

Porterville Military Academy

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 Military Academy
Street	900 Pioneer Ave
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7300
Principal	Rudy Cardona, Ed.D.
Email Address	rcardona6140@portervilleschools.org
School Website	https://pma.portervilleschools.org/
Grade Span	7-12
County-District-School (CDS) Code	54-75523-0137968

2025-26 District Contact Information

District Name	Porterville Unified School District (Porterville Military Academy)
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:

Porterville Military Academy is a college and career preparatory school, which challenges students daily in building leadership traits. Shortly upon entering PMA's gates, cadets become part of the wonderful experience of preparing for careers in the fast-paced world of the military, aviation, or in any challenging industry which needs leaders of character. In addition, PMA is a University of California a-g aligned school, which means all students will follow a rigorous curriculum and schedule to facilitate college entry and success. The mission requires everyone's effort to succeed – students, family members, educators, and community stakeholders. Our collective goal is to develop 21st Century leaders who are committed to the values of Civic Responsibility, Leadership by Example, Academic Excellence, and Wellbeing both Physical and Personal. High expectations

2025-26 School Description and Mission Statement

are the norm for PMA Cadets.

Our motto, “Leaders Forged Here”, summarizes the school’s commitment to prepare students for a career of professional excellence and service to their community. Leaders hold themselves to a higher standard, model the attributes they wish to inspire in others, and serve, as well as lead.

PMA cadets build their leadership foundation upon four core values with the acronym "C.L.A.W.":

- 1. Civic Responsibility: Community service will hone leadership skills, and make you a connected member of our community. In addition, through civic involvement cadets become informed and responsible citizens.
- 2. Leadership by Example: PMA’s “Leadership Laboratory” allows cadets to practice servant leadership and develop in integrity and good moral character.
- 3. Academic Excellence: Rigorous coursework provides the knowledge and skills necessary to be future leaders. Cadets develop effective time management, organization, teamwork, and perseverance.
- 4. Wellbeing, both Physical and Personal: Cadets are pushed physically and taught to make healthy lifestyle choices. A healthy diet, sufficient rest, and exercise are traits that will serve you now and throughout your lifetime both personally and professionally.

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 core values: Civic Responsibility, Leadership by Example, Academic Excellence, and Wellbeing both Physical and Personal. 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 7th through 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 and the Aircraft Owners and Pilots Association (AOPA) for aviation 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 school, and one alternative site.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	45
Grade 8	53
Grade 9	56
Grade 10	44
Grade 11	36
Grade 12	21
Total Enrollment	255

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.6
Male	60.4
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	0.8
Filipino	1.6
Hispanic or Latino	76.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.4
White	17.3
English Learners	7.1
Foster Youth	0.4
Homeless	0.4
Migrant	9.4
Socioeconomically Disadvantaged	90.2
Students with Disabilities	2

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)	8.6	66.36	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	1.5	11.49	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	6.44	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	2.76	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	1.6	12.8	28.7	4.38	15831.9	5.67
Total Teaching Positions	13	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)	7.4	52.55	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	12.94	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	10.47	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	10.18	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	1.9	13.72	17.1	2.73	14303.8	5.15
Total Teaching Positions	14.1	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)	9.6	65.58	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	1.6	10.86	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	5.3	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	13.17	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	0.7	4.89	18.9	3.03	13705.8	4.91
Total Teaching Positions	14.7	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	0.00	1.3	0
Misassignments	0.80	0.1	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	1.4	0.7

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	0.2	0
Local Assignment Options	0.30	1.1	1.9
Total Out-of-Field Teachers	0.30	1.4	1.9

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)	6.2	0	21.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Porterville Unified School District held a Public Hearing on August 28, 2025 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2024-2025 school year.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020 Pearson for MS and Collections Houghton and Mifflin for HS	0.0%
Mathematics	Big Ideas MATH Course 2, Course 3 IM 1 Adopted 2016	0.0%
Science	Accelerate Learning, STEMscopes, 2022 Houghton Mifflin, Science Dimensions, 2022 McGraw Hill, Inspire, 2022	0.0%
History-Social Science	McGraw Hill California Impact, 2022 Cengage, National Geographic Learning/Adopted 2022	0.0%
Foreign Language	Vistas, Descubre 1: adopted 2025 (Spanish 1) Vistas, Descubre 2: adopted 2025 (Spanish 2) Vistas, Descubre 3: adopted 2025 (Spanish 3) Vista, Temas: AP Spanish Language and Culture (Spanish 4 AP)	0.0%
Health	Positive Prevention PLUS/Adopted 2015	0%
Visual and Performing Arts	No recent adoption by the school board. Pending the use of a MS/HS collaborated standard. MS/HS Art PAINTING Curriculum by MrsTFox and The Art of Education -FLEX Curriculum.	0%
Science Laboratory Equipment (grades 9-12)	Accelerate Learning, STEMscopes, 2022 Houghton Mifflin, Science Dimensions, 2022 McGraw Hill, Inspire, 2022	0%

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

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, faculty, and guests. 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

