



Strathmore High School

22568 Avenue 196 • Strathmore, CA 93267 • (559) 568-1731 • Grades 9-12

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<https://strathmore.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

Welcome to Strathmore High School, home of the Spartans! At Strathmore High School we strive to bring large school options in a small school setting. As a campus of just under 400 students, teachers and staff are able to get to know students on an individual basis and support their needs. We believe in opening the doors for our students to have many post high school college and career options. It is our mission to shape critical thinkers who can apply their knowledge to the real world as a lifelong learner. We encourage our students to take advantage of our programs including our agricultural pathway Emerging Agricultural Technology (EAT), Advancement Via Individual Determination (AVID), visual and performing arts, and sports. We are honored to serve your student and family and continue the rich tradition of being a Strathmore Spartan. We urge all families to be involved in academics, athletics, clubs, competitions, and leadership. When the school, family, and students work together as a team, we can create a support system to ensure student success.

The Strathmore High School EAT Pathway has a rigorous science based sequence of courses to prepare students for college and career. Students can also take EAT ag mechanics and animal science courses along with other ag based electives. Students get a hands-on experience on our 13 acre farm, in our greenhouses, state of the art cropbox, hydroponics lab, and through sales in the Spartan Farm Market. Student grown and harvested crops, ag mechanics projects, and floral arrangements are a few of the items sold in the market. Pathway students take part in mock interviews and paid internships to prepare them for life beyond high school.

Vision Statement:

Students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

School Mission Statement

Strathmore students will be critical thinkers who can apply knowledge to the real world, and as a result, are self-sufficient, lifelong learners who are engaged in the community and world around them.

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

Strathmore High School is located in the town of Strathmore, just outside of the city of Porterville. The high school opted to unify with the neighboring Porterville Unified School District in 2003 for the benefit of the students and community. During the 2019-2020 school year, Strathmore High School served 383 students in grades nine through twelve on a traditional calendar schedule. The Spartans will celebrate 100 years of academic excellence during the 2020-2021 school year. The school receives unrelenting support from parents and members of the community for school academics, events, programs, and athletics. Strathmore teachers and support staff are highly qualified and dedicated to supporting all students learning at high levels. Student demographics are available in this report.

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	84
Grade 10	105
Grade 11	110
Grade 12	83
Total Enrollment	382

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Hispanic or Latino	85.9
White	12.8
Socioeconomically Disadvantaged	88
English Learners	27
Students with Disabilities	12.3
Foster Youth	0.5
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Strathmore High	18-19	19-20	20-21
With Full Credential	20	21	21
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	1	1

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 Strathmore 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	0	0

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 2020-2021 school year.

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	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 Language of Literature McDougal Little Adopted 2005 Collections Houghton Mifflin Harcourt Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt 2017 McDougal Littell Adopted 2006 AGS Publishing 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

Strathmore High School is clean, safe, and able to meet the learning needs of the students, and areas in need of repair have been noted. The Emerging Agricultural Technology farm lab, located just west of the campus, is continually being developed. Two greenhouses, crop box, hydroponics, and farm store have been constructed to provide EAT Pathway students with state-of-art facilities. Irrigation, WiFi, surveillance cameras, and electrical services have been added and a lighted parking area has been completed adjacent to the farm store. During the most recent fall of 2020 Williams Act visit the school received "No deficiencies."

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	Poor	Rooms with broken tiles, holes, and chipped paint. The action to be taken: Our custodian will submit work orders to the district maintenance department.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Light lenses and lights needing replacement. The action to be taken: Our custodian will submit work orders to the district maintenance department.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	School is in need of repairs and maintenance for noted deficiencies. 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	45	N/A	44	N/A	50	N/A
Math	20	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	10	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 Strathmore High School. Parent booster clubs play an active role on campus through fundraising and special activities. Parents are also encouraged to take part in the School Site Council, English Learner Advisory Committee, Strathmore Boosters, and Ag Boosters. Each year, parents are encouraged to participate in an eight-week Parent Institute for Quality Education (PIQE) program to learn how to get involved in programs at the school and support their student.

