

Harmony Magnet Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|------------------------------------------|-----------------------------------------------------------------------------------------------|
| School Name | Harmony Magnet Academy |
| Street | 19429 Road 228 |
| City, State, Zip | Strathmore, CA 93267 |
| Phone Number | 559.568.0347 |
| Principal | Jeff Brown |
| Email Address | jeffbrown@portervilleschools.org |
| School Website | https://harmony.portervilleschools.org/ |
| County-District-School (CDS) Code | 54755230000000 |

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

It is my pleasure to welcome you to the 2022-2023 school year. During this summer break, your faculty and staff are preparing diligently. The faculty continues to develop engaging and meaningful projects and performance tasks. In 2021-22, even with limited opportunities HMA students shined: The National Academy Foundation once again recognized both performing arts and engineering as "Distinguished Academies." Students also excelled at the Regional MESA competition and received superior ratings for string orchestra and symphony. HMA has continue to provide students with opportunities maintaining our National Blue-Ribbon distinction by being named a national Project Lead the Way distinguished school, California Pivotal Practice award winner and being recognized as a top 10% school nationally by the U.S. News and World Report. I am confident we will rise to the same level of accomplishment this coming school year. The incoming 9th grade class near 130 students will begin their journey, at Harmony, with the expectation of continued academic excellence "college and career ready." We are also excited that our students will benefit from a well-rounded experience, which includes a strong activities program. Whether it is clubs, ASB, link crew, or sports at Strathmore High School, we are confident students will find many opportunities to connect to HMA. You can also access additional HMA information through the Harmony Website (<https://harmony.portervilleschools.org/>)

Your faculty and staff at Harmony Magnet Academy are dedicated educators committed to your student's success. They continue to attend rigorous staff development workshops, which are designed to increase their technical skills and teaching abilities. 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. This also is the method that allows us to maintain A-G (college) curriculum at a much higher level. History has confirmed that HMA is maintaining fidelity to the model by producing college and career qualified students' year in and year out. As part of the 10-year graduation summary; 45.6% of students attended a 4-year college or university; 47.3% 2-year college; all others chose the military, technical school or employment. The graduating class of 2022 received nearly \$500,000 dollars in scholarship funding.

Harmony Magnet Academy's success is a result of our campus community working together with parents, advisory boards, and business partners ensuring our students have every opportunity to succeed. We must take the time to celebrate our accomplishments but we must also understand that it is through hard work and continued commitment, that we will achieve consistent success. Additionally, I would also encourage you to become involved by joining the parent Harmony Magnet

2022-23 School Overview

Academy Foundation, which will be engaged in activities throughout the year in support of student programs. 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. The PIQE program is tentatively set to begin on Thursday September 29, 2022. Please feel free to contact any member of the staff if you have any questions or concerns.

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 students 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. In the current year 2020-21, the enrollment is 500.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 133 |
| Grade 10 | 129 |
| Grade 11 | 130 |
| Grade 12 | 119 |
| Total Enrollment | 511 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.9 |
| Male | 51.1 |
| American Indian or Alaska Native | 1.6 |
| Asian | 2.3 |
| Black or African American | 0.0 |
| Filipino | 1.6 |
| Hispanic or Latino | 73.0 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 1.6 |
| White | 19.0 |
| English Learners | 8.2 |
| Foster Youth | 0.4 |
| Homeless | 0.0 |
| Migrant | 4.3 |
| Socioeconomically Disadvantaged | 70.1 |
| Students with Disabilities | 1.0 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.20 | 80.49 | 498.10 | 80.41 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 27.90 | 4.52 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.60 | 8.24 | 33.10 | 5.34 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.40 | 7.35 | 42.40 | 6.85 | 12115.80 | 4.41 |
| Unknown | 0.70 | 3.87 | 17.80 | 2.88 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.10 | 100.00 | 619.40 | 100.00 | 274759.10 | 100.00 |

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--------------------------------------------------------------|-------------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 1.60 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 1.60 | |

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

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

| Indicator | 2020-21 | 2021-22 |
|--------------------------------------------------------|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 1.40 | |
| Total Out-of-Field Teachers | 1.40 | |

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

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.80 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

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

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

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

Porterville Unified School District held a Public Hearing on August 25, 2022 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, which have been adopted and those most recently in use during the 2022-2023 school year.

