

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I    [X] Charter    [X] Magnet    [ ] Choice

Name of Principal Mr. Jeffrey Lynn Brown

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harmony Magnet Academy

(As it should appear in the official records)

School Mailing Address 600 W. Grand Avenue

(If address is P.O. Box, also include street address.)

City Porterville                      State CA                      Zip Code+4 (9 digits total) 93257-8964

County Ca

Telephone (559) 568-0347

Fax (559) 568-1929

Web site/URL

http://www.harmony.portervilleschools.org/

E-mail jeffbrown@portervilleschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr Ken Gibbs Ed.D

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail kgibbs@portervilleschools.org

District Name Porterville Unified School District                      Tel. (559) 793-2400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs Lillian Durbin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 7 High schools
  - 10 K-12 schools
- 30 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	81	80	161
10	75	58	133
11	69	74	143
12 or higher	53	63	116
<b>Total Students</b>	278	275	553

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 3 % Asian
  - 1 % Black or African American
  - 62 % Hispanic or Latino
  - 3 % Native Hawaiian or Other Pacific Islander
  - 29 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2015	553
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 1 %  
15 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

172 (33%) HMA students have been reclassified

7. Students eligible for free/reduced-priced meals: 61 %  
Total number students who qualify: 337

8. Students receiving special education services: 1 %  
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 1 Multiple Disabilities
- 2 Orthopedic Impairment
- 2 Other Health Impaired
- 1 Specific Learning Disability
- 1 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	24
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	100%	100%	99%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	92
Enrolled in a 4-year college or university	36%
Enrolled in a community college	61%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes \_ No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The principal goal of Harmony Magnet Academy is to provide parents and students equity and access to an educational system producing college and career readiness.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

The Harmony Magnet Academy (HMA) recruitment calendar begins in November. Perspective 8th grade students attend a pathway showcase at the Galaxy theater. They view engineering / performing arts recruitment videos, which shows different aspects of the programs. Engineering and performing arts student ambassadors then deliver a brief presentation focusing on the program of study including other aspects, curricular and co-curricular. The application will then become available at the end of that process. Students go to the Porterville Unified Schools Pathways website and upload the application. When students apply, they are automatically assured acceptance into Harmony, unless a random lottery is required when applications exceed availability. If a lottery is necessary, and some students are moved to a wait list, often times, they will eventually be admitted as students make decisions to attend or not. In no way are students selected into Harmony on the basis of their academic performance record, race or disability. Because of the equity and access admission policy at Harmony intervention may be necessary to ensure equal opportunity for all students to succeed. The plan includes: after school tutoring, pathway team student meetings, scheduled teacher office hours, student study teams, IEP's and Saturday support tutorials. In December, parents and students who are interested in Harmony are invited to visit the campus two successive Fridays: eighth grade students are provided transportation to tour the campus. In early January, applications close and parents and students are notified to attend the enrollment center located at the Porterville Unified Schools Pathways office. In March, after students are enrolled; they attend a parent / student orientation and course scheduling night at Harmony.

## **PART III – SUMMARY**

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Harmony Magnet Academy (HMA) is a Charter School part of the Porterville Unified School District (PUSD) located in Strathmore, California. Strathmore is approximately 4 miles North of Porterville, a small farming community township. The City of Porterville is an incorporated city of over 60,000 in the southern section of the San Joaquin Valley of California. The most visible economic base for the community is agriculture, but there is also light industry with production of electronic instruments, precision machining, food products, and forest products. Service industries, correctional facilities, health care and educational facilities provide additional employment opportunities. The community has a history of strong support of youth activities, music and art programs, and education from pre-school through community college.