July 2025

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	X		- Floor damage: Gym. Aug 2025 maintenance performed on Gym bleachers to prevent floor damage. Planned annual maintenance. Floor repair (cut in rubber floor) planned for AY2025-26. Rm 4, 5, 12, 22, 33 - Walls in gym and south main hallway require smooth spackling and paint-over. Work order submitted Sept 2025. Rm 23, 30, cafeteria, boys locker, stage - Plans underway to carpet reading room, college and career center, and library; estimated completion Fall 2025. - Door damage: Rm 7 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		- Recent replacement of all lights to newer LED fixtures throughout school (July 2025). - Lights: Girls & Boys Locker, Rm 24 Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance

School Facility Conditions and Planned Improvements				
				with electrical safety codes and uninterrupted classroom operation.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			- Recent roof project completed March 2025.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	35	51	41	42	47	48
Mathematics (grades 3-8 and 11)	21	17	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	132	131	99.24	0.76	51.15
Female	54	53	98.15	1.85	50.94
Male	78	78	100.00	0.00	51.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	107	99.07	0.93	53.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	18	18	100.00	0.00	44.44
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	97	98.98	1.02	49.48
Students Receiving Migrant Education Services	13	13	100.00	0.00	46.15
Students with Disabilities	--	--	--	--	--

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	132	131	99.24	0.76	16.79
Female	54	53	98.15	1.85	15.09
Male	78	78	100.00	0.00	17.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	107	99.07	0.93	15.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	22.22
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	98	97	98.98	1.02	14.43
Students Receiving Migrant Education Services	13	13	100.00	0.00	7.69
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.

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)	26.77	35.78	19.3	21.78	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	109	100.00	0.00	35.78
Female	44	44	100.00	0.00	34.09
Male	65	65	100.00	0.00	36.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0.00	30.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

PMA has two CTE Pathways as defined by the California Department of Education. These pathways meet the state's "model curriculum standards" under the Public Services Sector (Leadership Pathway) and the Transportation Sector (Aviation Pathway). All courses under both pathways are a-g aligned. All courses are incorporated into state-adopted CTE model curriculum standards, meet district graduation requirements. All courses are evaluated through a combination of student projects, testing, and performance/attendance.

First, under the Leadership Pathway, California Cadet Corps (CACC) 1, 2, Applied Leadership 300, and 400 are taught by CTE credentialed teachers. The mission of the 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. The curriculum used by this pathway is generated by the California Cadet Corps, a youth programs section of the state's Military Department.

Second, under the Aviation Pathway, Aviation Technology 1 through 4 are taught by CTE credentialed teachers. These aviation courses introduces aviation and engineering career opportunities to students, familiarizes students with the principles of flight, aerodynamics, flight simulator work, project-based learning in aviation, and prepares students for their FAA Part 107 drone operator certification. The curriculum used for this pathway is created by the Aircraft Owners and Pilot's Association (AOPA).

The pathways respective advisory boards meet monthly. The membership consists of local business partners, mentors, PUSD

2024-25 Career Technical Education Programs

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	152
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	89.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	57.89

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 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

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

2025-26 Opportunities for Parental Involvement

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

Parents and guardians are always welcome on campus and can support their child's learning 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. Please contact the school for assistance in signing up for Aeries access as well as Parent Square, which is the primary method of communication with families.

Parents are encouraged to participate in our School Site Council, English Learner Advisory Committee meetings, Parent Education and Training Opportunities such as Parent Institute for Quality Education (PIQE), The Booster Club, and other informational venues such as Open House and Back to School. 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 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	0	2.8	0	12.6	10.5	7.8	8.2	8.9	8
Graduation Rate	100	97.2	100	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	19	19	100.0
Female	--	--	--
Male	11	11	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	13	13	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	18	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	264	257	31	12.1
Female	105	102	14	13.7
Male	159	155	17	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	202	197	25	12.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	46	44	4	9.1
English Learners	22	21	4	19.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	237	232	31	13.4
Students Receiving Migrant Education Services	25	24	4	16.7
Students with Disabilities	--	--	--	--

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
2.38	7.12	1.52	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
0.34	0.97	0.38	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	1.52	0.38
Female	1.90	0.95
Male	1.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.50
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.17	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.69	0.42
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The safety of students and staff is a primary concern of 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.

PMA has developed a safety plan with the Military staff as the lead. The School Site Safety Plan was most recently reviewed on November 18, 2025 by the Safety Committee and School Site Council. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held once a month, earthquake drills are twice a year, and secure campus drills are conducted once each year.

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	11	27	5	0
Mathematics	14	13	6	0
Science	14	13	6	0
Social Science	12	14	6	0

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	13	21	6	
Mathematics	12	20	3	
Science	12	20	3	
Social Science	15	12	4	

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	12	22	3	
Mathematics	12	19	1	
Science	12	17	3	
Social Science	14	11	3	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$14,658	\$257	\$14,401	\$102,319
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	57.0	-4.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	25.5	-1.4

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	8.3
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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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3