Porterville High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Porterville High School
Street	465 West Olive Ave
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 793-3400
Principal	Jose Valdez
Email Address	valdez@portervilleschools.org
School Website	https://porterville.portervilleschools.org/
Grade Span	9-12
County-District-School (CDS) Code	54-75523-5434113

2024-25 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

2024-25 School Description and Mission Statement

Principal's Message
Our adopted motto exemplifies Porterville High School's rich 128-year heritage. Pride in achievement; Honor in effort; Strength in knowledge.

We are the oldest of the four comprehensive high schools in the Porterville Unified School District. Current enrollment is over 2,100 students in grades nine through twelve. We serve students from Porterville and the surrounding communities of Springville, Ducor, Terra Bella, and Tule River Indian Reservation. The school is located at the base of the beautiful Sierra

2024-25 School Description and Mission Statement

Nevada mountain range between Fresno and Bakersfield, California.

Porterville High School's focus is on a quality educational program for all students through a wide range of college and career offerings. Students are challenged to set academic goals and meet their individual strengths and interests. We ask all families to be involved in academics, athletics, clubs, competitions, and student government. It is essential for the school, family, and students to work together to ensure each student's success.

At Porterville High School, students have the opportunity to participate in a safe, student-centered educational setting. Our school offers students the chance to compete at the highest levels academically, career and technically, co-curricularly, and athletically in ways that will help them contend in today's world market. Involvement in a range of activities is necessary to help our students develop the skills to give them the best chance for success in college and career.

Students are supported by highly qualified staff and many outstanding programs, including Advanced Placement and Honors courses, AVID, and an extensive intervention program for special needs students. Also, Porterville High School, in partnership with Porterville College, currently offers the following dual enrollment courses: English 101 A and English 101 B, Spanish 101 and Spanish 102, Art Studio Fundamentals, Introduction to Business, Financial Accounting, College and Career Readiness, Kinesiology, Health Ed, Managerial Accounting, Nursing Fundamentals, and Business Law. We also offer three open-choice pathways: Porterville Academy of Business & Finance, Porterville Academy of Health Sciences, and Alternative Energy Resources and Occupations. At Porterville High School, we value our performing arts heritage and continue to showcase our outstanding Panther Band, choral, dance, and drama programs.

School Mission Statement
Porterville High School is dedicated to providing the highest quality programs for our students in an encouraging, supportive setting that motivates excellence in curricular and extra-curricular activities. Our enduring commitment is to equip our students with 21st-century skills sustained by the values of learning, self-worth, and quality performance.

Community & School Profile
Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles North of Los Angeles, and 171 miles East of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 15,000 students throughout the community and the town of Strathmore. The district comprises ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

Porterville High School serves students in grades nine through twelve on a traditional calendar schedule. The curriculum is based on common core standards for college and career readiness, with special emphasis placed on cultural awareness. Diverse literature selections, assemblies, student body clubs, and various activities sponsored by the student council promote a climate of community and acceptance among students and faculty.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	570
Grade 10	518
Grade 11	560
Grade 12	488
Total Enrollment	2,136

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	47.9
Non-Binary	0
American Indian or Alaska Native	2.8
Asian	1
Black or African American	0.3
Filipino	0.7
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	8
English Learners	21.1
Foster Youth	0.4
Homeless	0.6
Migrant	6.5
Socioeconomically Disadvantaged	69.9
Students with Disabilities	6.5

A. Conditions of Learning	State Priority: Basic

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.80	85.21	523.00	79.83	234405.20	84.00
Intern Credential Holders Properly Assigned	4.00	4.75	28.20	4.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	5.10	31.60	4.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.41	43.50	6.64	11953.10	4.28
Unknown/Incomplete/NA	2.10	2.52	28.70	4.38	15831.90	5.67
Total Teaching Positions	84.20	100.00	655.20	100.00	279044.80	100.00

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)	67.00	79.52	483.20	77.28	231142.40	100.00
Intern Credential Holders Properly Assigned	3.90	4.63	33.90	5.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.50	8.99	43.50	6.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	5.11	47.40	7.59	11746.90	4.23
Unknown/Incomplete/NA	1.40	1.74	17.10	2.73	14303.80	5.15
Total Teaching Positions	84.30	100.00	625.30	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.40	4.2
Misassignments	7.20	2.80	3.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	8.20	4.30	7.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00	0
Local Assignment Options	4.30	2.00	4.3
Total Out-of-Field Teachers	4.40	2.00	4.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.40	2.5	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.90	1.2	1.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 22, 2024 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 2024

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

	Adopted 2001 CPM Educational Adopted 1999		
Science	Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Prentice-Hall Adopted 2009 Thomson Learning Adopted 2009 McDougal Littell Adopted 2006 Glencoe Adopted 2004	Yes	0.0%
History-Social Science	McDougal Littell/2006 Glencoe/1999 McGraw Hill California Impact, 2022 Prentice Hall/1999	Yes	0.0%
Foreign Language	Holt, Expresate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008	Yes	0%
Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	Yes	0%

