

Porterville High 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	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

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

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 Nevada mountain range between Fresno and Bakersfield, California.

2025-26 School Description and Mission Statement

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 C1000 and English C1003, Spanish 103 and Spanish 104, ECON P101 Microeconomics, POLS P101 American Government, HIST C1001 History of U.S. - Colonial to 1877, HIST C1002 History of U.S. - 1865 to Present, 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	590
Grade 10	554
Grade 11	482
Grade 12	499
Total Enrollment	2,125

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	3.1
Asian	1.1
Black or African American	0.3
Filipino	0.9
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	7.4
English Learners	20
Foster Youth	0.7
Homeless	1.3
Migrant	6.7
Socioeconomically Disadvantaged	89.3
Students with Disabilities	6.8

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)	71.8	85.21	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	4	4.75	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.3	5.1	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	2.41	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	2.1	2.52	28.7	4.38	15831.9	5.67
Total Teaching Positions	84.2	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)	67	79.52	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	3.9	4.63	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.5	8.99	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.3	5.11	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	1.4	1.74	17.1	2.73	14303.8	5.15
Total Teaching Positions	84.3	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)	65.4	78.13	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	3	3.58	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.2	6.29	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.6	4.32	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	6.4	7.64	18.9	3.03	13705.8	4.91
Total Teaching Positions	83.7	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	1.40	4.2	2
Misassignments	2.80	3.3	3.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.30	7.5	5.2

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
Local Assignment Options	2.00	4.3	3.6
Total Out-of-Field Teachers	2.00	4.3	3.6

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)	2.5	3.8	5.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	1.1	1.5

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
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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	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 Adopted 2001	0.0%

	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	0.0%
History-Social Science	McDougal Littell/2006 Glencoe/1999 McGraw Hill California Impact, 2022 Prentice Hall/1999	0.0%
Foreign Language	Holt, Expressate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008	0%
Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	0%
Visual and Performing Arts	Blick Art Materials School Specialty	
Science Laboratory Equipment (grades 9-12)	Flinn Scientific Ward's Science	

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.

School Facility Conditions and Planned Improvements

Cleaning Process:

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

Maintenance & Repair:

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

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			Vent damage: Rm H206, V8 Deficiencies identified in this area will be addressed immediately 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"> • Ceiling damage: Rm P4, P5, N Lab, AG, wood class, band, Wt room, U5, U6, U10, K3, T8, N10, A1, Girls Locker Pool, Auditorium • Wall damage: Rm P4, P6, P7, H103, H104, A7, D12, AG, wood, band, G1, Wt room, V10, U6, U7, A10, K6, K7, V2, V3, V4, L5, L6, T1, T5, T6, T7, T8, M2, M6, M7, M8, L10, Mini Gym, Main Gym, Girls Locker Pool • Light cover: Rm P5, N3, N1, N2, N7, N Lab, D12, D9, L5 • Floor damage: Rm N6, H201, H202, H203, H204, H205, AG, H206, V7, M4, L10, Cafeteria, Auditorium • Baseboard: Rm P6, P7, N1, N5, WT room, V10, K3, V1, V2, V3, L5, N8 • Counter top: Rm N3, L6 • 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 • Tackboard damage: Rm P5, V3, T5 • Tile damage: RP5, U5, L7 • Carpet damage: Rm. A7, T8, A1 • Cover plate damage: Rm V8, V9, T2, T5 • Paint damage: Rm T4 • Holes: Rm T8 • Mirror damage: Girls Locker Pool

