- Architecture Design1,2
- Auto Tech
- Biotechnology
- Building Trades
- 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
- 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 <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).

### **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.