The principle goal of the Harmony Magnet Academy’s educational program is to provide students and parents equity and access to expanded choices beyond traditional high school. HMA learning results are derived from the Porterville Unified School District graduate profile focusing on Science Technology Engineering Mathematics (STEM) and 21st century employment skills. HMA offers a comprehensive learning experience that focuses on college and career readiness. Counselors and the pathway teams work diligently to ensure that HMA maintains fidelity to the Linked Learning model which includes: integrating rigorous academic core and technical core subjects producing “hands on” projects. There is also a work based learning component providing opportunities for mentorships through advisory board, committee partnerships and networking experiences. Students also work with business partners and postgraduate professionals. In the senior year, students will have an opportunity to experience internships. Students also have multiple opportunities to demonstrate gained knowledge and skills through exhibitions and projects. The HMA advisory boards, which includes college representatives, has influenced curriculum, implementation of a work-based learning program, and provided industry standards for project design and development. HMA students not only benefit from a rigorous college ready curriculum, but also must complete a comprehensive work-based learning career centered program. Students can earn Computer Aided Design and Drafting (CADD) and Adobe certifications through Certiport, which mirrors industry standards being taught in Career Technical Education (CTE) classrooms.

Harmony consists of 61% socio-economically disadvantaged students. Many of our English language learners have been or are in the process of being reclassified as English proficient, which is a major reason why our student’s score higher on the state California English Language Development Test (CELDT) used to measure English proficiency. In many cases, research has found that students have a tendency to attain a certain level of proficiency but struggle to reach reclassification. HMA students tend to progress towards reclassification very quickly. Students with disabilities are main-streamed at HMA, but can be scheduled into a support class if necessary. HMA also embraces students with disabilities that do not require an official Individualized Education Plan (IEP). As an example, students with Autism or Attention Deficit Hyperactivity Disorder (ADHD) participate in scheduled student study team meetings to address issues and implement potential strategies most effective contributing to student success. At HMA 64% of the student population is Hispanic, which is representative of our school district. This is significant because research tells us that Hispanic males have a much lower college entrance rate than Hispanic females. As a whole, our program continues to support Hispanic males at a much higher level than that of the national average. Out of a total of 527 graduating students in a five-year summary, overall 517 out of 527 students choose to attend a two or four-year college, military or technical school post-secondary opportunities. A longitudinal study over a six-year period shows the percentage of D’s and F’s decreased 20%, another positive outcome for continuous improvement. We tribute the decrease to a Saturday support program, after school tutoring, and faculty office hours. The pathway teams also meet with all high risk students to discuss their student performance level and place each student on a contract to participate in the intervention program.

Harmony Magnet Academy students are expected to complete a course of study, which requires completion of an additional 20 credits beyond that required by PUSD. The modified block schedule enables students to meet higher graduation requirements and participate in project-based learning activities. HMA graduation requirements are aligned with the University of California / California State University UC/CSU “a-g” entrance requirements. Harmony posted a region high STAR/API report of 882 in 2012 and 875 in 2013 and more recently 2015 and 2016 scored in the top 10% of similar high schools for the California Assessment of

Student Performance and Progress (CAASPP). Harmony was also named a Gold Ribbon School by the California Department of Education. The National Academy Foundation has also recognized HMA as being a “Distinguished” academy and the most outstanding “Public / Private Partnership” within the NAF network. HMA has also earned academy certifications through the Linked Learning alliance and Project Lead the Way. Recently HMA received The 2017 Excellence in Action Award in the STEM Career Cluster and will be honored at the Advance CTE meeting held in Washington D.C. May 2-4 2017.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The culture at Harmony Magnet Academy is collaborative and college going. The safe environment at Harmony provides students an opportunity to have healthy collaboration in the classroom and socialization on the campus. Students and faculty have a respectful relationship built on trust and cooperation in the classroom and the community. Core Curriculum at Harmony Magnet Academy is developed through subject area Collaboration. The teacher groups design units of study and assessments revolving around the California State Content Standards and Frameworks. Core curriculum at Harmony is “a-g” approved for UC and CSU admission. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research. The construction and implementation of the curriculum is an ongoing process. With the advent of Common Core, each area of the core curriculum ELA, math, science and social studies, the faculty participates in curriculum building and instructional professional development in the following areas: instructional strategies, student engagement, cooperative learning, instructional rounds, work based learning and instructional technology Benchmarks and other common formative assessments. Harmony has provided each ELA, math and science student with computer to enhance the delivery of curriculum units aligned to California state standards. Social studies teachers have also implemented document based questions. HMA also offers Advanced Placement courses in the following areas: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A , English Language and Composition, English Literature and Composition, French Language and Culture, Physics 1, Statistics, and United States History.

