Porterville High School

465 West Olive Ave • Porterville, CA 93257 • (559) 793-3400 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Porterville Unified School District
600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
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District Governing Board

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Pete Lara, Jr.

Pat Contreras

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District Administration

John Snavely, Ed.D.
Superintendent

Ken Gibbs, Ed.D.
Assistant Superintendent
Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent
Instructional Services

Nate Nelson, Ed.D.
Assistant Superintendent
Human Resources

School Description
Principal's Message
Our adopted motto exemplifies Porterville High School's rich 118 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 1,954 students in grades nine through twelve. We serve students from Porterville as well as the surrounding communities of Springville, Ducor, Terra Bella, and Tule River Indian Reservation. The school is located at the base of the beautiful Sierra Nevada mountain range between Fresno and Bakersfield, California.

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

Students are supported by a highly qualified staff and many outstanding programs including Advanced Placement and Honors courses, AVID, and an extensive intervention program for students with special needs. We offer three open choice pathways: Porterville Academy of Business & Finance, Porterville Academy of Health Sciences, and Alternative Energy Resources and Occupations along with site based Porterville Academy of Agriculture and Leadership. 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 more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

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

During the 2014-15 school year, 1,954 students were enrolled at the school. Student demographics are displayed in the chart.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 793-3400 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	558
Grade 10	509
Grade 11	450
Grade 12	436
Total Enrollment	1,953

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.3
American Indian or Alaska Native	3.2
Asian	1.5
Filipino	0.8
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	0.2
White	17.8
Two or More Races	0.7
Socioeconomically Disadvantaged	75.3
English Learners	13.5
Students with Disabilities	5.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Porterville High School	**13-14**	**14-15**	**15-16**
With Full Credential	75	77	84
Without Full Credential	1	5	2
Teaching Outside Subject Area of Competence	2	2	4
Porterville Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Porterville High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	4	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	94.8	5.2
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 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 in August 2015, regarding textbooks in use during the 2015-16 school year. In addition, students in the Health and Business Academies are furnished with iPads and the AERO Academy has a cart of Chrome Books to assist students. Students in AP English classes who are not in an academy are also provided an iPad.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 CPM Educational Adopted 1999 McDougal Littell Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	**Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Porterville High School was originally constructed in 1896 and has since undergone complete modernization. Solar panels were installed to the parking lots that provide shade and energy savings. Recently the entire Library was renovated and updated to meet the needs of students, with an emphasis on technology. The Library Media Center has become a center of attraction. A full Chemistry Lab was also added to increase rigor and to give access to our students in 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 conversion of the metal shop building into a weight room is in progress. The weight room will meet the needs of our physical education classes and sports programs.

The campus is currently comprised of 87 classrooms (including portables), a library media center, two computer labs, two staff rooms, a cafeteria, a fully functioning commercial kitchen, two large athletic fields, two gymnasiums, an auditorium, the main office, a pool, the band room, a choir room, and a medical lab. The career technology center includes an agricultural center, 3 classrooms, mechanic shop, and fully functioning nursery and green house. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7-17-15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library, N-7, R-1, R2, S2, L5, T9, K2, K3, V2, V6, V9, U6, A7, A2, A3, D11, C3, G1 , N10, L11 Weight Room, B4, B5 MISSING LIGHT LENS / STAINED CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	L10, N10, Field House, Girls Locker Room, G1, Ag Shop, D9, D11, D12, D16, D15, E3, E2, B13, B9, B8, B5, B4, A3, A7, V9, V2, K6, K4, K2, T6, T5, M8, M6, M5, N7, P7, P6, Library Lights Out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7-17-15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	46	29	44
Math	16	19	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	41	40	45	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	19.20	19.00	32.00

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	45
Male	45
Female	45
Black or African American	--
American Indian or Alaska Native	12
Asian	--
Filipino	--
Hispanic or Latino	42
Native Hawaiian or Pacific	--
White	57
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	41
Students Receiving Migrant Education Services	41
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**11**	433	414	95.6	20	33	33	12
Male	**11**	433	189	43.6	25	34	28	11
Female	**11**	433	225	52.0	16	32	38	13

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11	433	2	0.5	--	--	--	--
American Indian or Alaska Native	11	433	10	2.3	--	--	--	--
Asian	11	433	4	0.9	--	--	--	--
Filipino	11	433	1	0.2	--	--	--	--
Hispanic or Latino	11	433	327	75.5	20	35	33	11
White	11	433	64	14.8	19	28	34	17
Two or More Races	11	433	4	0.9	--	--	--	--
Socioeconomically Disadvantaged	11	433	309	71.4	22	34	33	9
English Learners	11	433	40	9.2	43	40	10	0
Students with Disabilities	11	433	23	5.3	83	17	0	0
Students Receiving Migrant Education Services	11	433	25	5.8	16	48	32	4
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	433	411	94.9	52	30	13	3
Male	11	433	187	43.2	57	26	14	2
Female	11	433	224	51.7	49	34	12	4
Black or African American	11	433	2	0.5	--	--	--	--
American Indian or Alaska Native	11	433	10	2.3	--	--	--	--
Asian	11	433	4	0.9	--	--	--	--
Hispanic or Latino	11	433	326	75.3	54	31	12	2
White	11	433	64	14.8	47	27	19	6
Two or More Races	11	433	3	0.7	--	--	--	--
Socioeconomically Disadvantaged	11	433	305	70.4	54	32	11	1
English Learners	11	433	39	9.0	74	18	0	0
Students with Disabilities	11	433	22	5.1	100	0	0	0
Students Receiving Migrant Education Services	11	433	25	5.8	52	40	8	0

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents and the community are very supportive of the educational programs at Porterville High School. The schoolwide Booster Club plays an active role through fundraising and planning special activities for the site. Parents may also participate in the School Site Council, the English Language Advisory Committee, the AERO Academy, Business Academy, the Agricultural Advisory Committee, and the Health Academy. There is also an active choir, football, and band parent club.

