Harmony Magnet Academy

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Principal's Message

These past seven months have been quite an experience for all of us. School has reopened with some major adjustments. Even though, there have been many challenges, I feel that the staff at Harmony has done a very good job of transitioning to a distance learning model. That being said, I realize that students have also been challenged during this time. They may not have been able to attain a level of proficiency coming into this year because of learning loss, which occurred last spring. Therefore, the faculty has focused on filling in some of those gaps and by slowing the pace down significantly. To be fair, this will give students an opportunity to learn concepts or receive clarity to ensure success moving on to the new subject material.

Normally, I would be communicating the many triumphs achieved by our students competing in various competitions such as: The Southern California Gas Challenge, the Project Lead the Way Challenge and the Regional MESA competition. Students would have also shined in our theater productions and musical concerts. Regardless, many students did participate virtually in many internships and school projects such as: 3D printing visors for health care workers, presenting a building design for the new Porterville Library, and producing the HMA graduation video to name a few. Students also participated in virtual STEM camps developed by the PUSD Pathways Office through our major partners QUALCOMM and Sun Power. Harmony was recognized in 2017-18 as a National Blue Ribbon school and The National Academy Foundation once again recognized both performing arts and engineering as "Distinguished Academies" for 2020. We are also excited that our students will benefit from a well-rounded experience and will find many opportunities to connect to HMA.

Your faculty and staff at Harmony Magnet Academy are dedicated educators committed to your student's success. The Link-Learning model of instruction includes the implementation of integrated projects and a systematic hands-on approach connecting students to the curriculum in a meaningful way. History has confirmed that HMA is maintaining fidelity to the model by producing college and career qualified students' year in and year out. Our 9-year graduation summary indicates that 94% of HMA students attend college. Harmony Magnet Academy's success is a result of our campus community working together with parents, advisory boards, and business partners. Additionally, I would also encourage you to become involved by joining the parent Harmony Magnet Foundation. Parents may also enroll in the Parent Institute for Quality Education (PIQE) program acquiring a deeper understanding regarding student options for college and career. The PIQE program began the week of September 9, 2020.

Best Regards,

Jeff Brown
HMA Principal

School Mission Statement
The mission of PUSD and Harmony Magnet Academy is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Community Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community,as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site. During the 2019-20 school year enrollment was 510.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	146
Grade 10	132
Grade 11	114
Grade 12	122
Total Enrollment	514

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.8
Asian	3.3
Filipino	0.8
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.4
White	22.2
Two or More Races	1.8
Socioeconomically Disadvantaged	72.8
English Learners	6.2
Students with Disabilities	0.4
Foster Youth	0.4

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

Teacher Credentials for Harmony Magnet	18-19	19-20	20-21
With Full Credential	24	23	24
Without Full Credential	2	4	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Harmony Magnet	18-19	19-20	20-21
With Full Credential	♦	♦	591
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Harmony Magnet Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Porterville Unified School District held a Public Hearing on August 27, 2020 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 2020, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 Glencoe/McGraw Hill Adopted 2000 McDougal Littell Adopted 2005 Houghton Mifflin Harcourt Adopted 2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	CPM Educational Adopted 1999 Brooks/Cole Adopted 2001 Addison-Wesley Adopted 2003 McDougal Littell Adopted 2006 Big Ideas adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Thomson Learning Adopted 2002 Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
History-Social Science	Glencoe Adopted 1999 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 McDougal Littell Adopted 2006 Bedford & St. Martins- Economics/Civics Purchased 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Foreign Language	Holt 2008-Spanish McDougal Littell 2007-French Wayside Publishing 2020-Spanish	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Health	Health and Wellness - Everyday Leaning 1998	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Visual and Performing Arts	Adobe Flash / Illustrator-2004	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science Laboratory Equipment	Beyond Labz LLC.	
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Harmony Magnet Academy was originally constructed in 2008 and is currently comprised of 23 classrooms, a multipurpose room/cafeteria, library, staff lounge, and three computer labs. The chart displays the results of the most recent school facilities inspection, provided by the district in March of 2020.

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 including COVID-19 cleaning standards to keep students and staff safe working from campus. 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 daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: March 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm. 101, 209- carpet pulling up Rm. 201-hole in wall Rm. 201, 210, 216 -torn wallpaper Rm. 208 cabinet doors missing Rm. 217- torn carpet MPR- wall paper peeling A maintenance Report was submitted to address these deficiencies
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	90	N/A	44	N/A	50	N/A
Math	56	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	57	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The HMA Parent Foundation (harmonymagnetacademyfoundation.com/) and the Booster Club play an active role in the community and at each school site through fundraising and special activities.

Parents and guardians are always welcome on campus and can support their student's learning by:
1) Monitoring school attendance
2) Checking classroom grades and assignment completion weekly through Aeries.net (see the HMA guidance secretary for access)
3) Participating in extra-curricular activities
4) Monitoring and regulating television viewing and other electronic distractions
5) Planning and participating in activities at home that are supportive of classroom activities
6) Volunteering at school
7) Participating in decision-making processes by attending Parent Foundation meetings

Contact Information
Parents who wish to participate in the school's leadership teams, school committees (SSC & ELAC), school activities, or become a volunteer may contact the main office at (559) 568-0347. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Parents may also enroll in the Parent Institute for Quality Education (PIQE) program this fall gaining a deeper understanding regarding student options for college and career. These workshops are offered at no cost to parents or guardians. Please contact the HMA front office for the next PIQE offering, (559) 568-0347.

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 (School Year 2020-2021)
The safety of students and staff is a primary concern of Harmony Magnet Academy. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors/volunteers must sign in at the principal's office 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.

The School Site Safety Plan was most recently revised Fall 2020. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire and other emergency drills are held once a quarter, earthquake drills are held once a year, and secure campus drills are conducted once each semester.

Safety has also extended to "Distance Learning Protocols" inclding but not limited to Welness checks, Home visits, teacher monitoring through Zoom meetings, mental health help lines, and providing PPE, enforing health and safeth protocols in order to bring small cohorts on to camps.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.1	4.4	4.9	5.0	3.5	3.5
Expulsions	0.0	0.2	0.5	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.2	3.3	
Expulsions	0.0	0.2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	514

*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 2019-2020)

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

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	2	16	1	17	21	9		24	8	12	1
Mathematics	22	14	10		21	13	11		21	12	12	
Science	26	5	15		24	7	12		25	8	11	
Social Science	29	2	6	3	26	3	8	1	29	1	7	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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	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.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:
  • Engaging and Supporting all Students in Learning
  • Understanding and Organizing Subject Matter for Student Learning
  • Assessing Student Learning / reviewing data
  • Creating and Maintaining Effective Environments for Student Learning
  • Planning Instruction and Designing Learning Experiences for all Students
  • Developing as a Professional Educator

Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Recently this year 2020-21, Porterville Unified School District is involved in an extensive professional development program utilizing every Wednesday with core and CTE teachers to work on cross curricular common core projects. Teachers also have participated in career pathway meetings emphasizing the development of performance tasks and rubrics for common assessment. PUSD and site administration are utilizing a cohesive classroom walk-thru program to give positive feedback to teachers in order to improve instructional practices and promote student learning at a deeper level.

For additional support in their profession, new teachers must complete the Teacher Induction Program and meet regularly with a mentor teacher. Newly credentialed teachers particpate in a county Teacher Induction Program (TIP) with a mentor at the county office and with a staff memeber on campus. All teachers have access to many professional development opportunities through various resources including the County Office of Education and instructional coaches in English and math.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,841	$52,484
Mid-Range Teacher Salary	$81,323	$81,939
Highest Teacher Salary	$105,019	$102,383
Average Principal Salary (ES)	$163,680	$129,392
Average Principal Salary (MS)	$169,256	$136,831
Average Principal Salary (HS)	$177,625	$147,493
Superintendent Salary	$245,873	$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,815	$520	$7,295	$74,502
District	N/A	N/A	$6,336	$83,039
State	N/A	N/A	$7,750	$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	14.1	-10.8
School Site/ State	-6.0	-12.7

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

Types of Services Funded

Harmony Magnet Academy receives Charter School funding which provides for our academy structure. Title I funding is also received and part of the school site plan providing interventions for disadvantaged students. The Harmony Magnet Academy Parent Foundation provides additional support through additional academic, college and career counselor support.

In addition to Charter 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 and
- Title VI - Indian, Native Hawaiian, and Alaska Native Education.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Harmony Magnet Academy	2016-17	2017-18	2018-19
Dropout Rate	0	0	0.9
Graduation Rate	100	100	98.2

Rate for Harmony Magnet Academy	2016-17	2017-18	2018-19
Dropout Rate	7.9	6.3	6.8
Graduation Rate	85.4	85.7	88.1

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	516
% of pupils completing a CTE program and earning a high school diploma	46.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	86.11

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	24.3

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

Career Technical Education Programs

Instructors and administration at Harmony Magnet Academy have directed efforts towards establishing school-to-career structures within each curriculuar area for all students, including those with special needs. HMA has two open choice Pathways: Academy of Performing Arts (APA) and the Academy of Engineering (AOE). Students have the opportunity to choose their path and prepare for college and career. By combining demanding career technical training with rigorous academic standards-based curriculum and teaching, students will graduate college and career ready with a greater advantage of post-secondary learning options, whether college, technical or workplace. Each pathway prepares students with 21st century skills, places them in internships, and connects them with industry partners.

Courses Offered:

AOE Pathway

Architectural Design Strand:
Intro to Engineering Design P (PLTW)
Principles of Engineering P
Civil Engineering and Architecture P
Enviornmental Sustainability P

Engineering Technology Strand:
Intro to Engineering Design P (PLTW)
Digital Electronics P
Computer Science Principles P

Engineering Design Strand:
Intro to Engineering Design P (PLTW)
Computer Integrated Manufacturing P
Engineer Design and Development P

APA Pathway

Design, Visual, and Media Arts-Animation Strand
Graph Design Production Principles P
Motion Graphics P
Advanced Motion Graphics P

Performing Arts-Dance Choreography Strand:
Dance Elements and Inerpretation P
Dance Technologies II P
Dance Technologies III P
Dance Technologies IV P

Performing Arts-Professional Music (Orchestra) Strand:
Beginning Orchestra P
Intermediate Orchestra P
Advanced Orchestra P

Performing Arts-Professional Music (Keyboarding) Strand:
Music Keyboarding Skills P
Music Keyboarding Skill II P
Music Keyboarding Skills III P

Performing Arts-Professional Music (Guitar) Strand:
Fundamentals of Guitar P
Fundamentals of Guitar II P

Performing Arts-Professional Music (Choir) Strand:
Bass Clef P
Treble Choir P
Concert Choir P
Advanced Concert Choir P

Performing Arts-Professional Theatre Strand:
Theatre Performance I P
Theatre Performance II P
Theatre Performance III P

Performing Arts-Stage Technology Strand
Theatre Tech P
Theatre Tech II P
Performing Arts Capstone P

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

The pathways respective advisory boards meet monthly. The membership consists of local business partners, mentors, and PUSD and HMA personnel. The advisory boards function independently from the school and serve a supporting role, providing an opportunity for business and education to share ideas and create an educational enviornment designed to prepare students for college and career. This structure inherently produces an increased level of collaboration which helps students meet the damands 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.

In the 9th and 10th grade year, students are scheduled as a cohort based on whether they are enrolled in the engineering or performing arts pathway. Each pathway has its own cohort for grade level CTE, math, science, social science, and English classes. This allows for the integration of the academic and technical core subjects. As part of the Linked Learning system, teachers are provided common planning time. The opportunity for faculty to meet as a pathway produces rigorous integrated projects. Teachers at the beginning of the school year, calendar their projects and map out lessons to support integration of projects and student centered instruction. Student summative assessment in CTE is conducted at the end of the year through end-of-course exams from Project Lead the Way and the National Academy Foundation.

Harmony students participate in a four year college and career work-based learning experience. The work-based learning continuum is implemented through the core and technical core curriculum. English teachers assist in resume design, personal statements, and mock interviews in coordination with business partners and advisory board members. All students at HMA, utilize the college and career online platform, Naviance. This program is articulated between English and CTE courses to have students explore career and college choices and scholarship opportunities. All 9th grade students participate in Porterville Unified School District (PUSD) Pathway's Freshmen Ignite to introduce them to their academic and professional goals for the next four years. All 10th grade students participate in the PUSD mentor conference where business partners and advisory board members come together in a workshop format to instruct students in 21st Century employment skills. Students also produce a resume for the conference. All 11th grade students produce a personal statement and narrow college options. They also participate in mock interviews and apply for internships throughout the year. The majority of juniors participate in an internship in the summer prior to their senior year. It is a collaborative effort between CTE teachers, the PUSD Pathways work-based learning coordinators, counselors, site pathway assistant, and our community partners to provide student internships. The goal for internships is that 100% of students participate.

The advisory boards for Academy of Engineering and the Academy of Performing Arts meet monthly and have high attendance records. The membership consists of local business partners, mentors, parents, PUSD and Harmony Magnet Academy personnel. The advisory board functions independently from the school and serves as a supporting role. The advisory board provides an opportunity for business and education to share ideas and create an educational environment designed to prepare students for college and career. Within each board, members serve on a marketing/recruitment, work-based learning, data, or curriculum and instruction committees, which allows for distributive leadership and continued sustainability. This structure inherently produces an increased level of collaboration which helps students meet the demands of a dynamic 21st century job market.

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.