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

School Facility Conditions and Planned Improvements

Porterville High School was originally constructed in 1896 and has since undergone complete modernization. Solar panels were installed in the parking lots that provide shade and energy savings. The entire Library Media Center was renovated and updated to meet students' needs, emphasizing technology. The Library Media Center has become a center of attraction. A full Chemistry Lab was also added to increase rigor and give our students access to lab-based Science courses. Air conditioner units were purchased and installed in all classrooms to update the old system that had not been functioning efficiently. Athletic facilities were also updated, with the fieldhouse being remodeled and converting the metal shop building into a weight room. The weight room meets the needs of our physical education classes and sports programs.

The campus is currently comprised of 87 classrooms, a library media center with two study rooms, four computer labs, two staff rooms, a cafeteria, two large athletic fields, two gymnasiums, a state-of-the-art weight room, an auditorium, the main office, a pool, the band room, a choir room, and a medical lab, a student-run store, and a student-run branch of the Tulare County Federal Credit Union. The career technology center includes an agricultural center, three classrooms, a mechanic shop, a woodshop, and a fully functioning nursery and greenhouse. The chart displays the most recent school facilities inspection results, provided by the district. A brand new two-story Health Academy opened in May of 2018 and houses 16 classrooms, a student bathroom, and Science labs. In the fall of 2018, the old weight room was converted into a dance studio to support our dance program.

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

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

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Air vent damage: Rm V8 Air filter damaged: Rm K3
Interior: Interior Surfaces		X		• Ceiling damage: Rm P4, P5, N5, N Lab, D6W, Ag, Wood, Band, G1, Wt Room, U5, U6, U10, R1, A1, Wrestling, Girls Locker, Girls Locker Pool, Cafeteria, Auditorium • Wall damage: Rm P4, P6, P7, H102, H103, H105, H205, A7, D6, D12, D6W, Ag, Wood, Band, Wt Room, H207, V7, V8, V9, V10, U7, A10, K3, K4, K6, K7, K8, V1, V2, V3, V4, L5, L6, T1, T2, T5, T6, T7, T8, M2, M4, M6, M7, M8, L10, L11, Wrestling, Girls Locker, Mini Gym, Main Gym, Girls Locker Pool, Cafeteria • Light cover: Rm N3, N1, N2, N5, N7, D12, D9, L5, L11, Cafeteria • Floor damage: Rm N6, H201, H202, H203, H204, H205, A7, C3, Ag, H206, V7, U6, V2, S3, T8, N8, M4, L10, A1, Cafeteria, Auditorium

School Facility Conditions and Planned Improvements

				• Baseboard: Rm P6, P7, N1, N5, Wt Room, V10, K3, V1, V2, V3, L5, N8 • Counter top: Rm N3 • Cabinet damage: Rm N3, K4 • Room # missing: Rm A1 • Door damage: Wt Room, Rm V5, V10, T2, T3, T7, M5, Mini Gym • Window damage: Rm V5, U10, A10 • Table damage: Rm U4 • Roof damage: Rm U4, U10, Boys Locker • Tile damage: Rm N2, L7 • Outlet Cover damaged: Rm S2 • Roof damage: Dance
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			• Wires unsecured: Rm P4, P6, N1, N2, N6, H101, H102, H103, H104, H105, H201, A7, A2, Ag, K2, K6, L7, T6, M7, A1, H101 • Circuit board exposed: Rm P4 • Lights: Rm N1, N Lab, B5, D6, D6W, D9, Ag, Wood, G1, V5, V7, V9, T9, K3, K4, K7, K8, V1, V3, V4, L5, T7, R3, M4, M5, M6, M7, M8, L10, L11, Boys Locker, Mini Gym, Cafeteria • Senor damaged: Rm S3, T2, M7, L11 • Electrical Panel: Rm R2
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		• Faucet/Sink/Fountain damage: Rm N6, N Lab, Band, U4, U10, Boys RR U • Wall damage: Boys RR U, Weightroom RR • Stall damage: Boys RR P • Window damage: Boys RR P • Toilet/Urinal damage: Wt Room, Boys RR H100, Girls RR L, Boys Locker • Roof damage: Boys RR U, Boys RR Admin, • Tile damage: Boys RR H100, Boys RR L, Girls RR L • Ceiling damage: Boys RR U, • Graffiti: Girls RR H100, Boys RR H100, Boys RR P, Girls RR U • Soap dispenser damage: Boys RR H100 • Floor damage: Girls RR U • Hand dryer damage: Boys RR L • Mirror damage: Girls Locker Pool
Safety: Fire Safety, Hazardous Materials	X			Chemicals unsecured: Rm N6, G2, S3
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Loose handrails: Pool bleachers Floor damage: Pool (inside) Graffiti: Rm M5 (outside)

