



Porterville High School

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

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

2019-20 School Accountability Report Card Published During the 2020-21 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 and 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 students 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 to give them the best chance for success in college and career.

Students are supported by highly qualified staff and many outstanding programs, including Advanced Placement and Honors courses, AVID, and an extensive intervention program for special needs students. Also, 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, College and Career Readiness, Introduction to Statistics, Public Speaking, Kinesiology, American Government, History of the U.S. from colonial to 1877, and History of the U.S. from 1877-Present. 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 and the town of Strathmore. The district comprises 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 2019-2020 school year, approximately 2,030 students were enrolled at the school. Student demographics are displayed in the chart.

About the SARC

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	596
Grade 10	573
Grade 11	424
Grade 12	474
Total Enrollment	2,067

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	2.8
Asian	1.3
Filipino	0.5
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0.2
White	10.5
Two or More Races	0.9
Socioeconomically Disadvantaged	83
English Learners	17.8
Students with Disabilities	6.7
Foster Youth	0.5
Homeless	0.1

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	18-19	19-20	20-21
With Full Credential	71	79	80
Without Full Credential	10	9	9
Teaching Outside Subject Area of Competence	5	5	5

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

Teacher Misassignments and Vacant Teacher Positions at Porterville High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2020-21)

Porterville Unified School District held a Public Hearing on August 27, 2020, and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2020, regarding textbooks in use during the 2020-21 school year. 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 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Collections/ Houghton Mifflin Harcourt Adopted 2020</p> <p>Glencoe/McGraw Hill Adopted 2000</p> <p>Globe Book Company Adopted 1999</p> <p>MacMillan/McGraw Hill Adopted 1999</p> <p>McDougal Littell Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Big Ideas Integrated Math I, II, III Adopted 2016</p> <p>Integrated Math 1,2,3 Adopted 2013</p> <p>McDougal Littell Adopted 2006</p> <p>Addison-Wesley Adopted 2003</p> <p>Brooks/Cole Adopted 2001</p> <p>CPM Educational Adopted 1999</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Prentice-Hall Adopted 2009</p> <p>Thomson Learning Adopted 2009</p> <p>McDougal Littell Adopted 2006</p> <p>Glencoe Adopted 2004</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	<p>McDougal Littell Adopted 2006</p> <p>Glencoe Adopted 1999</p> <p>McGraw-Hill Adopted 1999</p> <p>Prentice-Hall Adopted 1999</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

