



Porterville High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Porterville Unified School District

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District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Nate Nelson, Ed.D.
Superintendent

Brad Rohrbach, 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 1,900 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. In addition, Porterville High School, in partnership with Porterville College, currently offers the following dual enrollment courses: English 101 A and B, Spanish 101 and 102, Introduction to Business, Principals of Marketing, American Government, College and Career Readiness, Health Education, and Strategies of Nursing. We also 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 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.

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 2018-19 school year, approximately 1,931 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	545
Grade 10	448
Grade 11	503
Grade 12	435
Total Enrollment	1,931

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.1
Asian	1.1
Filipino	0.6
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.4
White	11
Two or More Races	1
Socioeconomically Disadvantaged	77.8
English Learners	17.7
Students with Disabilities	6.3
Foster Youth	0.5
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Porterville High School	17-18	18-19	19-20
With Full Credential	74	71	79
Without Full Credential	9	10	9
Teaching Outside Subject Area of Competence	5	5	5

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Porterville High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	1	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 2019-20)

Porterville Unified School District held a Public Hearing on September 12, 2019 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 2019, regarding textbooks in use during the 2019-20 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.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 The textbooks listed are from most recent adoption: Yes 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 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 July 2019. 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: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	P4: Ceiling Tiles stained Missing Electrical covers in Ceiling; P6: Ceiling Tiles stained; N1: Floor tiles Missing; N2: Stained Ceiling Tile Floor tiles need replacing; N7: Room Needs floor tile replaced Needs touch up paint; M7: Torn Wall Paper Floor Tiles Cracked; L5: Floor Tiles cracked Room Needs touch up Paint; T4: Needs wallpaper repair and touch up paint; K2: Ceiling Tiles Need Replacing; K7: Wallpaper torn Needs touch up paint; V3: Torn Wall Paper; V6: Ceiling tiles need replacing. Touch up paint needed; V10: Floor tile cracked; Testing Room: Needs touch up Paint; A3: Broken and Missing Ceiling Tile/ Missing Light Lens; D6 West: Stained Ceiling Tiles; G1: Light Covers Missing/ Stained Ceiling Tiles/ Outlet Not Working/ Stained Walls; Girls Locker Room: Peeling Paint Lighting needs replacing; Building L Restroom (Boys): Needs touch up paint; Building L Restroom (Girls): Missing Tile Needs touch up paint; A1: Holes in Wall;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	V5: Two Lights out; A3: Broken and Missing Ceiling Tile/ Missing Light Lens; Woodshop: Lights out; Woodshop classroom: Missing light enses; G1: Broken and Missing Ceiling Tile/ Missing Light Lens; Girls Locker Room: Peeling Paint Lighting needs replacing; Boys Locker Room: Lighting needs replaced; Girls Locker Room Pool: Paint Peeling Lighting needs replacing; Field House: Missing Light Lenses;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	65	44	44	50	50
Math	26	22	27	28	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	21.2	21.2	27.3

Note: 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.

**School Year 2018-19 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	483	478	98.96	65.48
Male	227	227	100.00	58.59
Female	256	251	98.05	71.71
Black or African American	--	--	--	--
American Indian or Alaska Native	22	21	95.45	47.62
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	385	382	99.22	63.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	86.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	402	398	99.00	64.82
English Learners	98	97	98.98	34.02
Students with Disabilities	35	35	100.00	17.14
Students Receiving Migrant Education Services	23	23	100.00	69.57
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	482	477	98.96	22.01
Male	227	227	100.00	21.15
Female	255	250	98.04	22.80
Black or African American	--	--	--	--
American Indian or Alaska Native	22	21	95.45	9.52
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	384	381	99.22	19.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	43.40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	401	397	99.00	20.91
English Learners	98	97	98.98	10.31
Students with Disabilities	35	35	100.00	5.71
Students Receiving Migrant Education Services	23	23	100.00	34.78
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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) 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 Fall of 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.0	7.1	7.7
Expulsions Rate	0.4	0.7	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	386.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.20
Nurse	.60
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	.2

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	17	47	15	26	17	51	8	26	18	47	12
Mathematics	27	13	46	11	26	17	48	8	28	9	51	7
Science	27	14	30	17	27	9	42	11	26	11	45	5
Social Science	29	8	21	22	29	5	25	22	28	9	30	11

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations, 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 include 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 focuses on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays. For the past three years, the district has offered three staff development days prior to the start of the school year. Site Professional Learning Communities meetings consisted of common core development, instructional strategies, behavioral management, AP training, and technology training aimed at increasing teacher effectiveness and student performance. Additionally, teachers discuss student data comparison, response to intervention (RTI) strategies, best practices, common pacing, and many other pertinent professional development issues. During these days, teachers may also receive training on specific programs or strategies beneficial for student success.

During professional development 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 these techniques. Additionally, teachers receive training in the Fred Jones strategies as needed. 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. Also, 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 at the site level have extensively worked on advanced Common Core training, building common finals, and adjusting pacing guides. The Science department continued worked on creating a new course sequence and establishing a smooth transition to the new Next Generation Science Standards. During the 2018 and 2019 school years, the Social Science department has also continued work 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,400	\$51,374
Mid-Range Teacher Salary	\$79,147	\$80,151
Highest Teacher Salary	\$102,208	\$100,143
Average Principal Salary (ES)	\$160,646	\$126,896
Average Principal Salary (MS)	\$163,100	\$133,668
Average Principal Salary (HS)	\$176,811	\$143,746
Superintendent Salary	\$239,293	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 IV Student Support & Academic Enrichment
- Title VI, Indian, Native, Hawaiian, and Alaska Native Education

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

Rate for Porterville High School	2015-16	2016-17	2017-18
Dropout Rate	3.2	1.4	3.9
Graduation Rate	96.8	96.9	94.1

Rate for Porterville Unified School	2015-16	2016-17	2017-18
Dropout Rate	9.9	7.9	6.3
Graduation Rate	86.7	85.4	85.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,117	\$941	\$5,176	\$69,693
District	N/A	N/A	\$6,336	\$82,921.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.3	-0.9
School Site/ State	10.4	0.5

Note: Cells with N/A values 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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.62
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	48.91

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	7	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	14	15

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

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

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.