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	58	56	40	41	46	47
Mathematics (grades 3-8 and 11)	21	22	26	27	34	35

2023-24 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	530	509	96.04	3.96	55.80
Female	273	263	96.34	3.66	61.98
Male	257	246	95.72	4.28	49.19
American Indian or Alaska Native	12	12	100.00	0.00	33.33
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	458	439	95.85	4.15	53.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	70.27
English Learners	113	110	97.35	2.65	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	378	362	95.77	4.23	51.93
Students Receiving Migrant Education Services	38	37	97.37	2.63	51.35
Students with Disabilities	42	38	90.48	9.52	2.63

2023-24 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	530	511	96.42	3.58	22.31
Female	273	265	97.07	2.93	23.02
Male	257	246	95.72	4.28	21.54
American Indian or Alaska Native	12	12	100.00	0.00	8.33
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	458	441	96.29	3.71	19.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	35.14
English Learners	113	110	97.35	2.65	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	378	364	96.30	3.70	17.58
Students Receiving Migrant Education Services	38	37	97.37	2.63	18.92
Students with Disabilities	42	38	90.48	9.52	2.63

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.49	20.05	20.95	19.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	453	444	98.01	1.99	20.05
Female	253	249	98.42	1.58	19.68
Male	200	195	97.50	2.50	20.51
American Indian or Alaska Native	13	12	92.31	7.69	33.33
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	388	380	97.94	2.06	19.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	24.39
English Learners	66	64	96.97	3.03	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	284	277	97.54	2.46	20.22
Students Receiving Migrant Education Services	27	27	100.00	0.00	7.41
Students with Disabilities	26	24	92.31	7.69	0.00

2023-24 Career Technical Education Programs

Instructors at Porterville High School have directed efforts towards establishing school-to-career structures within each curricular area for all students, including those with special needs. PHS has three open-choice Pathways; the Partnership Academy of Business and Finance (PAB), the Partnership Academy of Health and Science (PAHS), and the Academy of Energy and Resource Occupation (AERO). Students have the opportunity to choose their path and prepare for college and career. By combining demanding career technical training with rigorous academic standards-based teaching, students will graduate college and career ready and have a greater advantage toward post-secondary learning options, whether college, technical, or workplace. Each pathway prepares students with 21st-century skills, places them in internships, and connects them with industry partners.

Courses Offered:

PAB Pathway
Principal of Finance
Student Success Career Pathway
Financial Planning and Servicing
Computer Accounting
Financial Accounting

2023-24 Career Technical Education Programs

Managerial Accounting
Retail Sales
Entrepreneurship
Intro to Business
Business Law

PAHS Pathway
Foundations in Health Science
Global Health
Biotechnology
Essentials of Mental Health and Nursing
Health Education
Certified Nurse's Assistant
Sports Medicine
Intro to Kinesiology
Strategies for Success in a Nursing Program

AERO Pathway
Engineering AERO
Green Technology
Engineering Technology
Building Remodeling/Repair & Maintenance

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

Two of the Pathways (PAHS and PAB) respective advisory boards meet monthly; the advisory board for the AERO Pathway meets quarterly. The membership consists of local business partners, mentors, PUSD, and PHS personnel. The advisory boards function independently from the school and serve a supporting role, providing an opportunity for business and education to share ideas and create an educational environment designed to prepare students for college and careers. This structure inherently produces an increased level of collaboration which helps students meet the demands of a dynamic 21st-century job market. For more information about Career/Technical Education and/ or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406.

The PHS AVID program also prepares students for post-secondary options with a strong A-G requirement of courses and the use of WICOR strategies within the AVID elective and other core classes. AVID students are expected to take notes in each class, maintain an organized binder, participate in tutorials each week, and maintain passing grades in all classes. Students are exposed to college visits, attend college nights, and are supported with the completion of college, financial aid, and scholarship applications.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1512
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.4
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	51.99

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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	100	76.3	23.7	100	100

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.

2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Porterville High School. Parents may participate in the School Site Council (SSC), the English Language Advisory Committee (ELAC), the AERO Academy, Business Academy, Health Academy, and the Agricultural Advisory Committee. The School Site Council and English Language Advisory Committee meet four times a year to receive information and help make decisions that impact Porterville High. The Partnership Academy of Health Sciences (PAHS) has a parent club that meets on the first Tuesday of each month to discuss updates, fundraisers, upcoming events, and other important information. There are also active choir, football, and band parent clubs.

Contributions are made by many community partners including, but not limited to Target, Coca-Cola, Tulare County Federal Credit Union, and various other community service organizations. Thank you to our PAHS, AERO, and PAB community partners for their contributions in helping students experience real-world connections to their learning.