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 in the parking lots that provide shade and energy savings. The entire Library Media Center was renovated and updated to meet students' needs, emphasizing technology. The Library Media Center has become a center of attraction. A full Chemistry Lab was also added to increase rigor and give our students access to 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 converting 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, 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, three classrooms, a mechanic shop, and a fully functioning nursery and greenhouse. The chart displays the most recent school facilities inspection results, 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.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: April 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	P4: Ceiling Tiles stained Missing Electrical covers in Ceiling; P6: Ceiling Tiles stained roof leaks; N1: Floor tiles Missing ceiling tiles stained light lenses 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; S1: Cabinets need touch up paint; L5: Floor Tiles cracked Room Needs touch up paint; T3: Roof leaks ceiling tiles stained; T4: Needs wallpaper repair and touch up paint; T7: Chalkboard ripped walls need clean or touch up paint; K2: Ceiling Tiles Need Replacing roof leaks; 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; A10: Needs touch up Paint; A3: Broken and Missing Ceiling Tile/ Missing Light Lens; D-6 West: Stained Ceiling Tiles; Band Room: Floor tiles need replaced; Band Room: Floor tiles need replaced; G1: Light Covers Missing/ Stained Ceiling Tiles/ Outlet Not Working/ Stained Walls; Girls Locker Room: Peeling Paint Lighting needs replacing; Boys Locker Room: Lighting needs replaced touch up paint; Main Gym: Needs touch up paint; Girls Locker Room (Pool): paint peeling lighting needs replaced; Cafeteria: Floor tiles need replaced; Building L Restroom (Boys): Needs touch up paint; Building L Restroom (Girls): Missing Tile Needs touch up paint; A1: Holes in Wall A maintenance request was submitted to correct these deficiencies.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N5: several lights out; T7 Chalk board ripped walls need clean or touch up paint A maintenance request was submitted to correct these deficiencies.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	A3: Broken and Missing Ceiling Tile/ Missing Light Lens; G1: Light Covers Missing/ Stained Ceiling Tiles/ Outlet Not Working/ Stained Walls; Girls Locker Room: Peeling Paint Lighting needs replacing; Boys Locker Room: Lighting needs replaced touch up paint; Girls Locker Room (Pool): paint peeling lighting needs replaced; Field House: Missing light lenses A maintenance request was submitted to correct these deficiencies.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Buck Shaffer Auditorium Drinking fountain on East side not working; A maintenance request was submitted to correct this deficiency.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	P4: Ceiling Tiles stained Missing Electrical covers in Ceiling; P6: Ceiling Tiles stained roof leaks; P7 Ceiling Tiles Need Replaced; N2: Stained Ceiling Tile Floor tiles need replacing; T1: Roof leaks ceiling tiles stained; T2 Roof leaks ceiling tiles stained; T3: Roof leaks ceiling tiles stained; K2: Ceiling Tiles Need Replacing roof leaks; V6: Ceiling tiles need replacing. Touch up paint needed; V7 Roof leaks ceiling tiles stained A maintenance request was submitted to correct these deficiencies.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	K3: Door not closing properly; N1: Floor tiles Missing ceiling tiles stained light lenses missing A maintenance request was submitted to correct these deficiencies.
Overall Rating	Good	The action to be taken: Our custodian will submit work orders to the district maintenance department.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	44	N/A	50	N/A
Math	22	N/A	28	N/A	39	N/A

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	20	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Parents and the community are very supportive of the educational programs 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 (School Year 2020-2021)

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 2020. 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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.1	7.7	4.9	5.0	3.5	3.5
Expulsions	0.7	0.3	0.5	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.6	3.3	
Expulsions	0.1	0.2	

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	530

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	17	51	8	26	18	47	12	27	17	48	17
Mathematics	26	17	48	8	28	9	51	7	29	9	39	28
Science	27	9	42	11	26	11	45	5	26	16	39	8
Social Science	29	5	25	22	28	9	30	11	30	7	20	23

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

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

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations, 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 four 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, Kinsella, 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. For the past four 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 Beginning Teacher Induction Program (TIP) 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 2018-19 Teacher and Administrative Salaries

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

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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

State Priority: Pupil Engagement

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

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

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

Rate for Porterville High School	2016-17	2017-18	2018-19
Dropout Rate	1.4	3.9	4.1
Graduation Rate	96.9	94.1	94.6

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

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1668
% of pupils completing a CTE program and earning a high school diploma	71.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

FY 2018-19 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	\$83,039
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.2	-17.5
School Site/ State	-39.8	-19.3

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

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	98.45
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	43.76

2019-20 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	6	N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	12	12.1

*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. PHS has three open choice Pathways; Partnership Academy of Business and Finance (PAB), Partnership Academy of Health and Science (PAHS), and Academy of Energy and Resource Occupation (AERO). Students have the opportunity to choose their path and prepare for college and career. By combining demanding career technical training with rigorous academic standards-based teaching, students will graduate college and career ready with a greater advantage of post-secondary learning options, whether college, technical, or workplace. Each pathway prepares students with 21st-century skills, places them in internships, and connects them with industry partners.

Courses Offered:

PAB Pathway

Principal of Finance
Student Success Career Pathway
Financial Planning and Servicing
Computer Accounting
Retail Sales
Entrepreneurship
Intro to Business
Principles Of Marketing

PAHS Pathway

Foundations in Health Science
Global Health
Biotechnology
Essentials of Mental Health and Nursing
Health Education
Sports Medicine
Intro to Kinesiology

AERO

Intro to Renewable Energy
Student Success Career Pathway
Green Technology
Engineering Technology
Building Remodeling/Repair & Maintenance

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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