Strathmore High School
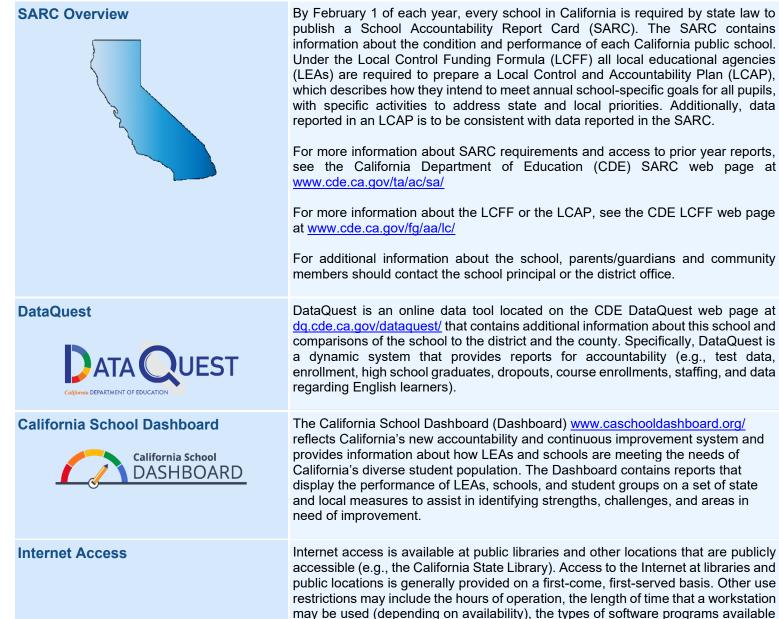## 2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Strathmore High School
Street	22568 Avenue 196
City, State, Zip	Strathmore, CA 93267
Phone Number	(559) 568-1731
Principal	Diane Rankin
Email Address	drankin@portervilleschools.org
School Website	https://strathmore.portervilleschools.org/
County-District-School (CDS) Code	54-75523-5434931

2021-22 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

2021-22 School Overview

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 around 350 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.

2021-22 School Overview

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 2020-2021 school year, Strathmore High School served around 370 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	89
Grade 10	80
Grade 11	102
Grade 12	100
Total Enrollment	371

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.8
Black or African American	0.3
Hispanic or Latino	85.7
Two or More Races	0.5
White	11.3
English Learners	31.8
Homeless	0.8
Socioeconomically Disadvantaged	86.3
Students with Disabilities	14.6

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

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

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)	16.1	70.2	498.1	80.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.9	4.2	27.9	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	5.7	33.1	5.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.9	12.6	42.4	6.8	12115.8	4.4
Unknown	1.6	7.2	17.8	2.9	18854.3	6.9
Total Teaching Positions	22.9	100.0	619.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.3

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.9
Total Out-of-Field Teachers	2.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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 2021-2022 school year.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt 2017 McDougal Littell	Yes	0.0%

	Adopted 2006 AGS Publishing 2003		
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009	Yes	0.0%
History-Social Science	Glencoe/1999 McDougal Littell/2006 McGraw-Hill/1999 Prentice Hall/1999	Yes	0.0%

School Facility Conditions and Planned Improvements

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 2021 Williams Act visit the school received "No deficiencies."

Year and month of the most recent FIT report	November 2021

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	Wall paper/paint: Room C3, DA, D7, D8, S5, cafeteria, restrooms S & D Tile: Room D1, D8, L1, L2, S4, S5, cafeteria, locker rooms, restrooms D girls Missing light lense/outlet cover: room D1, library, Room S5

School Facility Conditions and Planned Improvements

				Baseboard: Room L1, S4, S5, Door/wall repair: Room C3, L1, boys locker room
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Light out: Girls & boys locker room
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	

| **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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	87	86.14	13.86	30.23
Female	43	37	86.05	13.95	33.33
Male	58	50	86.21	13.79	28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	89	77	86.52	13.48	31.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	25	89.29	10.71	16
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	77	86.52	13.48	31.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	13	81.25	18.75	7.69

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	86	85.15	14.85	10.47
Female	43	36	83.72	16.28	13.89
Male	58	50	86.21	13.79	8.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	89	76	85.39	14.61	9.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	25	89.29	10.71	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	76	85.39	14.61	11.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	13	81.25	18.75	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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	189	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	161	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	25	NT	NT	NT	NT

2020-21 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 Agrictulrual 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	344
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.5
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	72.18
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	23.61

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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.

