

Porterville High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Porterville High School
Street	465 West Olive Ave
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 793-3400
Principal	Jose Valdez
Email Address	valdez@portervilleschools.org
School Website	https://porterville.portervilleschools.org/
County-District-School (CDS) Code	54-75523-5434113

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

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-curricularly, 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, Kinesiology, American Government, History of the U.S. from colonial to 1877, History of the U.S. from 1877-Present, and Info 100. 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

2022-23 School Overview

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 to promote a climate of community and acceptance among students and faculty.

During the 2020-2021 school year, approximately 1,950 students were enrolled at the school. Student demographics are displayed in the chart.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	600
Grade 10	609
Grade 11	580
Grade 12	492
Total Enrollment	2,281

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	2.5
Asian	1.5
Black or African American	0.2
Filipino	0.8
Hispanic or Latino	84.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	9.7
English Learners	20.7
Foster Youth	0.4
Homeless	0.2
Migrant	6.0
Socioeconomically Disadvantaged	84.8
Students with Disabilities	6.4

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.40	73.96	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	6.10	7.53	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.20	10.10	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	5.49	42.40	6.85	12115.80	4.41
Unknown	2.30	2.89	17.80	2.88	18854.30	6.86
Total Teaching Positions	81.70	100.00	619.40	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	7.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.20	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	4.30	
Total Out-of-Field Teachers	4.40	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.90	

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

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

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

Porterville Unified School District held a Public Hearing and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2020-21 school year. During the 2020-2021 school year, all students were provided a Chromebook, and students in the Health and Business Academies were given the option to be furnished with iPads. In addition, students in the Business Academy have laptop carts that can be used in their classes.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/ Houghton Mifflin Harcourt Adopted 2020 Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005	Yes	0.0%
Mathematics	Big Ideas Integrated Math I, II, III Adopted 2016 Integrated Math 1,2,3 Adopted 2013 McDougal Littell Adopted 2006 Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 CPM Educational Adopted 1999	Yes	0.0%
Science	Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Prentice-Hall Adopted 2009 Thomson Learning Adopted 2009 McDougal Littell	Yes	0.0%

	Adopted 2006 Glencoe Adopted 2004		
History-Social Science	McDougal Littell/2006 Glencoe/1999 McGraw Hill California Impact, 2022 Prentice Hall/1999	Yes	0.0%
Foreign Language	Holt, Expressate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008	Yes	0%
Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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, three 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. 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.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer			
Interior: Interior Surfaces		X	<p>Ceiling Tile: Rm P4, library, P7, N3, N1, N5, N8, R1, R2, M4, M6, M8, S1, S3, L5, L6, L7, T2, T3, T7, T8, T9, K2, K3, K4, K5, K7, V1, V4, V5, V9, V10, U6, U7, C4, Ag Shop, G1, weight room, cafeteria, L10, L11</p> <p>Holes in/patches on/damage to Wall: Rm P4, R2, M6, S2, L5, L6, T1, T6, T8, K2, K3, K5, K7, K7, V1, V2, V4, V9, V10, U7, band room, weight room, cafeteria, L10, L11, H105</p> <p>Floor damage: Rm P5, M6, V1, V2, V4, V7, U6, A2, dance studio, H201, H202, H203, H205</p> <p>Attic entrance covers: library</p> <p>Cracked wall: Rm P7</p> <p>Damaged baseboard: Rm P7, N1, N5, L5, T5, K3, V2, V4, V10, weight room, L10</p> <p>Damaged desk: Rm N3</p> <p>Stained countertop: Rm N3</p> <p>Missing/damaged door cabinets: Rm N3, K4</p> <p>Dirty floor: Rm N3, M8, T1, T2, T3, T6, V9, U10, H107</p> <p>Holes in floor: N6, S3, V2</p> <p>Curtain sliders: Rm N8</p> <p>Dirty walls: Rm M7, T9, V10, cafeteria</p> <p>Floor tiles: Rm S2, T5, D6, cafeteria</p> <p>Stained floors/carpet: Rm L5, T8, T9, K2, K3, K4, K5, K7, V2, U7, A7, Ag Shop, L11</p> <p>Old counter tops: Rm L6</p> <p>Ceiling leak: Rm L6, dance studio</p> <p>Stained tiles: Rm L7</p> <p>Chipped counter: Rm T3, V5</p> <p>Scratched/paint on doors: Rm T3, K8, V10</p> <p>Old cabinets: Rm T4</p> <p>Chipped paint: Rm T4, T7, V7</p> <p>Torn wallpaper: Rm T5, T6, T7, V7, V10, band room</p> <p>Holes in door: Rm V5</p> <p>Scratched windows: Rm V5</p> <p>Chipped tables: Rm U4</p> <p>Loose sink: Rm U4</p> <p>Dirty ceiling: Rm U5</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	<p>Unsecured Wires: Rm P4, N1, N5, N6, R2, M4, M6, S1, L5, T6, K7, V1, U6, A7, Ag Shop, cafeteria</p>

