

Porterville High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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 |

2023-24 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 | portervilleschools.org |

2023-24 School Description and Mission Statement

Principal's Message

Our adopted motto exemplifies Porterville High School's rich 127-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 2,100 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, Art Studio Fundamentals, Introduction to Business, Principals of Marketing, Financial Accounting, College and Career Readiness, Kinesiology, American Government, World History to 1500, History of the U.S. from colonial to 1877, History of the U.S. from 1877-Present, and Info 100, Health Ed, Intro to Communication, Microeconomics, Precalculus I and II, and Calculus I. 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.

2023-24 School Description and Mission Statement

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 15,000 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 2021-2022 school year, approximately 2,130 students were enrolled at the school. Student demographics are displayed in the chart.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 511 |
| Grade 10 | 593 |
| Grade 11 | 566 |
| Grade 12 | 508 |
| Total Enrollment | 2,178 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 52.6% |
| Male | 47.4% |
| American Indian or Alaska Native | 2.4% |
| Asian | 1.4% |
| Black or African American | 0.3% |
| Filipino | 0.7% |
| Hispanic or Latino | 85.2% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 0.5% |
| White | 9% |
| English Learners | 22% |
| Foster Youth | 0.6% |
| Homeless | 0.7% |
| Migrant | 5.6% |
| Socioeconomically Disadvantaged | 85% |
| Students with Disabilities | 7% |

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 |

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) | 71.80 | 85.21 | 523.00 | 79.83 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 4.00 | 4.75 | 28.20 | 4.32 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.30 | 5.10 | 31.60 | 4.83 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.00 | 2.41 | 43.50 | 6.64 | 11953.10 | 4.28 |
| Unknown | 2.10 | 2.52 | 28.70 | 4.38 | 15831.90 | 5.67 |
| Total Teaching Positions | 84.20 | 100.00 | 655.20 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 1.40 |
| Misassignments | 7.20 | 2.80 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 8.20 | 4.30 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Local Assignment Options | 4.30 | 2.00 |
| Total Out-of-Field Teachers | 4.40 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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) | 6.4 | 2.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 9.9 | 1.2 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 used during the current reported school year. During the school year, all students were provided a Chromebook. 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 2023 |
|--|-------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most | Percent Students |
|---------|--|-----------|------------------|
|---------|--|-----------|------------------|

| | | Recent Adoption ? | Lacking Own Assigned Copy |
|-------------------------------|--|-------------------|---------------------------|
| 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> | Yes | 0.0% |
| 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> | Yes | 0.0% |
| Science | <p>Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Prentice-Hall Adopted 2009</p> <p>Thomson Learning Adopted 2009</p> <p>McDougal Littell Adopted 2006</p> <p>Glencoe Adopted 2004</p> | Yes | 0.0% |
| History-Social Science | <p>McDougal Littell/2006 Glencoe/1999 McGraw Hill California Impact, 2022 Prentice Hall/1999</p> | Yes | 0.0% |
| Foreign Language | <p>Holt, Expresate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008</p> | Yes | 0% |
| Health | <p>Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015</p> | Yes | 0% |

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 with two study rooms, four computer labs, two staff rooms, a cafeteria, two large athletic fields, two gymnasiums, a state-of-the-art weight room, an auditorium, the main office, a pool, the band room, a choir room, and a medical lab, a student-run store, and a student-run branch of the Tulare County Federal Credit Union. The career technology center includes an agricultural center, three classrooms, a mechanic shop, a woodshop, 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