2021-22 Opportunities for Parental Involvement

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.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	8.9	5.3	6.8	7.0	10.6	9.0	8.9	9.4
Graduation Rate	98.7	91.1	93.6	88.1	88.0	85.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	94	88	93.6
Female	52	50	96.2
Male	42	38	90.5
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	76	73	96.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	14	13	92.9
English Learners	27	23	85.2
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	89	84	94.4

Students Receiving Migrant Education Services	12	11	91.7
Students with Disabilities	11	9	81.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	412	387	53	13.7
Female	186	176	19	10.8
Male	226	211	34	16.1
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	351	331	46	13.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	50	45	3	6.7
English Learners	124	122	16	13.1
Foster Youth	5	2	1	50.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	350	334	46	13.8
Students Receiving Migrant Education Services	37	35	8	22.9
Students with Disabilities	62	59	13	22.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.46	1.70	5.04	0.19	3.47	0.20
Expulsions	0.45	0.00	0.20	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.19	3.95	2.45
Expulsions	0.46	0.25	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.70	0.00
Female	1.08	0.00
Male	2.21	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.71	0.00
Students Receiving Migrant Education Services	2.70	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 Sherriff'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 2021 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	13	9	
Mathematics	25	7	6	3
Science	23	4	7	2
Social Science	25	2	9	3

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	21	9	11	
Mathematics	24	6	8	2
Science	23	3	8	
Social Science	23	5	8	2

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	13	27	10	
Mathematics	19	12	9	
Science	17	8	7	
Social Science	17	12	5	3

2020-21 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	412.2

2020-21 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)	0.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$10,697	$835	$9,861	$67,805
District	N/A	N/A	$6,336	$85,157
Percent Difference - School Site and District	N/A	N/A	43.5	-20.2
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	15.5	-22.0

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$55,995	$52,562
Mid-Range Teacher Salary	$84,576	$83,575
Highest Teacher Salary	$109,219	$104,166
Average Principal Salary (Elementary)	$164,960	$131,875
Average Principal Salary (Middle)	$173,310	$137,852
Average Principal Salary (High)	$183,764	$150,626
Superintendent Salary	$246,373	$260,243
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.2

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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered	3

Professional Development

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 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 Community 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 additional support in their profession, new teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program. All teachers can submit a coaching request for support from district coaching on individual needs including but not limited to lesson planning, classroom management, curriculum planning, engagement strategies, or technology use.

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 curriculum pacing, 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, Studer Education, 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Porterville Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6441	1242	19.28	80.72	48.62
Female	3142	629	20.02	79.98	54.88
Male	3297	613	18.59	81.41	42.20
American Indian or Alaska Native	161	14	8.70	91.30	28.57
Asian	92	18	19.57	80.43	62.50
Black or African American	26	3	11.54	88.46	--
Filipino	44	15	34.09	65.91	80.00
Hispanic or Latino	5431	1052	19.37	80.63	47.47
Native Hawaiian or Pacific Islander	23	1	4.35	95.65	--
Two or More Races	125	17	13.60	86.40	47.06
White	539	122	22.63	77.37	56.20
English Learners	1607	202	12.57	87.43	11.94
Foster Youth	44	6	13.64	86.36	--
Homeless	164	4	2.44	97.56	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5832	1055	18.09	81.91	46.23
Students Receiving Migrant Education Services	616	83	13.47	86.53	43.37
Students with Disabilities	430	82	19.07	80.93	11.25

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6441	1205	18.71	81.29	17.90
Female	3142	623	19.83	80.17	20.20
Male	3297	582	17.65	82.35	15.45
American Indian or Alaska Native	161	11	6.83	93.17	20.00
Asian	92	15	16.30	83.70	40.00
Black or African American	26	3	11.54	88.46	--
Filipino	44	15	34.09	65.91	26.67
Hispanic or Latino	5431	1028	18.93	81.07	16.17
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	125	18	14.40	85.60	27.78
White	539	115	21.34		26.96
English Learners	1607	200	12.45	87.55	2.56
Foster Youth	44	5	11.36	88.64	--
Homeless	164	4	2.44	97.56	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5832	1030	17.66	82.34	15.94
Students Receiving Migrant Education Services	616	82	13.31	86.69	20.99
Students with Disabilities	430	75	17.44	82.56	2.70