| | |
|--------------------------------------------------------|-------------|
| Year and month in which the data were collected | August 2022 |
|--------------------------------------------------------|-------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 Glencoe/McGraw Hill Adopted 2000 McDougal Littell Adopted 2005 Houghton Mifflin Harcourt Adopted 2020 | Yes | 0.0% |
| Mathematics | CPM Educational Adopted 1999 Brooks/Cole Adopted 2001 Addison-Wesley Adopted 2003 McDougal Littell Adopted 2006 Big Ideas adopted 2016 | Yes | 0.0% |
| Science | Thomson Learning Adopted 2002 Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Accelerate Learning, STEMscopes, 2022 Houghton Mifflin, Science Dimensions, 2022 McGraw Hill, Inspire, 2022 | Yes | 0.0% |
| History-Social Science | Glencoe/1999 McGraw Hill California Impact, 2022 Prentice Hall/1999 McDougal Littell/2006 Bedford & St. Martins- Economics/Civics/2019 | Yes | 0.0% |
| Foreign Language | Holt Spanish/2008 McDougal Littell French/2007 Wayside Publishing Spanish/2020 | Yes | 0% |

| | | | |
|---------------------------------------------------|----------------------------------------------|-----|----|
| Health | Health and Wellness - Everyday Learning/1998 | Yes | 0% |
| Visual and Performing Arts | Adobe Flash Illustrator/2010 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Beyond Labz LLC. | Yes | 0% |

School Facility Conditions and Planned Improvements

Harmony Magnet Academy was originally constructed in 2008 and is currently comprised of 23 classrooms, a multipurpose room/cafeateria, 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 2022.

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.

Year and month of the most recent FIT report

October 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---------------------------------------------------------------------|-----------|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Carpet is worn and loose - trip hazard carpet stains, scuffs on wall small holes in wall minor wall stains walls could be wiped down peeling wallpaper - dirty floor - ceiling tiles stained mat holes above TV mount ceiling caps missing room cluttered with ART Supplies tape over hole on Gym Room floor SW area minor touch up paint |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | sensor hanging in book storage room dim light light bulb out, floor outlets inop unsecured wires - projector mount loose sensor |

School Facility Conditions and Planned Improvements

| | | | | |
|-------------------------------------------------------------------------------|---|--|--|--------------------------------------|
| | | | | disconnected sensor - wall light out |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 89 | N/A | 40 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 44 | N/A | 23 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 126 | 125 | 99.21 | 0.79 | 88.80 |
| Female | 62 | 61 | 98.39 | 1.61 | 90.16 |
| Male | 64 | 64 | 100.00 | 0.00 | 87.50 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 96 | 96 | 100.00 | 0.00 | 85.42 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | 26 | 25 | 96.15 | 3.85 | 100.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 96 | 96 | 100.00 | 0.00 | 85.42 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 126 | 124 | 98.41 | 1.59 | 44.35 |
| Female | 62 | 61 | 98.39 | 1.61 | 32.79 |
| Male | 64 | 63 | 98.44 | 1.56 | 55.56 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 96 | 96 | 100.00 | 0.00 | 41.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | 26 | 24 | 92.31 | 7.69 | 58.33 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 96 | 95 | 98.96 | 1.04 | 37.89 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 55.17 | NT | 17.02 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 117 | 116 | 99.15 | 0.85 | 55.17 |
| Female | 54 | 54 | 100 | 0 | 42.59 |
| Male | 63 | 62 | 98.41 | 1.59 | 66.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 84 | 83 | 98.81 | 1.19 | 46.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 22 | 22 | 100 | 0 | 68.18 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 87 | 86 | 98.85 | 1.15 | 53.49 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

Instructors and administration at Harmony Magnet Academy have directed efforts towards establishing school-to-career structures within each curricular 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

Environmental 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 Interpretation 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:

2021-22 Career Technical Education Programs

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 student 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 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.

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.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 495 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 71.2 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---------------------------------------------------------------------------|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.00 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 87.96 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| Grade 5 | NA | NA | NA | NA | NA |
| Grade 7 | NA | NA | NA | NA | NA |
| Grade 9 | 131 | 134 | 133 | 132 | 137 |

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Opportunities for parents at Harmony Magnet Academy (HMA) include onsite workshops for the following programs: Parent Institute for Quality Education (PIQE), Naviance Family Connection, AERIES information system and the HMA Parent Foundation. Naviance is tool which allows parents to monitor college and career profile of their students. AERIES provide parents full access to their student's grades and information. The HMA Parent Foundation, which supports HMA school programs by providing funding to enhance educational programs. In the past two years, we have had over 80 families graduate from the PIQE program. We also had over 200 parents attend our back to school night in August of 2021. Parents also participate in the Local Control Funding Formula/ School Site Plan for Student Achievement through School Site Council and ELAC meetings at HMA. They have submitted surveys about the value of certain programs (Supplemental and support strategies) affecting spending and program decisions. 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 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 or view the HMA website at (<https://harmony.portervilleschools.org/>). 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.