December 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | <ul style="list-style-type: none"> Ceiling Tile: Rm P4, library, P6, P7, N3, N1, N5, A7, B4, G2, D6W, D9, C4, C3, ag, wood cr, band, G1, weightroom, V5, V6, V10, U6, U7, U10, T9, K2, K3, K4, K6K7, V1, V2, V3, V4, S3, L6, L7, T1, T2, T3, T4, T6, T7, T8, N8, R1, R3, M2, M4, M6, M8, S1, L10, L11, wrestling, cafeteria Wall damage: Rm P4, P7, N5, H105, H108, A7, D12, ag, wood, band, weightroom, V10, U6, U7, A10, K2, K3, K4, K6, K7, V1, V2, V3, V4, L5, L6, T1, T6, T8, R2, M6, M8, L10, L11, A1, wrestling, cafeteria Light cover: Rm P5, P7, N3, N1, N5, D12, D9, C4, C3, L5, R1, cafeteria |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|--|---|
| | | | | <ul style="list-style-type: none"> Floor damage: Rm P5, N3, N6, H201, H202, H203, H204, H205, A2, D6, C3, ag, V7, U6, U7, K2, K3, K4, K7, V1, V2, V4, S3, T5, M6, L10, dance, cafeteria, auditorium Lights: Rm P6, P7, N2, N6, lab N, B5, D6W, C3, ag, wood cr, G1, V5, V9, U6, T9, K8, L7, T7, N8, R3, M4, L11, cafeteria Ceiling leak: Rm P7, L6 Baseboard: Rm P7, N1, N5, weightroom, V10, T9, K3, V2, V4, L5, T5, L10 Counter top: Rm N3, V5 Cabinets: Rm N3, K4 Carpet damage: Rm A7, T8, A1 Room # missing: Rm A7 Ceiling damage: Rm A2, D6, D6W, auditorium Sanitizer missing: Rm D6 Door damaged: Weightroom, rm V5 Table damage: Rm U4 Water damage: Rm A10 Air filter damage: Rm K3 Senor damage: Rm S3, M7, L11 Roof damage: Dance |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | <p>Sink damage: Rm D9, V6, U4 Drinking fountain handle: Band, rm U10 Wall damage: Band RR, boys RR H100, boys RR U, girls locker, mini gym, main gym Urinal running: Weight room Stall damage: Boys RR P Window damage: Boys RR P Toilet handle broken: Boys & girls RR U Roof damage: Boys RR U, boys locker Tile damage: Boys & girls RR L Roof stain: Boys RR admin Ceiling damage: girls locker, girls LR pool Lights: Boys locker, mini gym Door damage: Mini gym</p> |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | <p>Loose handrails: pool Loose rocks: Fieldhouse Tarp damage: Fieldhouse</p> |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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 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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 59 | 58 | 40 | 40 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 17 | 21 | 23 | 26 | 33 | 34 |

2022-23 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 | 540 | 516 | 95.56 | 4.44 | 57.95 |
| Female | 293 | 282 | 96.25 | 3.75 | 64.54 |
| Male | 247 | 234 | 94.74 | 5.26 | 50.00 |
| American Indian or Alaska Native | 15 | 14 | 93.33 | 6.67 | 57.14 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 458 | 439 | 95.85 | 4.15 | 57.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 51 | 48 | 94.12 | 5.88 | 70.83 |
| English Learners | 98 | 92 | 93.88 | 6.12 | 11.96 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 459 | 439 | 95.64 | 4.36 | 53.99 |
| Students Receiving Migrant Education Services | 32 | 30 | 93.75 | 6.25 | 56.67 |
| Students with Disabilities | 29 | 26 | 89.66 | 10.34 | 3.85 |

2022-23 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 | 540 | 515 | 95.37 | 4.63 | 21.36 |
| Female | 293 | 280 | 95.56 | 4.44 | 22.50 |
| Male | 247 | 235 | 95.14 | 4.86 | 20.00 |
| American Indian or Alaska Native | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 458 | 439 | 95.85 | 4.15 | 20.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 51 | 47 | 92.16 | 7.84 | 27.66 |
| English Learners | 98 | 91 | 92.86 | 7.14 | 1.10 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 459 | 439 | 95.64 | 4.36 | 18.22 |
| Students Receiving Migrant Education Services | 32 | 30 | 93.75 | 6.25 | 23.33 |
| Students with Disabilities | 29 | 26 | 89.66 | 10.34 | 0.00 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 10.42 | 23.49 | 17.02 | 20.95 | 29.47 | 30.29 |

2022-23 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 | 479 | 465 | 97.08 | 2.92 | 23.66 |
| Female | 264 | 253 | 95.83 | 4.17 | 21.74 |
| Male | 215 | 212 | 98.60 | 1.40 | 25.94 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 399 | 388 | 97.24 | 2.76 | 22.68 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 56 | 55 | 98.21 | 1.79 | 30.91 |
| English Learners | 64 | 63 | 98.44 | 1.56 | 1.59 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 407 | 396 | 97.30 | 2.70 | 22.98 |
| Students Receiving Migrant Education Services | 28 | 28 | 100.00 | 0.00 | 21.43 |
| Students with Disabilities | 28 | 26 | 92.86 | 7.14 | 3.85 |

2022-23 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; the Partnership Academy of Business and Finance (PAB), the Partnership Academy of Health and Science (PAHS), and the 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
- 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.

Two of the Pathways (PAHS and AERO) respective advisory boards meet quarterly; the advisory board for the PAB Pathway meets monthly. 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 careers. 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.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1581 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 68.6 |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.95 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 48.88 |

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9 | 91% | 91% | 91% | 91% | 91% |

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.