The overall leadership goal at Harmony is to maintain fidelity to the National Academy Foundation (NAF) structure and (Connect ED) Linked Learning approach. The four elements of “Linked Learning” which shape HMA’s approach include: A college-prep academic core emphasizing real world applications; A technical core of four or more courses meeting industry standards, providing certification; A systemic integrated approach to work-based learning; Student supports—academic, social-emotional, college and career guidance, and transportation. This has significantly improved opportunities for students. In fact, because of the success of Harmony, Porterville Unified School District this year started the twelfth open choice pathway structured within the other four comprehensive high schools in the district: HMA was the first open choice pathway. Linked Learning curriculum is at the heart of the new California state standards. Connect Ed, National Academy Foundation and Project Lead the Way all support the development of curriculum at Harmony Magnet Academy, emphasizing small learning communities with hands on integrated projects and authentic assessment. Teachers at Harmony have the capacity to challenge students beyond expectations through real-life applications. The resources available to teachers provide them an opportunity to grow professionally as they experience instructional shifts driven by common core standards. Strong Project Lead the Way (PLTW) and NAF curriculum combined with common planning time forms a team of learners who want to become great teachers. The integration of the technical core (CTE) and rigorous academic core is the basis for applied learning in the Linked Learning model. Common core is the “What”....Linked Learning is the “How.”

The work based learning continuum is implemented through the core curriculum. English teachers assist in resume design, personal statements, and mock interviewing in conjunction with a business partners or advisory board members. Ninth grade students participate in college and career awareness. Tenth grade students participate in the Porterville Unified School District (PUSD) mentor conference, where business partners and advisory board members come together in a conference format to instruct students in 21st Century employment skills. Students also produce a resume for the conference. As juniors, students produce a personal statement and narrow college options. They also participate in student interviews and apply for internships throughout the year. The majority of juniors participate in an internship during the summer prior to their senior year. It is a collaborative effort between Career Technical Education (CTE) teachers; work based learning coordinators, counselors, and our community partners to provide student internships. The goal for internships is that 100% of students participate. Recently, HMA has acquired the college and career software Naviance, which allows us to conduct surveys, student activities and career and

college related tasks more effectively. These are structured around career awareness, exploration, preparation and experience.

## **2. Other Curriculum Areas:**

The PUSD Governing Board adopted eight student outcomes, which are the expected learning results for Harmony. They include skills in critical thinking, communication, creativity, adaptability, technical skills, effective leadership and ability to navigate a global world. These are not only expectations for core academic subject areas but other curricular areas as well. In order to meet these student outcomes, HMA priorities include “a-g” approved curriculum; engagement strategies, which require students to work collaboratively; instructional strategies, which require students to cite and write from texts and engage in academic discourse; establish NAF academy structure and implement The Linked Learning approach. The other curricular areas, with the exception of physical education, participate in integrated projects. In physical education, 9th grade curriculum weighs heavily on meeting the state standards for physical fitness, which includes endurance and physicality. Students learn to compete with other students and themselves to meet the desired outcomes. In the 10th grade year, the emphasis is on team sports where students learn to work with other students in a group setting, working toward a desired goal. Team building also includes teaching leadership skills and defining roles on how best to compete at the highest level. Health and Nutrition curriculum are embedded into the physical education curriculum

Visual and performing arts are an essential part of our performing arts pathway. In the 11th grade year, students have a choice of theater; theater tech; strings, including orchestra symphony, which will be performing in June of 2017 at Carnegie Hall; motion graphics and video; keyboarding; advanced dance; voice; band and choir. The 9th grade year students are required to take graphic arts / stage craft. In the 10th grade year students take dance, which also meets the 10th grade physical education requirement. Student run projects are designated 9-10 and 11-12 grade levels. In performing arts, teachers design integrated projects 4 times a year at the 9-10 and 11-12 grade levels. Students in each visual performing arts class will participate in the production of the program. Those same students will also participate core academic subject lessons designed to support the project. An example is our fall integrated project for grades 9-10: Harvest festival and the Tales of Horror. In late October, this project starts on campus with a student led carnival open to the community, where students dress up for Halloween: there is food, and entertainment booths. At the conclusion of the carnival, everyone enters the multi-purpose room where students perform one act plays, which are designed and developed in their English classes. Graphic arts students design and develop advertising flyers for the program. Math teachers instruct their students to plot dance positions on a graph and ask them to write the mathematical equations for those points and then predict next movements, and express those equations as well. Since the project theme is Halloween, social science students learn about the origins and aspects of how Halloween began and examine its' significance. Students will also depict on poster board an event in history that was related to the “Day of the Dead.” in addition to the integrated projects, there are seven other academy performances a year. There is also multiple 12th grade student culminating projects.