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 0 | 0 | | 7 | 10 | | 8.9 | 7.8 |
| Graduation Rate | | 100 | 100 | | 88 | 86.7 | | 84.2 | 87 |

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-----------------------------------------------|------------------------------|----------------------------|------------------------|
| All Students | 117 | 117 | 100.0 |
| Female | 54 | 54 | 100.0 |
| Male | 63 | 63 | 100.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 84 | 84 | 100.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 22 | 22 | 100.0 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 95 | 95 | 100.0 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 521 | 515 | 77 | 15.0 |
| Female | 257 | 253 | 47 | 18.6 |
| Male | 264 | 262 | 30 | 11.5 |
| American Indian or Alaska Native | 8 | 8 | 4 | 50.0 |
| Asian | 13 | 12 | 1 | 8.3 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 8 | 8 | 0 | 0.0 |
| Hispanic or Latino | 377 | 374 | 57 | 15.2 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 8 | 8 | 0 | 0.0 |
| White | 102 | 100 | 15 | 15.0 |
| English Learners | 49 | 49 | 10 | 20.4 |
| Foster Youth | 4 | 4 | 2 | 50.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 364 | 361 | 61 | 16.9 |
| Students Receiving Migrant Education Services | 22 | 22 | 1 | 4.5 |
| Students with Disabilities | 7 | 6 | 2 | 33.3 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2.29 | 3.95 | 2.45 |
| Expulsions | 0.00 | 0.25 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 1.34 | 0.19 | 2.05 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.19 | 0.01 | 0.09 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 1.34 | 0.19 |
| Female | 0.78 | 0.00 |
| Male | 1.89 | 0.38 |
| 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 | 1.86 | 0.27 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.65 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice.

The School Site Safety Plan was most recently revised Fall 2022 and due on Jan 31, 2023 . 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 for students also extended into different "Distance Learning Protocols" including but not limited to Wellness checks, Home visits, mental health help lines, and providing PPE, enforcing health and safety protocols in order to bring back students to campus in 2022-23.

2019-20 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 8 | 12 | 1 |
| Mathematics | 21 | 12 | 12 | |
| Science | 25 | 8 | 11 | |
| Social Science | 29 | 1 | 7 | 4 |

2020-21 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 10 | 14 | 1 |
| Mathematics | 23 | 10 | 12 | |
| Science | 23 | 8 | 11 | 2 |
| Social Science | 23 | 5 | 7 | 3 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 16 | 20 | 10 | 2 |
| Mathematics | 17 | 20 | 11 | |
| Science | 22 | 8 | 14 | |
| Social Science | 19 | 8 | 5 | 3 |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 511 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.3 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 0.3 |
| Resource Specialist (non-teaching) | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|------------------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,714.45 | \$910.84 | \$8,803.61 | \$89,861.58 |
| District | N/A | N/A | \$3,120.68 | \$87,181 |
| Percent Difference - School Site and District | N/A | N/A | 95.3% | 3.0% |
| State | N/A | N/A | \$6,594 | \$88,358 |
| Percent Difference - School Site and State | N/A | N/A | 28.7 | -12.7 |

2021-22 Types of Services Funded

Harmony Magnet Academy receives Charter School funding which provides for our academy structure. Title I (Federal) and LCAP (State) funding is also received and part of the school site plan(LCAP) providing opportunities for student success and interventions for disadvantaged students. The Harmony Magnet Academy Parent Foundation provides additional support through additional academic, college and career counselor support. Extended Learning Opportunity Grant (State)- paraprofessionals and extended learning opportunities for students. CTEIG (State)- Career Technical Education Grant for Engineering and Performing Arts Pathways.

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$57,115 | \$54,370 |
| Mid-Range Teacher Salary | \$86,268 | \$82,681 |
| Highest Teacher Salary | \$111,404 | \$106,610 |
| Average Principal Salary (Elementary) | \$168,369 | \$135,283 |
| Average Principal Salary (Middle) | \$176,026 | \$141,244 |
| Average Principal Salary (High) | \$186,502 | \$152,955 |
| Superintendent Salary | \$256,208 | \$264,367 |
| Percent of Budget for Teacher Salaries | 27% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 16.7 |
|-----------------------------------|------|

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 | 3 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 3 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 9 |

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.

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, weekly PLC and Professional development occur through HMA, PUSD and TCOE.

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 participate in a county Teacher Induction Program (TIP) with a mentor at the county office and with a staff member on campus. All teachers have access to many professional development opportunities through various resources including the County Office of Education and instructional coaches mainly in English and math.

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.

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

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