

Granite Hills High School School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Granite Hills High School School
Street	1701 East Putnam Ave.
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7075
Principal	Jacob Bowker
Email Address	jacobbowker@portervilleschools.org
School Website	https://granitehills.portervilleschools.org/
Grade Span	9-12
County-District-School (CDS) Code	54-75523-5430251

2025-26 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

2025-26 School Description and Mission Statement

Principal's Message:

Dear Granite Hills Grizzly Community,

I am humbled and honored to introduce myself as Principal of Granite Hills High School. I can assure you that I share this school community's dedication and passion to ensuring that our students are cared for every day, while also embracing the opportunity, as a collective, to prepare our young people for the challenges of the world beyond our school walls. My leadership team and I will continue the great work of fostering a culture of academic achievement, in addition to systems that promote

2025-26 School Description and Mission Statement

social-emotional growth, equitable opportunities, and the overall well-being of our Grizzly staff and students. It is with great pride and excitement that I am able to serve as a facilitator of learning and support at Granite Hills High School. As a third-generation Portervillean and product of the PUSD school system, I have a tacit understanding of this community and its values. In addition, I am joining the Grizzly team as an educator with nearly a decade and a half of experience serving and learning within diverse communities in three different school districts, both as a teacher and as an administrator. I am eager to continue learning alongside my esteemed colleagues and community partners that support our Granite Hills family. Thank you for welcoming me into the Grizzly family and for allowing me to join each of you in the collective effort of creating opportunities and changing lives. As the great Michelangelo said, "The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low, and achieving our mark." As we continue to relaunch from an unprecedented global pandemic, I look forward to echoing the message of "Grizzly Pride" and that we must continue to aim high and push through barriers together.

School Mission Statement:

The mission of Granite Hills High School is to provide students with a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Granite Hills High School is committed to excellence; motivating and challenging students through a partnership of school and community. By utilizing technology, teaching a positive work ethic, encouraging a sense of community, and developing individual responsibility, academic growth will be realized as we prepare our students for college and career choices. We are dedicated to maintaining a support structure to assure these outcomes.

Expected Graduate Outcomes:

As a result, all students will develop and demonstrate:

Critical thinking and problem-solving skills

Cultural awareness and the ability to collaborate with diverse groups

Technical skills in digital media applications and information management

Effective communication skills of listening, speaking, and writing

Creativity and innovation

Leadership, self-management, and organizational skills obtained through real-world applications and community involvement

Adaptability, responsibility, and ethical behaviors

The ability to navigate the global world of work and further their education

GHHS Grizzly School-wide Learner Outcomes (PAW)

(P) Preparation for College and Career

21st-century technical skills and applications

Creativity and innovation

Effective communication skills in listening, speaking, and writing

(A) Academic Growth and Real-World Application

Critical thinking skills and problem-solving

Project- and performance-based skillset

Analyze and integrate knowledge from multiple sources

(W) Work Ethic, Social Growth, and Accountability

Self-management and organizational skills

Cultural awareness and respect for others

Good attendance and punctuality

Community & School Profile:

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

Granite Hills High School, established in 1999, serves students in grades nine through twelve on a traditional calendar schedule. The curriculum is based on improving literacy and raising academic expectations, with special emphasis placed on cultural awareness. Our focus on engaging and connecting students with "real world" experiences, along with community awareness, promotes a strong academic and social learning community!

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	311
Grade 10	274
Grade 11	346
Grade 12	275
Total Enrollment	1,206

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	0.7
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.6
White	5.9
English Learners	25.3
Foster Youth	0.6
Homeless	1.3
Migrant	13.8
Socioeconomically Disadvantaged	95.9
Students with Disabilities	7.6

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.

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)	43.8	75.39	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	2.9	5.14	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	5.39	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	5.41	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	5	8.62	28.7	4.38	15831.9	5.67
Total Teaching Positions	58.2	100	655.2	100	279044.8	100

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.