2023-24 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,

2023-24 Opportunities for Parental Involvement

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 Partnership Academy of Health Sciences (PAHS) has a parent club that meets on the first Tuesday of each month to discuss updates, fundraisers, upcoming events, and other important information. There are also active choir, football, and band parent clubs.

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, and 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 3 | 5.6 | 4 | 10.6 | 10 | 12.6 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 95.2 | 93.1 | 94.6 | 85.4 | 86.7 | 85.5 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 504 | 477 | 94.6 |
| Female | 271 | 261 | 96.3 |
| Male | 233 | 216 | 92.7 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 421 | 400 | 95.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 57 | 55 | 96.5 |
| English Learners | 107 | 98 | 91.6 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 434 | 410 | 94.5 |
| Students Receiving Migrant Education Services | 36 | 36 | 100.0 |
| Students with Disabilities | 30 | 26 | 86.7 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2334 | 2241 | 324 | 14.5 |
| Female | 1216 | 1179 | 174 | 14.8 |
| Male | 1118 | 1062 | 150 | 14.1 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 61 | 58 | 17 | 29.3 |
| Asian | 30 | 30 | 3 | 10.0 |
| Black or African American | 8 | 8 | 0 | 0.0 |
| Filipino | 16 | 15 | 0 | 0.0 |
| Hispanic or Latino | 1968 | 1899 | 264 | 13.9 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 11 | 10 | 2 | 20.0 |
| White | 222 | 206 | 36 | 17.5 |
| English Learners | 515 | 495 | 85 | 17.2 |
| Foster Youth | 21 | 20 | 8 | 40.0 |
| Homeless | 27 | 25 | 11 | 44.0 |
| Socioeconomically Disadvantaged | 1987 | 1914 | 304 | 15.9 |
| Students Receiving Migrant Education Services | 137 | 135 | 13 | 9.6 |
| Students with Disabilities | 171 | 159 | 33 | 20.8 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.18 | 2.44 | 4.67 | 0.19 | 2.05 | 2.26 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.21 | 0.26 | 0.01 | 0.09 | 0.16 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.67 | 0.26 |
| Female | 2.06 | 0 |
| Male | 7.51 | 0.54 |
| Non-Binary | | |
| American Indian or Alaska Native | 4.92 | 0 |
| Asian | 3.33 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 6.25 | 0 |
| Hispanic or Latino | 4.67 | 0.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 9.09 | 0 |
| White | 4.95 | 0 |
| English Learners | 6.21 | 0.39 |
| Foster Youth | 23.81 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 4.83 | 0.3 |
| Students Receiving Migrant Education Services | 5.11 | 0.73 |
| Students with Disabilities | 9.36 | 0.58 |

2023-24 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 is revised by the Safety Committee annually and was approved by the School Site Council on November 20, 2023. 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 school works with the Porterville Police Department to have them provide "Active Shooter" training to all staff at Porterville High School in order to prepare staff in case of an emergency.

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 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 19 | 53 | 62 | 8 |
| Mathematics | 22 | 30 | 52 | 15 |
| Science | 23 | 23 | 33 | 21 |
| Social Science | 18 | 43 | 23 | 29 |

2022-23 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 | 726 |

2022-23 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) | 5 |
| 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 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$6,926.13 | \$744.46 | \$6,181.67 | \$81,433.54 |
| District | N/A | N/A | \$2,879.86 | \$89,413 |
| Percent Difference - School Site and District | N/A | N/A | 72.9 | -9.3 |
| State | N/A | N/A | \$7,607 | \$90,632 |
| Percent Difference - School Site and State | N/A | N/A | -20.7 | -10.7 |

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$58,982 | \$55,550 |
| Mid-Range Teacher Salary | \$89,089 | \$84,645 |
| Highest Teacher Salary | \$115,047 | \$111,284 |
| Average Principal Salary (Elementary) | \$178,841 | \$139,860 |
| Average Principal Salary (Middle) | \$184,969 | \$146,440 |
| Average Principal Salary (High) | \$193,509 | \$158,447 |
| Superintendent Salary | \$269,198 | \$278,268 |
| Percent of Budget for Teacher Salaries | 26.53% | 32.21% |
| Percent of Budget for Administrative Salaries | 3.51% | 4.89% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|-----|
| Percent of Students in AP Courses | 6.3 |
|-----------------------------------|-----|

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 | 3 |
| Mathematics | 1 |
| Science | 0 |
| Social Science | 7 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 15 |

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.

Professional Development

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 continues working on improving course sequences to align lessons with the new Next Generation Science Standards. For the past several 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |