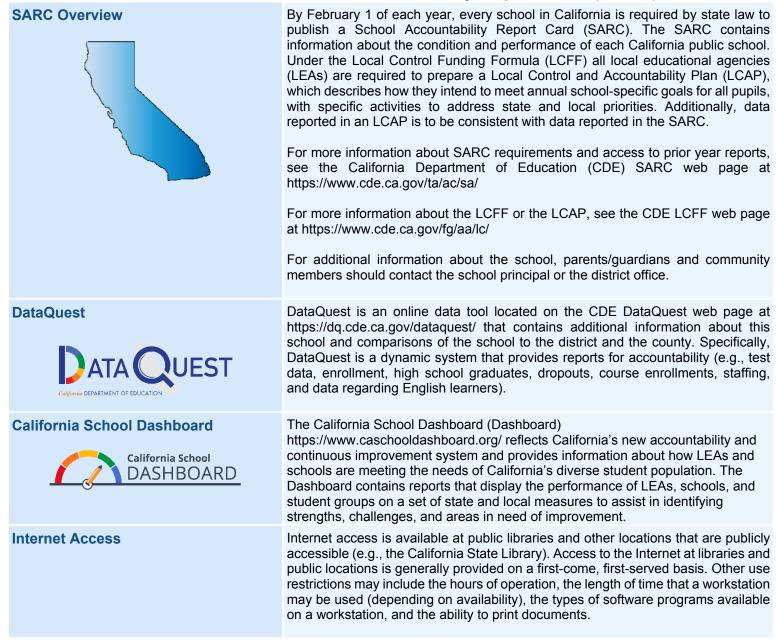# Porterville Military Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

School Name	Porterville Military Academy
Street	900 W Pioneer Ave
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7300
Principal	Doug Ihmels
Email Address	dougihmels@portervilleschools.org
School Website	https://pma.portervilleschools.org/
County-District-School (CDS) Code	54755230000000

2022-23 District Contact Information

District Name	Porterville Military Academy
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website Address	portervilleschools.org

2022-23 School Overview

Principal's Message:
Porterville Military Academy (PMA)will develop 21st Century leaders who will be agents of change in business, politics, the community and public service. PMA offers an A-G aligned curriculum with the goal of preparing all cadets for college and career. The unique design and small learning environment provides cadets an academically rigorous, safe and supportive learning environment. The Academy espouses a leadership theme throughout the campus. Under a pathway of leadership, cadets learn attributes of great leaders and then put these lessons into action in the classroom, in the community and during cadet training. We are please to report that we added a new Aviation Pathway to our campus. Current 9th and 10th graders have the option to participate in this program. At PMA, cadets, teachers, and staff take part in ensuring the smooth operation of the school, and strive to better our community. Our collective goal is to develop 21st Century leaders who will be agents of change in business, politics, and public service. Hence our motto, "Leaders Forged Here."

Our Mission:
Porterville Military Academy will provide realistic, applied leadership opportunities in a rigorous academic setting. We will mold civic-minded professionals who are committed to serve others utilizing the guiding principles of the Academy's four pillars: Leadership by Example, Academic Excellence, Civic Responsibility, Physical Fitness, & Personal Well being. We will develop tomorrow's business, civic and public service leaders. Upon graduation, PMA cadets will possess the skills, knowledge, and strength of character to enter any institute of higher education, industry or public service and be positioned to make a positive contribution in a dynamic global society.

Community and School Profile:

Porterville Military Academy (PMA) opened on August 8th, 2018 and is the third charter school within the Porterville Unified School District (PUSD). It currently serves grades 7, 8, 9,10, 11 and 12th on a traditional calendar schedule. The Academy is an open choice school serving the greater Porterville area. It is aligned with the California Corps of Cadets for all military instruction.

It is located in Porterville directly off Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Porterville Unified School District serves over 14,000 students including Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high

2022-23 School Overview

school, and one alternative site. During the 19-20 school year, 179 students were enrolled at the school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	56
Grade 8	54
Grade 9	40
Grade 10	49
Grade 11	28
Grade 12	23
Total Enrollment	250

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.2
Male	62.8
American Indian or Alaska Native	1.2
Asian	0.4
Black or African American	0.4
Filipino	0.8
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.2
White	24.0
English Learners	13.2
Foster Youth	1.6
Homeless	0.0
Migrant	6.4
Socioeconomically Disadvantaged	84.0
Students with Disabilities	4.4

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

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)	3.50	33.68	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	7.06	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	36.59	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	22.58	42.40	6.85	12115.80	4.41
Unknown	0.00	0.00	17.80	2.88	18854.30	6.86
Total Teaching Positions	10.60	100.00	619.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	1.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.40	
Total Out-of-Field Teachers	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2022-23 school year.

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020 Pearson for MS and Collections Houghton and Mifflin for HS	Yes	0.0%
Mathematics	Big Ideas MATH Course 2, Course 3 IM 1 Adopted 2016	Yes	0.0%
Science	Accelerate Learning, STEMscopes, 2022 Houghton Mifflin, Science Dimensions, 2022 McGraw Hill, Inspire, 2022	Yes	0.0%
History-Social Science	McGraw Hill California Impact, 2022 Cengage, National Geographic Learning/Adopted 2022	Yes	0.0%
Foreign Language			
Health	Positive Prevention PLUS/Adopted 2015	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Porterville Military Academy (PMA) opened on August 8th, 2018 and is the third charter school within the Porterville Unified School District (PUSD).