In the engineering pathway, 9th grade students take Introduction to engineering (IED) and digital electronics in the 10th grade. The 9th and 10th grade students are scheduled as a cohort in support of integrated projects. There is a total of four integrated projects a year, one per grade level. An example would be a 9th grade project "Ship Shape." IED constructs a 3-D computer model of a ship. The science class studies buoyancy; English reads and discusses "Life of Pi" and Math calculates volume. In grades 11-12 students can take PLTW courses emphasizing architecture, aerospace, robotics, environmental sustainability or computer manufacturing, as part of their course of study. The foreign language department also takes part of the grade level integrated projects. Each class performs a one act play or skit demonstrating language acquisition and cultural understanding. Currently HMA offers Spanish and French from 9th through the 12th grades including AP. HMA is nearly 1 to 1 in computer technology. This provides teachers an opportunity to design lessons and projects incorporating instructional technology in grades 9-12. Students learn the use of technology through application, a “hands-on” approach. Teachers attend a two week training for each class through PLTW to have access to the curriculum and learn the technology and the software much like their students. Examples of the instructional technology utilized at Harmony include: Pearson internet based math curriculum with chapter outlines, student helps, performance tasks, quizzes and

formative assessments, which provide the instructor with immediate feedback for instructional purposes; Desmos, a math graphing tool is also used by students; our English department operates a Google classroom; science utilizes software designed to process data and measure the results of experiments once uploaded into the scientific program; Spanish uses student responders to better assess student understanding. The engineering faculty use industry standard computer aided design and drafting (CADD) software to write code, design and develop projects. Examples of this include engineering students who learn 3-D computer aided design and structural architectural design, which are applied and demonstrated through integrated projects. Students also operate 3-D printers to manufacture parts and a laser engraver to etche plastic, glass, or wood. Students learn by doing.

### **3. Instructional Methods, Interventions, and Assessments:**

At Harmony, academic and technical curriculum are equally important. Sustainability of the Harmony system relies on three major elements, which include: 1. Fidelity to the NAF Academy Structure and Linked Learning approach. 2. Support of pathway professional learning communities (PLC's) affecting student achievement. 3. Distributive leadership: teachers become teacher leaders spearheading successful implementation of pathway programs and student supports. Teachers promote cooperative, student centered classrooms at Harmony. There are a variety of instructional strategies, which support communication skills. This promotes a "Hands On" "Problem Based" approach to instruction. The "Brain Friendly" teacher focuses on creating a safe and interactive classroom. The collaborative strategies utilized in the classroom give every student an opportunity to participate. The pedagogy allows teachers to reach a higher depth of knowledge within a lesson, which ultimately affects student academic performance through critical thought. At Harmony, our goal is for our students to understand the HOW and the WHY, relevance is a high priority.

To illustrate HMA's instructional methods, I will describe a student's daily educational experience within an educational system where integration of the technical and academic core curriculum produces real world application. We will call our student Tom. Tom arrives at school and first hears the daily bulletin, information and news from scholarships to tutoring. Tom's first period social studies class begins with group discussion about how the second world war began. Students first read from the text and do a quick write noting the circumstances of that time period. Tom discusses with his elbow partner what could have been the outcome exploring alternative solutions to war. Student groups then report out what was discussed and complete a time line of events. Tom and his partner, role playing diplomats, form an argument detailing when, why and how war could or could not have been avoided. Student teams then engage in a Socratic seminar finalized by a presentation. Tom's math teacher has students arranged in groups of four. He gives each group a problem representative of the homework (parabolas). In Tom's group each student has a specific job chosen randomly as they work through the problem together. After discussion, Tom will report out to the class. Next the math teacher engages in direct instruction. Tom then logs into his computer and accesses the Pearson math excel program. The guided practice task is made a little easier because there are "helps" Tom can follow. The teacher then gives a quick 3-4 question quiz. The results are digitally recorded (instant feedback). The teacher then reteaches concepts to the students based on the data results. Next the teacher has the students on the white boards working together correcting problems. After the group's report out, the teacher assigns a performance task and students work on independently. Tom can also complete the task at home, since it is internet based curriculum. This will help Tom prepare for the standards benchmark test. In Tom's engineering class the task is to design a 3-D image of a rocket, which he will ultimately build and fly at school. Altitude calculations will be done based on trajectory and time of descent. The design must meet specifications. Tom is also assigned a work based learning (Naviance) task in this class. In Tom's science class, he is researching multiple sources on studies concerning air and space. They will be having discussions leading to a guided practice and ultimately a lab on air and space vacuums. In Tom's English class students are reading the book Rocket Boys. The students access the writing lesson in a Google classroom. Students share what they have written with other students via Google pages. Students collaborate on a larger presentation using the quick writes they have accumulated in their Google classroom entries. The task is to participate in academic dialog and argue either for or against the development of rockets, either in war time or space travel. Tom's teacher provided a rubric for the class. Tom's French class is using a 1941 map of Europe with names of towns and countries. Tom must translate into French. He must also research the political structure of France, at that time, to become more culturally aware. Tom feels that he needs help with his math homework so he meets with the teacher during faculty office hours and attends

after school tutoring. Tom will even go to Saturday school support on his own accord. Tom realizes that if his grades slip he will be considered "At Risk" and called into meet with his pathway teachers.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

When students enroll at HMA, part of the orientation includes discussions about the promise that students will be college and career ready in four years. It also includes conversations about what the expectations are for the students. The culture at HMA is collaborative. Students and faculty have a respectful relationship significant in producing a positive classroom and community. The faculty maintains high morale because of the culture and interaction within the small HMA learning community. This promotes a sense of well-being contributing to a high level of creativity. The faculty also feels supported because of the level of resources they receive, which significantly impacts their students' achievement results. Though the expectations are high, students know that they can expect to be supported and given every opportunity to be successful. Students do not fear being themselves. There is a friendly competition among HMA students, however they are safe to make mistakes, which gives them freedom to express themselves.

Many students who attend HMA are unique. They are students who are high functioning with disabilities. In my experience, these students could possibly be subject to bullying outside the educational environment HMA provides. One example, which occurred this fall semester involved an orchestra student who auditioned for the county honor orchestra. He has a speech disability and autism; regardless of this, he had the confidence to audition and was selected for the honor orchestra. Harmony offers students an opportunity to belong to 13 different clubs and organizations supported by faculty advisers. Link crew members, upper-class students, also provide support for 9th grade students as they transition from middle school. Students at HMA continue to be good examples to the community by volunteering for projects and helping others. One such project involved our LEOS club comprised of 30 to 35 members supported the Porterville Breakfast Lions. The students helped sell tickets and worked at the biannual drive thru dinner to raise funds for sight conservation. Individuals in our community, who cannot afford exams or eye glasses, apply for funds to pay for those services. This program served over 50 clients last year expending over \$4,000.00 raised through the drive thru dinner. Other examples of clubs volunteering in the community include: walk against domestic violence, Cancer walk, Toys for Tots, March for Dimes and the Can Food Drive to name a few.

Another key element, which has greatly contributed to the cultural success at HMA is the interactions between students, teachers and business partners. The work based learning program provides opportunities for mentoring. An example of this is the feedback we have received in a survey from our graduating students. The single most significant activity they participated in is the student interview process and the feedback provided by the business partners. Students also participate in other tasks such as: building resumes, applications, personal statements, field trips job shadowing, dress for success days and soft skills in communication.

### 2. Engaging Families and Community:

Opportunities for parents at HMA include: Parent institute for Quality Education (PIQE), Naviance Family Connection, AERIES information system and the HMA Parent Foundation. Naviance allows parents to monitor college and career profile of their students. AERIES provides parents full access to their student's grades and information. The HMA Parent Foundation, which supports HMA school programs provided funding to support both the PIQE and Naviance programs. In the past two years, we have had over 80 families graduate from the PIQE program. We also had over 300 parents attend our back to school night in August of 2016. Parents also participate in the Local Control Funding Formula meetings at HMA. They have submitted surveys about the value of certain programs effecting spending decisions.

HMA is fortunate to have a district pathways office very supportive of opportunities for students. The broad-based coalition made up of advisory board chairs supports pathways. This work also involves the City of Porterville, the Chamber of Commerce, The Tulare County Work Force Investment Board, advisory and business partners. One example of the broad-based support is the P-8 board, which is comprised of all 12 academy advisory board leads, Chamber of Commerce CEO, City Manager and other city and county

representatives. The main function of the board is to promote pathways and have a direct influence on the governing board of trustees.

HMA enjoys a special relationship with Cal Poly San Luis Engineering Department. HMA students visit Cal Poly at least four times a year. Our students also visit other colleges through our California State Federation tour program. We have had opportunities to tour the Jet Propulsion Lab in Pasadena Ca. We have collaborated with Cal Tech students and one of our students was offered a Cal Tech summer internship. Our students have also collaborated with a UC Davis professor currently working on genetic research dedicated to controlling the negative effects of certain pest directly related to agriculture. This opportunity presented itself because a parent, who is on the HMA Parent Foundation, is also a member of the California State Citrus Board. The board is working with UC Davis on the pest eradication program. CSU and UC College representatives visit as part of their outreach efforts however, HMA will also attract college representatives one-on-one. Most recently, UC Davis visited campus and shared information with our engineering and science teachers and students. Every year we also send students to a college fair held in Visalia Ca.

### **3. Professional Development:**

Professional development, at its core, should aim to improve teacher instructional pedagogy and provide teachers the tools and resources necessary to achieve the instructional shifts necessary to improve rigor in a student driven classroom. The number one priority for leadership to accomplish these goals, at Harmony, is maintaining fidelity to our educational model. The HMA model hinges on the NAF academy structure and ConnectED Linked Learning approach, which are the basis of sustainable success. The focus has been to create performance tasks in each core subject area designed to support the over project for both performing arts and engineering. The performance task is integral to relevance and application in the lesson. One example of this is the HMA academy of performing arts received professional development, which emphasized the development performance tasks across curricular lines for all performing arts culminating projects. Second, they were able to produce curriculum maps and guides, which outlined pathway outcomes. By completing this task, it gave faculty an opportunity to develop common assessment instruments designed to increase the level of rigor in each subject area as part of the larger integrated culminating project. In 2016 and again in 2017, the Academy of Performing Arts is a NAF “Distinguished Academy” as a result of this work.

HMA also participates in professional development designed to enhance both academy team collaboration and leadership coaching [for principals and leads] through Connect ED. The emphasis of the principal /pathway leads cohort has been to: 1. observe classroom instructional practices: 2. review major educational research: 3. develop plans to support teachers and reform traditional teacher centered classrooms: 4. organize and coach academy teacher leaders in developing academy PLC’s and developing a common tool for observations, which is now being used district wide.

In addition, PUSD has contracted with West Ed to work with HMA instructional coaches to develop a plan-observe-debrief (PODS) approach to lesson design. This creates a collaborative environment where teachers and coaches can share instructional best practices with their peers. The coach model has expanded at HMA where teachers can pursue an instructional coach certification through Connect ED. Teacher coaches assist pathway teams with academy development. Recently, HMA invited other pathway teams to our campus to work on curriculum guides. HMA teacher coaches facilitated the professional development. Additionally, academy pathway teacher coaches work with teachers in the development of performance tasks, lesson design, integration, intervention and instructional technology. Other Porterville Unified School District (PUSD) main focuses of professional development for teachers has centered on improving student’s ability write from multiple sources and engage in academic discourse and facilitate cooperative learning.

