

Harmony Magnet Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	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/
Grade Span	9-12
County-District-School (CDS) Code	54-75523-0116590

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Parents/Guardians and Students,

It is my pleasure to welcome you to the 2025-2026 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 2024-25, HMA students shined: The National Academy Foundation once again recognized both performing arts and engineering as "Distinguished Academies." HMA was also recognized by the State of California as a "Distinguish" School. Students also excelled at the Regional MESA competition and HMA received superior ratings for string orchestra, band, choir and symphony.

2025-26 School Description and Mission Statement

The Academic Decathlon Team won the Tulare County crown and advanced to the state competition. HMA has continued to provide students with opportunities maintaining our National Blue-Ribbon distinction by being named a national Project Lead the Way distinguished school again in 2025 and 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 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.

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 14-year graduation summary; 44% of students attended a 4-year college or university; 48% 2-year college; all others chose the military, technical school or employment. The graduating class of 2025 received nearly 1,000,000,000 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 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 of high school procedures and college transition. The PIQE program will begin on Wednesday September 17, 2025.

Best Regards,

Jeff Brown

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 2025-26, the enrollment hovers at 500.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	133
Grade 10	135
Grade 11	126
Grade 12	115
Total Enrollment	509

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	54.8
Male	45.2
American Indian or Alaska Native	0.6
Asian	2
Black or African American	0.2
Filipino	2.4
Hispanic or Latino	73.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.8
White	19.1
English Learners	7.9
Foster Youth	0.2
Homeless	0.2
Migrant	5.7
Socioeconomically Disadvantaged	73.5
Students with Disabilities	1.4

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.

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)	19.2	90	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	2.29	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	2.2	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	1.1	5.52	28.7	4.38	15831.9	5.67
Total Teaching Positions	21.3	100	655.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.2	85.83	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	9.01	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	4.6	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.47	17.1	2.73	14303.8	5.15
Total Teaching Positions	21.3	100	625.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.9	89.43	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	0	0	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	6.89	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.78	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.85	18.9	3.03	13705.8	4.91
Total Teaching Positions	21.2	100	624.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.40	1.9	1.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	1.9	1.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.40	0.9	0.5
Total Out-of-Field Teachers	0.40	0.9	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	14.9	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Porterville Unified School District held a Public Hearing on August 28, 2025 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 Glencoe/McGraw Hill Adopted 2000 McDougal Littell Adopted 2005 Houghton Mifflin Harcourt Adopted 2020	0.0%
Mathematics	CPM Educational Adopted 1999 Brooks/Cole Adopted 2001 Addison-Wesley Adopted 2003 McDougal Littell Adopted 2006 Big Ideas adopted 2016	0.0%

Science	Thomson Learning Adopted 2002 Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022	0.0%
History-Social Science	Glencoe/1999 Prentice Hall/1999 McDougal Littell/2006 Bedford & St. Martins- Economics/Civics/2019 McGraw Hill California Impact, 2022	0.0%
Foreign Language	Holt Spanish/2008 McDougal Littell French/2007 Wayside Publishing Spanish/2020	0%
Health	Health and Wellness - Everyday Learning/1998	0%
Visual and Performing Arts	Adobe Flash Illustrator/2010	0%
Science Laboratory Equipment (grades 9-12)	Beyond Labz LLC.	0%