School Facility Conditions and Planned Improvements

				<p>Old Clock: Rm P4, M4, T3, T4, K2, U6, H103, H106, H107, H108, H201, H202</p> <p>Exposed circuit boards: Rm P4</p> <p>Missing/damaged light cover: Rm P5, P7, N1, N2, N5, C3, G1</p> <p>Light out: Rm P7, N2, N6, R1, M4, S3, T4, T7, V5, G1, cafeteria, L11</p> <p>Projector mount: Rm N3, N1, N6, N8, T2, T3, T4, T6, K8, V10, C4, C3, G1, weight room, L10</p> <p>Light cover: Rm N3, C4</p> <p>High voltage cover: Rm M5 (outside)</p> <p>Loose/hanging sensor: Rm M7, S3, T2, L11</p> <p>Dim lights: Rm L7</p> <p>Projector board: Rm K5</p> <p>Floor outlets: Rm V1, V4</p> <p>Exposed wire: Rm V5 (outside)</p> <p>Electrical covers: Dance studio</p> <p>Speaker damage: Dance studio</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	554	540	97.47	2.53	59.37
Female	295	288	97.63	2.37	70.14
Male	259	252	97.30	2.70	47.01
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	462	454	98.27	1.73	56.95
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	61	57	93.44	6.56	77.19
English Learners	100	100	100.00	0.00	21.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	474	465	98.10	1.90	57.54
Students Receiving Migrant Education Services	43	43	100.00	0.00	46.51
Students with Disabilities	36	32	88.89	11.11	9.38

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	554	539	97.29	2.71	16.88
Female	295	288	97.63	2.37	17.01
Male	259	251	96.91	3.09	16.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	462	453	98.05	1.95	15.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	61	57	93.44	6.56	29.82
English Learners	100	100	100.00	0.00	3.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	474	464	97.89	2.11	16.38
Students Receiving Migrant Education Services	43	43	100.00	0.00	11.63
Students with Disabilities	36	31	86.11	13.89	3.23

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.42	NT	17.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	463	452	97.62	2.38	10.42
Female	265	257	96.98	3.02	10.12
Male	198	195	98.48	1.52	10.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	401	393	98	2	9.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	36	94.74	5.26	16.67
English Learners	65	61	93.85	6.15	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	381	97.94	2.06	8.4
Students Receiving Migrant Education Services	25	24	96	4	4.17
Students with Disabilities	31	29	93.55	6.45	3.45

2021-22 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 and have a greater advantage toward 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 the 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 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1741
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.96
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	45.63

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	407	430	425	430	432

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs 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 (SSC), the English Language Advisory Committee (ELAC), 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 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, Tulare County Federal Credit Union, and various other community service organizations. Thank you to our PAHS, AERO, and PAB community partners for their contributions in helping students experience real-world connections to their learning.

Contact Information

Parents are encouraged to volunteer to help with many aspects of the student's education; 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. The District's website (www.portervilleschools.org) also provides various helpful resources and information for parents, students, staff, and community members.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.5	5.6		7	10		8.9	7.8
Graduation Rate		96.8	93.1		88	86.7		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	480	447	93.1
Female	270	256	94.8
Male	210	191	91.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	412	386	93.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	41	36	87.8
English Learners	87	73	83.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	425	394	92.7
Students Receiving Migrant Education Services	35	32	91.4
Students with Disabilities	35	29	82.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2420	2355	671	28.5
Female	1278	1243	359	28.9
Male	1141	1112	312	28.1
American Indian or Alaska Native	66	64	33	51.6
Asian	38	37	7	18.9
Black or African American	4	4	1	25.0
Filipino	19	19	4	21.1
Hispanic or Latino	2022	1976	540	27.3
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	19	18	6	33.3
White	237	223	74	33.2
English Learners	510	493	146	29.6
Foster Youth	19	12	3	25.0
Homeless	12	11	11	100.0
Socioeconomically Disadvantaged	2056	2001	600	30.0
Students Receiving Migrant Education Services	163	156	31	19.9
Students with Disabilities	165	162	57	35.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.62	3.95	2.45
Expulsions	0.60	0.25	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	2.44	0.19	2.05	0.20	3.17
Expulsions	0.00	0.21	0.01	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44	0.21
Female	1.64	0.00
Male	3.33	0.44
American Indian or Alaska Native	7.58	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.42	0.25
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.11	0.00
English Learners	2.94	0.39
Foster Youth	10.53	0.00
Homeless	8.33	8.33
Socioeconomically Disadvantaged	2.68	0.24
Students Receiving Migrant Education Services	2.45	0.00
Students with Disabilities	3.64	0.00

2022-23 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 visitor's 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	48	17
Mathematics	29	9	39	28
Science	26	16	39	8
Social Science	30	7	20	23

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	12	61	13
Mathematics	28	14	30	32
Science	30		43	16
Social Science	31	4	26	19

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	36	60	13
Mathematics	24	28	28	38
Science	26	14	31	28
Social Science	25	18	22	28

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	584.87

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,589.90	\$1,066.98	\$5,522.92	\$88,375.76
District	N/A	N/A	\$3,120.68	\$87,181
Percent Difference - School Site and District	N/A	N/A	55.6%	1.4%
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-17.7	-19.3

2021-22 Types of Services Funded

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

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

2020-21 Teacher and Administrative Salaries

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

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

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	5
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

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 five years, the district has offered three staff development days prior to the start of the school year. Site Professional Learning Community meetings consisted of common core development, instructional strategies, behavioral management, including the social-emotional learning needs of students, AP training, and technology training aimed at increasing teacher effectiveness and student performance. Additionally, teachers discuss student data comparisons, 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 developed lessons based on Common Core Standards and built 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 five years, the Social Science department has also continued work on updating pacing guides and creating common formative assessments. Teachers worked collaboratively to align lessons based on current state standards with the History-Social Science Framework.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) and/or the IMPACT program. Informal meetings are conducted between Administrators and new teachers to discuss school issues and teacher concerns in order to support teachers new to the profession. The district also provides all teachers with the opportunity to request support from a trained staff of Instructional Coaches.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5