Contributions are made by many community partners including, but not limited to: Target, Coca-Cola, and various community service organizations.

Contact Information
Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 793-3400. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members. Parents are encouraged to volunteer to help with many aspects of the student's education. Parent volunteers are required to complete a screening process which includes a live-scan clearances.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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 visitors 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 was most recently revised by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis: fire drills are held routinely, earthquake drills are held twice a year, and secure campus drills are conducted once each year. The Porterville Fire Department also completes yearly safety inspections. The Porterville Police Department has provided "Active Shooter" training to all staff at Porterville High School in order to prepare staff in case of an emergency.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.58	5.29	5.91
Expulsions Rate	0.43	1.11	0.61
District	2012-13	2013-14	2014-15
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	29	27	15	16	15	23	28	44	35	28	19
Math	29	27	29	8	16	12	36	30	26	17	19	27
Science	30	30	29	7	8	10	25	20	33	19	32	18
SS	32	29	28	8	12	12	11	20	21	25	18	17

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

* 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.

Professional Development provided for Teachers

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 includes the following:

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered three staff development days. Site staff development days consisted of common core development, behavioral management, AP training, and other sessions aimed at increasing teacher effectiveness and student performance.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. The school uses the best practices teaching strategies and teachers are trained in the techniques each year. District teams in math and English were developed in the fall semester to prepare for the common core standards and to build common core units. In addition, 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 have extensively worked on advanced common core training, building common finals and adjusting pacing guides. The science department has worked on creating a new course sequence and establishing a smooth transition to the new Science standards.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program. Informal lunch meetings are conducted monthly between Administrators and new teachers to discuss school issues and teacher concerns.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,580	$43,062
Mid-Range Teacher Salary	$65,824	$67,927
Highest Teacher Salary	$85,004	$87,811
Average Principal Salary (ES)	$143,127	$110,136
Average Principal Salary (MS)	$134,920	$115,946
Average Principal Salary (HS)	$142,109	$124,865
Superintendent Salary	$192,148	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,117	$941	$5,176	$69,693
District	♦	♦	$6,336	$71,239
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			-18.3	-0.9
Percent Difference: School Site/ State			10.4	0.5

* Cells with ♦ do not require data.

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 VII, Indian, Native, Hawaiian, and Alaska Native Education

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	20	56	34	11
All Students at the School	59	22	20	50	38	12
Male	60	22	18	50	36	15
Female	58	21	21	51	40	9
American Indian or Alaska Native	79	21		68	32	
Hispanic or Latino	62	20	18	51	39	10
White	41	27	32	40	35	25
Socioeconomically Disadvantaged	63	22	15	53	36	10
English Learners	98	2		89	9	2
Students Receiving Migrant Education Services	62	21	17	55	34	10

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Porterville High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	38	38	41
Mathematics	52	49	50
Porterville Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	43	42	41
Mathematics	49	49	44
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Porterville High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	12.80	9.70	7.20
Graduation Rate	84.12	90.33	92.00
Porterville Unified School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	1309
% of pupils completing a CTE program and earning a high school diploma	98.44
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	98.66	87.9	84.6
Black or African American	100	40	76
American Indian or Alaska Native	107.14	72.41	78.07
Asian	100	95	92.62
Filipino	100	95.24	96.49
Hispanic or Latino	96.38	86.74	81.28
Native Hawaiian/Pacific Islander	100	60	83.58
White	104.05	92.28	89.93
Two or More Races	200	92.86	82.8
Socioeconomically Disadvantaged	100	88.71	61.28
English Learners	69.39	57.58	50.76
Students with Disabilities	96.7	85.12	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.1
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	28.46

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses	10	.5

* Where there are student course enrollments.

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. Porterville High School has three open choice Pathways and one site based academy. Students have the opportunity to choose their path and prepare for college and career. Each pathway prepares students with 21st century skills, places them in internships, and connects them with industry partners. Students have the opportunity to take Auto Tech, Floral Management, Commercial Foods, Electronics and Certified Nurse's Assistant classes.

The following Career/Technical Education (CTE) program courses are offered to all students on-site:
• Ag Sales/Crops
• Applied Auto Engineering Design
• Architecture Design
• Auto Tech
• Biotechnology
• Building Trades

- Calif Cadets
- Cert Nursing Assistant
- Commercial Foods
- Comp Accounting
- Computer Applications 1 & 2
- Electronics
- EMT
- Engineering Design
- Essentials of Nursing
- Financial Planning
- Floral Mgt
- Forrest/Natural Resources
- G.I.V.E.
- Global Health
- Green House Management
- Health Career Exploration
- Job Training
- Journalism
- Library Science
- Machine Woods 1 & 2
- Mg Mechanics
- Nursery Practice
- Occupational Ethics
- Principles of Finance
- Retail Sales
- Sports Med/Athletic Training
- Vet Science
- Yearbook

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

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.