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

School Facility Conditions and Planned Improvements

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

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

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		• Carpet damage: Rm 301, 204, 207, 209, 217, 218 • Wall damage: Rm 301, 101, 201, 202, 204, 205, 206, 207, 208, 209, 210, 211, 215, 217, 220, 302 • Ceiling damage: Rm 301, 209, 304 • Floor damage: MPR • Tackboard damage: Rm 201 • Door damage: Rm 205, 206, 212, 214, 216 • Escutcheon ring damage: Rm 304, MPR Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing work is scheduled promptly to restore classroom and office spaces to safe and functional condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Outlet damage: Rm 217 Exposed wires: Rm 211, 217 Light sensor damage: Library Light cover damage: Rm 218 Data cover damage: Rm 218 Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			• Ceiling damage: Boys RR 200 Corrective action is taken to restore full functionality of restrooms, sinks and fountains. Repairs will include replacement of parts as needed to maintain accessibility and sanitation, as well as repair to structural or other needed items within the room.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	89	90	41	42	47	48
Mathematics (grades 3-8 and 11)	50	52	27	28	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	123	99.19	0.81	90.24
Female	72	71	98.61	1.39	91.55
Male	52	52	100.00	0.00	88.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	96	95	98.96	1.04	87.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	100.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	85.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	122	98.39	1.61	51.64
Female	72	71	98.61	1.39	45.07
Male	52	51	98.08	1.92	60.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	44.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	70.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	69	97.18	2.82	40.58
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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50.43	55.74	19.3	21.78	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	235	99.16	0.84	55.74
Female	127	126	99.21	0.79	51.59
Male	110	109	99.09	0.91	60.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	176	175	99.43	0.57	50.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	58.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	126	99.21	0.79	50.00
Students Receiving Migrant Education Services	11	11	100.00	0.00	45.45
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs
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

2024-25 Career Technical Education Programs

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:

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.

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,

2024-25 Career Technical Education Programs

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/CCGI. 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. For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	503
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	91.96

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100%	100%	100%	100%	100%

2025-26 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/CCGI 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 2025. 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.

2025-26 Opportunities for Parental Involvement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.7	0	0.9	12.6	10.5	7.8	8.2	8.9	8
Graduation Rate	98.3	100	99.1	85.5	88.9	91.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	113	112	99.1
Female	55	55	100.0
Male	58	57	98.3
Non-Binary	0	0	0.00
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	80	79	98.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	22	22	100.0
English Learners	14	14	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	87	87	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	511	51	10.0
Female	286	281	28	10.0
Male	235	230	23	10.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	383	375	41	10.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	99	97	8	8.2
English Learners	44	42	4	9.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	384	379	38	10.0
Students Receiving Migrant Education Services	33	32	1	3.1
Students with Disabilities	--	--	--	--

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.96	0.77	0	2.26	2.01	2.41	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.16	0.28	0.33	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The safety of students and staff is a primary concern of 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 on November 20 2025. 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 extends into different protocols including but not limited to Wellness checks, Home visits and mental health access.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	18	14	0
Mathematics	23	9	13	0
Science	19	13	8	1
Social Science	13	22	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	20	11	
Mathematics	21	13	10	
Science	16	15	13	
Social Science	17	9	9	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	40	4	
Mathematics	16	23	8	
Science	12	35	3	
Social Science	12	22	3	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	256

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,541	\$435	\$12,106	\$121,187
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	40.7	12.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	8.3	15.5

Fiscal Year 2024-25 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 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 and a variety of state grant funding such as: Learning Loss Mitigation Grant, A-G Access / Success Grant, Educator Effectiveness Grant, Arts, Music and Instructional Materials and the Golden State Grant.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,408	\$62,783
Mid-Range Teacher Salary	\$101,816	\$97,783
Highest Teacher Salary	\$131,482	\$128,020
Average Principal Salary (Elementary)	\$206,509	\$160,224
Average Principal Salary (Middle)	\$210,148	\$166,992
Average Principal Salary (High)	\$225,139	\$180,971
Superintendent Salary	\$331,044	\$313,465
Percent of Budget for Teacher Salaries	24%	30.05%
Percent of Budget for Administrative Salaries	3.89%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

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.

Professional Development

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. Porterville Unified School District is involved in an extensive professional development program utilizing every Wednesday with core and CTE teachers. heir work focus on two differnt areas: cross curricular core projects and student benchmark outcome data. 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 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 through TCOE and meet regularly with a mentor teacher. All teachers have access to many professional development opportunities through various resources including the County Office of Education and PUSD instructional coaches in all subject areas. New Teachers also meet during preservice with PUSD administration and coaches and meet quarterly focusing on primary teaching essentials (Teacher Comp).

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3