### **4. School Leadership:**

The leadership structure at Harmony consists of the principal who is directly responsible for budgets, staffing, evaluations, curriculum and instruction, academy structure, school accountability report card,

public relations, advisory boards, HMA Parent Foundation and due process appeals. The assistant principal assists with discipline, attendance, registration and supports the guidance staff with SST and IEP meetings and organizes Saturday student support program. The Associated Student Body calendar also is approved through that office with principal approval. Guidance staff's priorities include: master scheduling, college outreach, student's educational plans, and programs designed to enhance college application, scholarship opportunities, career work based continuum including internships. The registrar and attendance secretary's work with students to ensure that student records are correct and follow up with parents to ensure students meet important deadlines. This also includes completing state and federal mandated school reports. The principal secretary is responsible for day to day correspondence at the school and assisting the principal in aligning budget request with budget resources aligned with the school plan for student achievement. Additional responsibilities include managing school operation with district mandates in matters of compliance and working with the staff to ensure that there is complete and total coverage of every classroom daily. The philosophy of this structure is to remove obstacles from the faculty meeting our main goal - serve our students.

The distributive leadership model includes two academy lead teachers who are responsible for organizing and facilitating required pathway meetings for program collaboration and student intervention. Academy leads and teachers initiate student intervention by meeting with "At-Risk" students and assigning them either teacher, peer tutoring and / or Saturday Support. Faculty are also given responsibilities related to recruiting, curriculum, technology training, and as club advisers. The staff at HMA are engaged at a very high level in support of student success. There are two advisory boards made up of industry partners, each representing a HMA pathway. The principal is solely responsible for supporting these groups, which hold the office of the principal accountable in maintaining the industry standards, work based learning and classroom support for teachers and facility improvement. The HMA guidance staff is also responsible in implementing the work based continuum, which requires participation of the board members. Examples include guest speaking, providing internships, job shadowing, student interviews, etc.

The HMA parents also hold the principal accountable through the Harmony Magnet Academy Parent Foundation Board. The parent organization is responsible to bring matters concerning student achievement to the attention of the school administration. An example of their impact includes initiating the purchase and use of the college and career Naviance program and receiving a grant through the Fresno Educational Foundation to fund the Parent Institute for a Quality Education at HMA.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Harmony Magnet Academy's strategies for academic success is built on a proven system producing students who are college and career ready. The student achievement data reflects a positive outcome in curriculum and instruction, culture, academy structure (NAF) and method of lesson delivery. HMA offers students a college preparatory curriculum through a career lens. HMA provides students a rigorous set of core course offerings featuring projects through integration of academic and technical core. This gives students an opportunity to meet a-g requirements while acquiring career related skills meeting career readiness standards. When students are able to participate in a hands on environment of rigor, relevance and application they become more engaged increasing achievement. Students at Harmony are supported by faculty, administration and their peers within a collaborative culture. Harmony Magnet Academy students are expected to complete a course of study in both engineering and performing arts. The modified block schedule enables students to participate in investigative studies through project-based learning activities. Harmony's Strategic plan to incorporate academy structure with integrated curriculum while providing a work based learning continuum has produced students who are future ready.

HMA Alumni Quotes "Harmony Magnet Academy provided me with an opportunity to succeed in ways not possible at other high schools. The incredible faculty and available technology at Harmony gave me such a strong foundation in many areas that I had no doubt I would succeed in any endeavor after graduation."

"My experience as a student at HMA truly prepared me for college, professional life, and beyond. It is without a doubt that I owe any success I have had since graduation to the staff, administration, and truly motivating atmosphere that is and continues to be present at HMA. Go Knights!"

"My time at Harmony helped me grow and mature into a contributing member of society; strong in character and spirit. Harmony is genuine in efforts to provide the best education for the future."

"My name is Raymundo Lopez and I am a former student body president from the class of 2015. My experiences with the engineering academy have resulted in a plethora of opportunities since my four years of insightful engineering courses. The knowledge that I acquired has given me an edge as a Petroleum Engineering student at the University of Alaska Fairbanks in which I have recently received internship offers from British Petroleum (BP) and Cononco Phillips."