School Facility Conditions and Planned Improvements

				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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		<ul style="list-style-type: none"> • Wires unsecured: Rm P4, P6, N1, N2, N6, H102, H103, H104, H201, A7, A2, C4, AG, G1, V5, K6, T6, A1, H101 • Circuit board exposed: Rm P4 • Lights: Library, N Lab, Rm B5, D6W, AG, wood class, V5, L5, L7, T7, R3, M5, M6, M7, L10, Boys Locker, Mini Gym • Sensor damaged: Rm T2, T6 • Electrical Panel: Rm R2 • Data cover plate damage: Rm N2, V2, R2 • Motion detector damage: Rm L6 • Speaker damage: Dance <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		<ul style="list-style-type: none"> • Faucet/Sink/Fountain damage: Rm N Lab, band, U10, Boys RR U • Wall damage: Band RR, Boys RR P, Boys RR U, Girls Locker • Stall damage: Boys RR P • Toilet/Urinal damage: Wt room, Girls RR L, Boys Locker • Tile damage: Boys RR U, Boys & Girls RR L • Ceiling damage: Boys RR U, Boys RR Admin, Girls Locker • Floor damage: Boys RR P • Hand dryer damage: Boys RR L <p>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.</p>
Safety: Fire Safety, Hazardous Materials	X			<p>Chemicals unsecured: Rm N6, G2</p> <p>Any safety hazards identified through inspections — including improper storage of hazardous materials — are corrected promptly.</p>
Structural: Structural Damage, Roofs	X			<p>Roof leak: Rm N10</p> <p>Roof moulding damage: Dance</p>

School Facility Conditions and Planned Improvements

			<p>Roof damage: Boys Locker</p> <p>Structural issues are evaluated and will be repaired through the district's work order and capital improvement process. Necessary corrective work is prioritized to maintain the safety and stability of all school buildings.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Loose handrails: Pool Floor damage: Pool Graffiti: Rm M5 Ceiling damage: Athletic fields Door damage: Athletic fields</p> <p>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.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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)	56	61	41	42	47	48
Mathematics (grades 3-8 and 11)	22	27	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	452	435	96.24	3.76	60.92
Female	237	231	97.47	2.53	64.07
Male	215	204	94.88	5.12	57.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	402	386	96.02	3.98	59.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	25	24	96.00	4.00	75.00
English Learners	56	54	96.43	3.57	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	324	307	94.75	5.25	57.98
Students Receiving Migrant Education Services	22	22	100.00	0.00	40.91
Students with Disabilities	34	28	82.35	17.65	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	452	435	96.24	3.76	27.42
Female	237	231	97.47	2.53	28.70
Male	215	204	94.88	5.12	25.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	402	386	96.02	3.98	25.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	24	96.00	4.00	45.83
English Learners	56	54	96.43	3.57	3.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	324	307	94.75	5.25	24.18
Students Receiving Migrant Education Services	22	22	100.00	0.00	13.64
Students with Disabilities	34	28	82.35	17.65	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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)	20.05	19.33	19.3	21.87	30.73	32.52

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	460	445	96.74	3.26	19.33
Female	244	238	97.54	2.46	18.91
Male	216	207	95.83	4.17	19.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	401	388	96.76	3.24	18.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	20.00
English Learners	73	70	95.89	4.11	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	307	95.94	4.06	18.57
Students Receiving Migrant Education Services	28	28	100.00	0.00	28.57
Students with Disabilities	35	30	85.71	14.29	3.33

2024-25 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
- Managerial Accounting

2024-25 Career Technical Education Programs

Retail Sales
 Entrepreneurship
 Intro to Business
 Business Law
 Banking and Financial Services

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

AERO Pathway
 Green Technology
 Engineering Technology
 Engineering
 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1471
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.8

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	50.43

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	78%	78%	15%	77%	79%

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 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

2025-26 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 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	4	6.2	4.9	12.6	10.5	7.8	8.2	8.9	8
Graduation Rate	94.6	93.8	94.5	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	491	464	94.5
Female	257	249	96.9
Male	234	215	91.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	421	402	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	34	32	94.1
English Learners	134	124	92.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	459	434	94.6
Students Receiving Migrant Education Services	44	42	95.5
Students with Disabilities	44	39	88.6