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 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	November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Baseboard loose: Rm 1 Discolored concrete floor: Rm 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 22, 23, 27, 29, 30, 31, 32, 33 Door jam paint: Rm 4 Scuffs on wall: Rm 6, cafeteria, gymnasium

School Facility Conditions and Planned Improvements

			Holes in wall: Rm 7 Crack in floor: Rm 12 Wall paper lifting: Stage Carpet lifting: Office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	Unsecure wiring: Rm 1, library Missing two data wall plates: Rm 3 Light out: Rm 29, weight room, office, hallways, south men's restroom Outlet missing cover: Band room
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Missing faucet handle: Rm 5 Privacy stalls: South men's restroom Dirty floor: South men's restroom Faucet clogged: South women's restroom Cracked light covers: South women's restroom Sinks out of order: Women's locker room Wall damage: Men's locker room (outside)
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	23	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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 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	137	136	99.27	0.73	30.88
Female	61	60	98.36	1.64	31.67
Male	75	75	100.00	0.00	30.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	26.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	45.71
English Learners	17	17	100.00	0.00	17.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	110	109	99.09	0.91	29.36
Students Receiving Migrant Education Services	11	11	100.00	0.00	63.64
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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 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	137	137	100.00	0.00	10.95
Female	61	61	100.00	0.00	6.56
Male	75	75	100.00	0.00	14.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	9.47
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	13.89
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	110	110	100.00	0.00	10.00
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12	NT	17.02	28.5	29.47

2021-22 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	77	75	97.4	2.6	12
Female	34	34	100	0	5.88
Male	43	41	95.35	4.65	17.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	54	54	100	0	9.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	22.22
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	64	96.97	3.03	12.5
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

California Cadet Corp 1 and 2 is offered to all 9th and 10th graders students and taught by CTE credentialed teachers. The mission of the California Cadet Corps (CACC) is to provide California schools and students with a quality educational and leadership development program that prepares students for success in college and the workforce. This mission is support by six core objectives: To develop Leadership, engender Citizenship, encourage Patriotism, foster academic excellence, teach basic Military knowledge and to promote health, fitness, and wellness.

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

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	NA	NA	NA	NA	NA
Grade 7	56	56	56	56	56
Grade 9	44	45	44	45	45

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.

2022-23 Opportunities for Parental Involvement

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

Parents and guardians are always welcome on campus and can support their child's learning by:
1) Monitoring School attendance
2) Participating in the extra-curricular activities
3) Monitoring and regulating television viewing and other electronic distractions
4) Planning and participating in activities at home that are supportive of classroom activities
5) Volunteering at school
6) Participating in decision-making processes by attending School Sponsored and Cadet events.

Contact Information
Parents who wish to participate in the school's leadership teams, committees, school activities, or become a volunteer may contact the main office at (559) 782-7300. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Starting in the school year, parents will have the opportunity to participate in our School Site Council & English Learner Advisory Committee meetings. Continued from the pervious school year, parents are asked to attend our District Local Control Accountability Plan(LCAP) meetings where they participate in updating the District goals. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			4.3		7	10		8.9	7.8
Graduation Rate			95.7		88	86.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	23	22	95.7
Female	--	--	--
Male	18	17	94.4
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	17	17	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	21	20	95.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	262	256	57	22.3
Female	96	95	23	24.2
Male	165	160	33	20.6
American Indian or Alaska Native	2	2	1	50.0
Asian	1	1	1	100.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	185	182	34	18.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	1	25.0
White	65	62	20	32.3
English Learners	34	33	4	12.1
Foster Youth	8	8	2	25.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	219	216	50	23.1
Students Receiving Migrant Education Services	17	17	2	11.8
Students with Disabilities	13	13	5	38.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.42	3.95	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.05	0.19	2.05	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.05	0.00
Female	2.08	0.00
Male	3.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.15	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Porterville Military Academy teachers and administrators supervise students on campus before and after school and during breaks, while NCO staff monitor students during the lunch break. All visitors / volunteers must sign in at the front desk and receive proper authorization to be on campus. Visitors / volunteers are asked by the staff to display their pass at all times. All volunteers are fingerprinted and cleared through the Department of Justice.

As a new school we have been developing our safety plan with the Military staff as the lead. The School Site Safety Plan was most recently reviewed in Fall 2022 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 once a month, earthquake drills are twice a year, and secure campus drills are conducted once each year.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	4	1
Mathematics	21	5	4	
Science	22	4	5	
Social Science	24	3	3	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	7	4	2
Mathematics	25	3	4	2
Science	24	4	6	
Social Science	21	4	4	

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	11	25	5	
Mathematics	14	12	6	
Science	15	11	5	
Social Science	10	18	3	

2021-22 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	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,031.34	$1,131.21	$9,900.13	$76,755.42
District	N/A	N/A	$3,120.68	$87,181
Percent Difference - School Site and District	N/A	N/A	104.1%	12.7%
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	40.1	

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$57,115	$54,370
Mid-Range Teacher Salary	$86,268	$82,681
Highest Teacher Salary	$111,404	$106,610
Average Principal Salary (Elementary)	$168,369	$135,283
Average Principal Salary (Middle)	$176,026	$141,244
Average Principal Salary (High)	$186,502	$152,955
Superintendent Salary	$256,208	$264,367
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.4

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

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Teachers have access to our District Curriculum Coaches and on-site professional development and further coaching as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competence 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
*	ELD 3D training

Staff members work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, Instructional Rounds and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one to one technology and Linked Learning.

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

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5