Parent Square and Aeries software are utilized to efficiently communicate with parents and the community. Through a series of recorded messages, available in any language, school staff can notify individuals or large groups about upcoming school events, attendance/ truancy issues, and emergencies. The online Aeries system allows parents to check on grades and completion of their child's homework assignments. Parent Square and the school website provides students and parents with information pertaining to school events, grades, sports schedules, and other informative items. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members. In addition, the school posts regular notifications on Facebook and Twitter to keep parents, students, and the community informed of school activities. The school marquee is also updated with events to keep parents informed and involved. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary

Parents wishing to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (559) 568-1731.

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 Strathmore High School. Teachers, administrators, and campus security personnel supervise students on campus before and after school, during passing time, and throughout the lunch break. All visitors must sign in at the front desk and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. Strathmore High School is fenced around the perimeter of campus with limited entry and exit points. Students are not allowed to leave campus during lunch and all visitors must enter the office before being cleared to enter the campus. Tulare County Sheriff's Department and Tulare County Probation Department also visit the campus on a regular basis to support student safety.

The School Site Safety Plan was most recently reviewed in Fall 2020 by the school administration. 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 twice a year, an earthquake drill is held once per year, and secure campus drills are conducted each year.

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	5.7	8.5	4.9	5.0	3.5	3.5
Expulsions	1.7	0.4	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	5.2	3.3	
Expulsions	0.0	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*	382

*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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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	24	7	11	1	21	13	9		21	9	11	
Mathematics	26	4	5	5	25	7	6	3	24	6	8	2
Science	25	2	5	2	23	4	7	2	23	3	8	
Social Science	30	1	7	3	25	2	9	3	23	5	8	2

*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 and formal observations 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 every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform

teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in a Professional Learning Community to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

The primary focus for professional development for the past few years has been the implementation of the California Standards. Secondary focuses of our professional development will be in the areas of utilizing technology in the classroom, strategies for increasing student engagement, strategies for checking for student understanding, English Language Development, and strategies for incorporating the appropriate rigor for each lesson. Teachers within the Emerging Agricultural Technology (EAT) pathway have been working on using professional development time to create integrated projects that support connecting learning to real-world scenarios.

PUSD has district instructional coaches who run district professional learning for all teachers, and the focus this year is on identifying major/minor works, creating standards-based data checkpoints, and working on an assessment system. As a district, on Wednesdays teachers have 2 full hours of professional learning time. Our teachers are also given the opportunity to attend professional development sessions from outside entities, such as; Tulare County Office of Education, West Ed etc.

All first-year teachers enlist the services of the district's Teacher Induction Program (TIP) for the first two years of their employment as a teacher, and the district has planned professional developments throughout the year to onboard new staff.

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 Strathmore High School	2016-17	2017-18	2018-19
Dropout Rate	1.5	1.4	0
Graduation Rate	98.5	92.9	98.7

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	354
% of pupils completing a CTE program and earning a high school diploma	22.5
% 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	\$10,697	\$835	\$9,861	\$67,805
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	43.5	-20.2
School Site/ State	24.0	-22.0

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	70.52
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	18.42

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	2	N/A
All courses	4	3.7

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

Career Technical Education Programs

Strathmore High School has developed the Emerging Agricultural Technologies Pathway (EAT) for all students to participate in hands-on learning. Our students have the opportunity to apply what they are learning in a project-based, “real-world application” instructional program with special emphasis on the use of agricultural technologies. 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. EAT immerses student-learning with agricultural opportunities that connect college standard curriculum with agricultural science, technology, and animal science. EAT pathway courses use project-based learning as an instructional model to deliver an integrated curriculum. The project-based curriculum is delivered across the different academic disciplines from English, Social Science, Science, and Mathematics. These courses are evaluated by pathway completion requirements, A-G completion, and graduation rate. Our pathway also supports career preparation and exploration by requiring all students to complete a resume, interviews, and internships. In addition, students are exposed to agricultural-related industry professionals through guest speakers and field trips.

EAT Courses Offered:

Intro to Ag Industry

Crop Science

Sustainable Agriculture

Emerging Agricultural Technology Capstone

Ag mechanics 1, 2, 3, and 4

Animal Science

Applied Animal Anatomy and Physiology

Veterinarian Science

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 District CTE advisory committee is comprised of 10 different pathways, which represent the following industries: Agricultural, Health, Business, Law, Information technology, Engineering, Performing Arts, Hospitality, Environmental Science and Renewable Energy, Manufacturing Construction. The EAT advisory board meets once a month and functions independently from the school and serves 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 agriculture and technology.

The SHS 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 night, 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.