2022-23 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)	45.1	80.32	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	3.3	5.96	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	5.5	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.5	6.33	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	1	1.85	17.1	2.73	14303.8	5.15
Total Teaching Positions	56.2	100	625.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	43.8	80.2	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	3	5.49	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	2.43	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.6	8.54	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	1.8	3.35	18.9	3.03	13705.8	4.91
Total Teaching Positions	54.6	100	624.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1	0
Misassignments	2.10	2	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	3	1.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.7
Local Assignment Options	3.10	3.5	3.9
Total Out-of-Field Teachers	3.10	3.5	4.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	2.6	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)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 28, 2025 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 2024-2025 school year.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/Houghton Mifflin Harcourt Adopted 2020 Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005	0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 Integrated Math 1, 2, 3 Adopted 2013, Math Vision McDougal Littell Adopted 2006 Big Ideas Learning Big Ideas Math Integrated Mathematics	0.0%

	Adopted 2017	
Science	Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002	0.0%
History-Social Science	Glencoe/1999 McDougal Littell/2006 McGraw Hill California Impact, 2022 Prentice Hall/1999	0.0%
Foreign Language	Holt, Expresate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008 McDougal Littell, Discovering French, 2007	0%
Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	0%
Visual and Performing Arts	Canvases, Paint, Paintbrushes, Various pencils, 3-D Art supplies, Clay, Digital Cameras with add-on lenses, SD cards, Desktop computers to read the SD cards, Editing software.	0%
Science Laboratory Equipment (grades 9-12)	Glassware, microscopes (calibrated annually), chemicals (updated and cataloged), scales, fume hoods, refrigerators, lab coats (washed after every lab), safety goggles	0%

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

School Facility Conditions and Planned Improvements

Granite Hills High School was originally constructed in 1999 and is currently comprised of 58 classrooms (including portables), a library/media center, three computer labs, two science labs, two staff rooms, a cafeteria, six athletic fields, two gymnasiums, an Olympic-size swimming pool, the main office, the guidance office, and the career center. Additionally, in 2002-03, construction of a 7,000-seat football/soccer stadium was completed, named for Jacob C. Rankin. In the summer of 2017, a new surface was added to "The Pyramid." The chart displays the most recent school facilities inspection results, provided by the district.

Cleaning Process:

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

Maintenance & Repair

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AC vent: Rm 1008 Deficiencies identified in this area will be addressed through repair or replacement. Licensed technicians are dispatched to correct areas of need, or restore proper system function to ensure safe and efficient operation.
Interior: Interior Surfaces		X		<ul style="list-style-type: none"> • Wall damage: Rm 205, 206, 403, 404, 405, 407, 408, 410, 411, 505A, 505B, 511, 513, 603, 606, 801, 804, 806, 807, 815, 816, 817, 901, mini gym, girls locker room, cafeteria kitchen, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1105, 1106, 1107, 1108, 1109, 1110, 303, 304, LCC1 • Ceiling Tiles: Rm 205, 206, library, 403, 410, 411, 505A, 506, 507, 509, 510, 511, 512, 513, 603, 604, 802, 806, 809, 812, 813, 815, 817, 901, 902, 906, wrestling room, cafeteria kitchen, 1006, 1012, 1013, 1105 • Baseboard: Rm 203, 205, 404, 405, 411, 412, 506, 507, 508, 513, 801, 802, 803, 805, 808, 813, 817, 901, girls locker room, main gym, 1009, 1105, 1107 • Light Cover: Rm 304 • Counter damage: Rm 507, 508, 605, 606, 812, 813, 816 • Cabinet damage: Rm 504 • Outlet cover damage: Rm 206, 603, 802, 808, 1107 • Floor damage: Rm 606, mini gym • Carpet damage: Rm 811, 813, 1010 • Room # plate damage: Rm 806, 811, 1008 • Door damage: Rm 506, 606 • Table damage: Rm 404, 504 • Whiteboard damage: Rm 412, 606 • Tackboard damage: Rm 1006, 1008, 1009, 1012, 1106 <p>Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing work is scheduled promptly to restore classroom and office spaces to safe and functional condition.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