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	2274	2169	409	18.9
Female	1190	1126	216	19.2
Male	1084	1043	193	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	72	67	32	47.8
Asian	26	25	2	8.0
Black or African American	--	--	--	--
Filipino	19	19	1	5.3
Hispanic or Latino	1938	1857	324	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	18	7	38.9
White	170	159	38	23.9
English Learners	462	435	98	22.5
Foster Youth	24	20	9	45.0
Homeless	44	40	22	55.0
Socioeconomically Disadvantaged	2049	1949	386	19.8
Students Receiving Migrant Education Services	155	150	12	8.0
Students with Disabilities	154	149	50	33.6

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
4.67	3.03	4.66	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
0.26	0.43	0.62	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	4.66	0.62
Female	3.11	0.42
Male	6.37	0.83
Non-Binary	0.00	0.00
American Indian or Alaska Native	18.06	2.78
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.23	0.57
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.00	0.00
White	4.12	0.59
English Learners	5.41	0.87
Foster Youth	8.33	4.17
Homeless	11.36	0.00
Socioeconomically Disadvantaged	4.78	0.68
Students Receiving Migrant Education Services	2.58	0.00
Students with Disabilities	10.39	1.95

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 top priority at Porterville High School. Campus supervisors are on duty daily from 7:15 a.m. to 4:45 p.m. to monitor student activity and ensure a safe learning environment. Teachers assist with supervision during brunch and throughout the day are visible to students.

To enhance campus security and accountability, students are required to scan their school identification badges at the front gates each morning. This process allows the school to monitor student attendance and maintain awareness of who is present on campus throughout the school day.

All visitors during the school day must check in at the front office, present a valid government-issued photo ID, and be cleared through the Raptor visitor management system before entering campus. Visitors are issued a visitor's pass and are required to display it at all times while on campus. Administrative staff monitor visitors, and prior approval is required before accessing campus areas. In addition, all staff members are required to wear their Porterville Unified School District identification badges during the school day.

The School Site Safety Plan is reviewed and updated annually by the school's Safety Committee and is approved by the School Site Council. The plan is also reviewed and approved by the Tulare County Sheriff's Office, Porterville Fire Department, and Porterville Police Department. The most recent review and approval by the School Site Council occurred on November 22, 2025.

Key elements of the School Site Safety Plan focus on emergency preparedness and response. The school is in compliance with all applicable laws and regulations related to hazardous materials and state earthquake safety standards. Emergency drills are conducted regularly, including routine fire drills, earthquake drills held twice per year, and secure campus drills conducted annually, to ensure students and staff are prepared to respond effectively in emergency situations.

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

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	25	27	55	9
Mathematics	27	15	45	17
Science	29	4	39	14
Social Science	30	3	40	11

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	712

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

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	\$8,514	\$449	\$8,065	\$109,847
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	0.6	2.7
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-32.1	5.7

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	6.1
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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	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

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

Professional Development

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

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

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

During professional development time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. The school uses the teaching strategies developed by Marzano, Kinsella, and Kagan, and teachers are offered training in these techniques. Additionally, teachers receive training in the Fred Jones strategies as needed. District teams in Math and English developed lessons based on Common Core Standards and built Common Core units. Also, numerous Common Core professional development workshops have been given to staff to ease the transition from the California Standards to the new Common Core Standards. English and Math department members at the site level have extensively worked on advanced Common Core training, building common finals, and adjusting pacing guides. The Science department continues working on improving course sequences to align lessons with the new Next Generation Science Standards. For the past several years, the Social Science department has also continued work on updating pacing guides and creating common formative assessments. Teachers worked collaboratively to align lessons based on current state standards with the History-Social Science Framework.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) and/or the IMPACT program. The district supports new teachers with monthly Classroom Organization and Management Program (COMP) workshops where topics include planning, teaching, classroom rules, classroom procedures, and academic discourse strategies. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3