



Porterville Military Academy

900 W Pioneer Ave • Porterville, CA 93257 • (559) 782-7300 • Grades 6-12

Doug Ihmels, Principal

doughmels@portervilleschools.org

<https://pma.portervilleschools.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Porterville Military Academy

600 W Grand Ave
Porterville CA 93257
559 793 2400

<https://www.portervilleschools.org/>

District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Nate Nelson, Ed.D.

Superintendent

Martha Stuemky, Ed.D.

**Assistant Superintendent,
Instructional Services**

Andrew Bukosky, Ed.D.

**Assistant Superintendent, Human
Resources**

Brad Rohrbach, Ed.D.

**Assistant Superintendent, Business
Services**

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. 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 and 10 but will expand to serve grades 6 - 12 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 school, and one alternative site. During the 18-19 school year, 129 students were enrolled at the school.

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).

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.

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 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	61
Grade 8	48
Grade 9	53
Total Enrollment	162

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Asian	1.2
Filipino	0.6
Hispanic or Latino	69.8
White	25.3
Two or More Races	1.2
Socioeconomically Disadvantaged	82.7
English Learners	13
Students with Disabilities	7.4
Foster Youth	1.2
Homeless	0.6

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

Teacher Credentials for Porterville Military	17-18	18-19	19-20
With Full Credential			6
Without Full Credential			3
Teaching Outside Subject Area of Competence			1

Teacher Credentials for Porterville Military	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Porterville Military Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0

* Note: "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.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Porterville Unified School District held a Public Hearing on September 12, 2019 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 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Big Ideas MATH Course 2, Course 3 IM 1 Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Glencoe Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McDougal Littell Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Holt 2008-Spanish The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA		32	44	44	50	50
Math		18	27	28	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.9	17.0	30.2
9	5.4	21.6	32.4

Note: 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	5	5

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

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.92	31.52
Male	66	66	100.00	24.24
Female	27	26	96.30	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	62	100.00	25.81
White	26	25	96.15	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	80	100.00	31.25
English Learners	21	21	100.00	23.81
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85	17.58
Male	66	66	100.00	16.67
Female	27	25	92.59	20.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	62	100.00	16.13
White	26	24	92.31	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.75	16.46
English Learners	21	21	100.00	23.81
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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 19-20 school year, parent will have the opportunity to participate in our School Site Counsel meetings. Continued from the 18-19 school year, parents are asked to attend our District Local Control Accountability Plan(LCAP) meetings where they participate in updating the District goals. Parents may also enroll in the Parent Institute for Quality Education (PIQE) program in the second semester gaining a deeper understanding of student options for college and career.

These workshops are offered at no cost to parents or guardians. The program will begin on Thursday, January 30th, 2020 with a planning session. Additional sessions will be as follows:

- Planning Session January 30
- Workshop #1 February 6
- Workshop#2 February 13
- Workshop#3 February 20
- Workshop#4 February 27
- Workshop#5 March 5
- Workshop#6 March 12
- Forum & Graduation March 19

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.

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 2019 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			27.6
Expulsions Rate			1.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English									27		6	
Mathematics									27		6	
Science									27		6	
Social Science									27		4	

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,400	\$51,374
Mid-Range Teacher Salary	\$79,147	\$80,151
Highest Teacher Salary	\$102,208	\$100,143
Average Principal Salary (ES)	\$160,646	\$126,896
Average Principal Salary (MS)	\$163,100	\$133,668
Average Principal Salary (HS)	\$176,811	\$143,746
Superintendent Salary	\$239,293	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Porterville Military Academy	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Porterville Military Academy	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

California Cadet Corp 1 is offered to all 9th grade 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 supported 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site				
District	N/A	N/A		\$82,921.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	32.72
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.