			<ul style="list-style-type: none"> Exposed wire: Rm 507, 511, 1107, 1108, 1109, 1110 Electrical Panel: Rm 1109, 1110 Lights: Rm 514B Databox cover: Rm 603, 809 <p>Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Stall damage: Boys RR 500, Girls RR 1100 Toilet damage: Girls RR 1000 Floor damage: Boys RR 1000 Soap dispenser: Boys RR 500 Wall damage: Boys RR 1100 Door damage: Girls RR cafeteria, Boys & Girls RR 1000 Ceiling damage: Girls RR 1100 Mirror damage: Girls RR 1100 Corrective action is taken to restore full functionality of restrooms, sinks and fountains. Repairs will include replacement of parts as needed to maintain accessibility and sanitation, as well as repair to structural or other needed items within the room.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Cement damage: Rm 508 Exterior components that are found to be damaged will be repaired or replaced to ensure campus safety and security. Grounds and surfaces are restored to safe condition following inspection.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	58	43	41	42	47	48
Mathematics (grades 3-8 and 11)	22	19	27	28	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	328	317	96.65	3.35	42.90
Female	168	161	95.83	4.17	51.55
Male	159	155	97.48	2.52	33.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	280	96.22	3.78	43.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	38.89
English Learners	84	76	90.48	9.52	3.95
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	259	95.93	4.07	39.38
Students Receiving Migrant Education Services	44	42	95.45	4.55	28.57
Students with Disabilities	24	23	95.83	4.17	0.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	328	322	98.17	1.83	19.25
Female	168	163	97.02	2.98	22.09
Male	159	158	99.37	0.63	16.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	285	97.94	2.06	18.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	22.22
English Learners	84	81	96.43	3.57	2.47
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	264	97.78	2.22	16.67
Students Receiving Migrant Education Services	44	42	95.45	4.55	7.14
Students with Disabilities	24	24	100.00	0.00	4.17

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.21	20.41	19.3	21.78	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	632	627	99.21	0.79	20.41
Female	319	317	99.37	0.63	21.77
Male	312	309	99.04	0.96	19.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	566	562	99.29	0.71	20.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	23.08
English Learners	136	134	98.53	1.47	0.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	530	525	99.06	0.94	18.10
Students Receiving Migrant Education Services	81	80	98.77	1.23	15.00
Students with Disabilities	38	36	94.74	5.26	0.00

2024-25 Career Technical Education Programs

Instructors at Granite Hills High School have directed efforts towards establishing school-to-career structures within each curricular area for all students, including those with special needs. GHHS has three open choice Pathways; Law Justice & Ethics (LJE), Academy of Careers in Education (ACE), and Computer Operations & Development Education (CODE). Students have the opportunity to choose their path and prepare for college and career. By combining demanding career technical training with rigorous academic standards-based teaching, students will graduate college and career ready with a greater advantage of post-secondary learning options, whether college, technical, or workplace. Each pathway prepares students with 21st-century skills, places them in internships, and connects them with industry partners.

Courses Offered:

CODE Pathway
 Essentials of Computer Science
 Computer Science Principles
 Computer Science A
 Computer Networking

ACE Pathway
 Career Exploration in Education

2024-25 Career Technical Education Programs

Pathways in Education 1
 Pathways in Education 2
 Careers in Education Internship

LJE Pathway
 Legal Practice Strand:
 Intro to Law & Justice
 Foundations in Law
 Civil Law
 Constitutional Law

LJE Pathway
 Public Safety Strand:
 Intro to Law & Justice
 History of Public Safety
 Crime Scene Investigation
 Law, Justice, Ethics Capstone

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

The pathways respective advisory boards meet quarterly. The membership consists of local business partners, mentors, PUSD, and GHHS personnel. The advisory boards 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 more information about Career/Technical Education and/ or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406

The GHHS 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	731
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	40.78

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	93%	92%	89%	92%	93%

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.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District.