Contact Information
Parents are encouraged to volunteer to help with many aspects of the student's education; parents who wish to participate in the school's leadership teams, school committees, and school activities, or become a volunteer may contact the main office at (559) 793-3400. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. The District's website (www.portervilleschools.org) also provides various

2024-25 Opportunities for Parental Involvement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.6	4.0	6.2	10.0	12.6	10.5	7.8	8.2	8.9
Graduation Rate	93.1	94.6	93.8	86.7	85.5	88.9	87.0	86.2	86.4

2023-24 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	481	451	93.8
Female	268	255	95.1
Male	213	196	92.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	13	12	92.3
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	409	387	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	46	41	89.1
English Learners	109	97	89.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	435	408	93.8
Students Receiving Migrant Education Services	34	31	91.2
Students with Disabilities	32	28	87.5

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2312	2209	391	17.7
Female	1198	1155	218	18.9
Male	1113	1053	172	16.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	62	60	23	38.3
Asian	23	22	4	18.2
Black or African American	--	--	--	--
Filipino	16	16	1	6.3
Hispanic or Latino	1988	1899	316	16.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	4	36.4
White	186	178	39	21.9
English Learners	520	490	95	19.4
Foster Youth	21	18	15	83.3
Homeless	29	24	10	41.7
Socioeconomically Disadvantaged	2036	1954	361	18.5
Students Receiving Migrant Education Services	152	146	13	8.9
Students with Disabilities	153	149	44	29.5

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

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.44	4.67	3.03	2.05	2.26	2.01	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions							
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.21	0.26	0.43	0.09	0.16	0.28	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.03	0.43
Female	2.00	0.25
Male	4.13	0.63
Non-Binary	0.00	0.00
American Indian or Alaska Native	6.45	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.77	0.45
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	25.00	0.00
White	3.76	0.00
English Learners	3.85	0.77
Foster Youth	19.05	9.52
Homeless	3.45	0.00
Socioeconomically Disadvantaged	3.05	0.49
Students Receiving Migrant Education Services	3.29	0.00
Students with Disabilities	4.58	1.31

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 School Safety Plan

The safety of students and staff is a primary concern of Porterville High School. Teachers supervise students on campus before and after school and during breaks, and campus supervisors monitor students during lunchtime. All visitors must sign in at the front office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their

2024-25 School Safety Plan

visitor's pass at all times. All staff members also wear an ID Badge throughout the school day. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan is revised by the Safety Committee annually and was approved by the School Site Council on November 18, 2024. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis: fire drills are held routinely, earthquake drills are held twice a year, and secure campus drills are conducted once each year. The Porterville Fire Department also completes yearly safety inspections.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	53	62	8
Mathematics	22	30	52	15
Science	23	23	33	21
Social Science	18	43	23	29

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	25	30	47	14
Mathematics	29	10	48	19
Science	30	5	30	22
Social Science	32	3	21	28

2023-24 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	712

2023-24 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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$7,421	$716	$6,705	$101,960
District	N/A	N/A	$5,822	$93,066
Percent Difference - School Site and District	N/A	N/A	14.1	9.1
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-46.5	4.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$62,851	$59,551
Mid-Range Teacher Salary	$94,933	$93,855
Highest Teacher Salary	$122,594	$120,219
Average Principal Salary (Elementary)	$190,074	$151,525
Average Principal Salary (Middle)	$199,787	$158,215
Average Principal Salary (High)	$210,094	$171,087
Superintendent Salary	$300,638	$300,043
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5

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

Professional Development

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

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria include the following:
- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focuses on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays. For the past five years, the district has offered three staff development days prior to the start of the school year. Site Professional Learning Community meetings consisted of common core development, instructional strategies, behavioral management, including the social-emotional learning needs of students, AP training, and technology training aimed at increasing teacher effectiveness and student performance. Additionally, teachers discuss student data comparisons, response to intervention (RTI) strategies, best practices, common pacing, and many other pertinent professional development issues. During these days, teachers may also receive training on specific programs or strategies beneficial for student success.

During professional development time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. The school uses the teaching strategies developed by Marzano, Kinsella, and Kagan, and teachers are offered training in these techniques. Additionally, teachers receive training in the Fred Jones strategies as needed. District teams in Math and English developed lessons based on Common Core Standards and built Common Core units. Also, numerous Common Core professional development workshops have been given to staff to ease the transition from the California Standards to the new Common Core Standards. English and Math

Professional Development

department members at the site level have extensively worked on advanced Common Core training, building common finals, and adjusting pacing guides. The Science department continues working on improving course sequences to align lessons with the new Next Generation Science Standards. For the past several years, the Social Science department has also continued work on updating pacing guides and creating common formative assessments. Teachers worked collaboratively to align lessons based on current state standards with the History-Social Science Framework.

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4