Parents and guardians are always welcome on campus and can support their child's learning environment by:

- 1) Monitoring school attendance and academic progress using our school-wide Aeries SIS tracking system
- 2) Attend school-hosted parent orientations, attend Parent Institute for Quality Education (PIQE) and participate in extra-curricular activities
- 3) Stay connected and informed by visiting the school website and interacting with ParentSquare via text or phone to communicate with staff on a two-way basis.
- 4) Planning and participating in activities at home that are supportive of classroom activities
- 5) Volunteering at school
- 6) Participating in decision-making processes by attending English Learner Advisory Committee (ELAC) and/or School Site Council (SSC) meetings.

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 a variety of helpful resources and information for parents, students, staff, and community members.

2025-26 Opportunities for Parental Involvement

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7075. The district's website (www.portervilleschools.org) also provides a variety of 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.3	8.8	6.3	12.6	10.5	7.8	8.2	8.9	8
Graduation Rate	92.9	91.3	93.4	85.5	88.9	91.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	271	253	93.4
Female	134	129	96.3
Male	137	124	90.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	249	233	93.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	14	100.0
English Learners	81	68	84.0
Foster Youth	0.0	0.0	0.0
Homeless	13	11	84.6
Socioeconomically Disadvantaged	261	244	93.5
Students Receiving Migrant Education Services	55	51	92.7
Students with Disabilities	14	11	78.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1307	1258	269	21.4
Female	627	601	127	21.1
Male	677	654	141	21.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1170	1130	231	20.4
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	--	--	--	--
White	81	75	25	33.3
English Learners	345	331	80	24.2
Foster Youth	13	13	9	69.2
Homeless	24	23	12	52.2
Socioeconomically Disadvantaged	1258	1210	259	21.4
Students Receiving Migrant Education Services	187	183	26	14.2
Students with Disabilities	103	99	40	40.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.31	3.53	3.37	2.26	2.01	2.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.74	0.31	0.31	0.16	0.28	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.37	0.31
Female	1.75	0.00
Male	4.87	0.59
Non-Binary	0.00	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	3.42	0.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.70	0.00
English Learners	4.35	0.00
Foster Youth	7.69	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.42	0.24
Students Receiving Migrant Education Services	3.21	0.00
Students with Disabilities	11.65	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Granite Hills High School. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office welcome desk and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. PUSD has also mandated that all district employees wear proper identification badges. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. All non-PUSD guests must check in with the front desk in the main office to have an ID printed with the Raptor system, which sends their information to the Department of Justice (DOJ) for clearance in a matter of seconds.

The School Site Safety Plan was most recently revised on November 3, 2025 by the School Site Safety Committee (School Site Council). 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. In addition to the emergency drills, all PUSD employees have participated in Active Shooter Awareness Training, provided by the Porterville Police Department.

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	22	28	29	6
Mathematics	22	26	30	1
Science	22	19	24	7
Social Science	20	22	22	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	22	5
Mathematics	24	18	27	3
Science	27	7	23	7
Social Science	27	7	22	7

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	19	29	4
Mathematics	23	18	29	4
Science	24	11	28	3
Social Science	27	9	18	10

2024-25 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	389.33

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,103	\$549	\$10,554	\$106,550
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	27.3	-0.3
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-5.5	2.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$67,408	\$62,783
Mid-Range Teacher Salary	\$101,816	\$97,783
Highest Teacher Salary	\$131,482	\$128,020
Average Principal Salary (Elementary)	\$206,509	\$160,224
Average Principal Salary (Middle)	\$210,148	\$166,992
Average Principal Salary (High)	\$225,139	\$180,971
Superintendent Salary	\$331,044	\$313,465
Percent of Budget for Teacher Salaries	24%	30.05%
Percent of Budget for Administrative Salaries	3.89%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

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

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

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. The school-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, Instructional Rounds, and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one to one technology, and Linked Learning.

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

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3
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