

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Harmony Elementary

Address: 16464 West August Ave. Delhi, CA 95315

Principal: Malena Morriston, Principal

Phone: (209) 656-2010

Email: mmorriston@delhiusd.org

Web Site: www.delhi.k12.ca.us

CDS Code: 24753660105817



Delhi Unified

Superintendent: Adolfo Melara

Phone: (209) 656-2000

Email: amelara@delhiusd.org

Web Site: www.delhi.k12.ca.us



I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Delhi Unified
 Phone Number: (209) 656-2000
 Superintendent: Adolfo Melara
 E-mail Address: amelara@delhiusd.org
 Web Site: www.delhi.k12.ca.us

School Contact Information Most Recent Year

School Name: Harmony Elementary
 Street: 16464 West August Ave.
 City, State, Zip: Delhi, CA 95315
 Phone Number: (209) 656-2010
 Principal: Malena Morriston, Principal
 E-mail Address: mmorriston@delhiusd.org
 Web Site: www.delhi.k12.ca.us
 County-District-School
 (CDS) Code: 24753660105817

School Description and Mission Statement (School Year 2018-19)

At Harmony School we will foster a school climate that is safe and supportive of individual students. In order to meet the needs of our diverse population, our school strives to attain high academic achievement and personal growth. This will be accomplished through continued collaboration between grade level teams, parent, and students, through effective pedagogy that meets the needs of all learners, as well as continuous professional development.

Harmony School is where “Student success- our purpose, our passion, our pride!” is the foundation of our primary purpose. We believe that all students can achieve at high levels and have systems in place for staff and students that support learning and teaching.

Our school wide focus is: Response to Intervention (RTI), English Learners, Literacy (daily reading and writing), PBIS (Positive Behavioral Interventions and Supports) and Professional Learning Communities (PLCs). All students in grades 1-6 participate in Accelerated Reader (AR) program. In addition, Harmony School offers Corrective Reading, an after school intervention, targeting students who are reading 2 years below grade level. This program was also offered during summer school. With the new adoption of ELA curriculum all teachers (TK-6th grade) received training on best practices for implementation. Staff has received training in effective literacy and intervention strategies. All students participate in Physical Education (PE) and Music. During this time staff meet in grade level PLCs (during PE) and provide intervention to struggling students (during music).

Harmony School has a well established Dual Language Immersion Academy, in which all students develop bi-literacy and bilingual skills in Spanish and English. This program has grown rapidly due to its success. A student support counselor provides regular support services to students to address their social/emotional needs. PBIS or Positive Behavioral Intervention and Supports has been implemented to establish school wide behavioral expectations.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	102
Grade 1	89
Grade 2	91
Grade 3	107
Grade 4	65
Grade 5	75
Grade 6	87
Total Enrollment	616

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3%
American Indian or Alaska Native	
Asian	4.7%
Filipino	
Hispanic or Latino	89.6%
Native Hawaiian/Pacific Islander	0.2%
White	5.2%
Two or More Races	
Socioeconomically Disadvantaged	80.8%
English Learners	43.3%
Students with Disabilities	7.5%
Foster Youth	0.3%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	32	30	29	118
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	TK Ready to Advance - Benchmark Education Co. 2017, TK-6 Benchmark Advance/Adelante - Benchmark Education Co. 2017 and TK-6 Listos y Adelante - Benchmark Education Co. 2017	Yes	0%
Mathematics	TK Splash - Houghton Mifflin Harcourt 2014 and K-6 Go Math - Houghton Mifflin Harcourt 2014	Yes	0%
Science	K-3 California Science - Harcourt Brace 2008, 4-5 McGraw Hill Science - McMillan McGraw Hill 2008 and 6 Earth Science - Holt Rinehart & Winston 2007	Yes	0%
History-Social Science	TK-5 Reflections - Harcourt Brace 2007 and 6 Ancient Civilizations - Holt Rinehart & Winston 2006	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Our campus is adequate for the size of our population. The Maintenance Lead at the site, services and maintains the facilities and schedule regular maintenance and custodial services to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning. All site inspections are conducted on a monthly basis by the Lead Maintenance of the site. Site facilities are evaluated using the Facility Inspection Tool (FIT) provided by the State of California Office of Public School Construction (OPSC). The overall ranking of this inspection rated the site in "Good" condition. The most recent evaluation of this site was performed in December 2018.

We will be doing a lighting upgrade to the site starting this summer, going from regular lights to LED through out the site.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	✓	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	-	✓	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	38%	43%	35%	36%	48%	50%
Mathematics (grades 3-8 and 11)	32%	33%	23%	24%	37%	38%

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	326	99.69%	43.38%
Male	185	184	99.46%	37.50%
Female	142	142	100.00%	51.06%
Black or African American				
American Indian or Alaska Native				
Asian	18	18	100.00%	72.22%
Filipino				
Hispanic or Latino	296	295	99.66%	41.84%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00%	41.67%
Two or More Races				
Socioeconomically Disadvantaged	270	269	99.63%	42.54%
English Learners	247	246	99.60%	40.41%
Students with Disabilities	30	30	100.00%	16.67%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	327	100.00%	33.33%
Male	185	185	100.00%	29.19%
Female	142	142	100.00%	38.73%
Black or African American				
American Indian or Alaska Native				
Asian	18	18	100.00%	61.11%
Filipino				
Hispanic or Latino	296	296	100.00%	31.42%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00%	41.67%
Two or More Races				
Socioeconomically Disadvantaged	270	270	100.00%	29.26%
English Learners	247	247	100.00%	29.96%
Students with Disabilities	30	30	100.00%	13.33%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: 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 on both assessments.

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	31.00%	35.20%	15.50%
7			
9			

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement - (School Year 2018-19)

Harmony has a very strong parent involvement program. Parents regularly volunteer in classrooms, and at different school events. They raise funds to support students as well as provide staff appreciation opportunities. In addition, attendance at Back to School Night, Parent teacher conferences, second cup of coffee, School Site Council, Relay for Life Walk, and various Family Nights is very high. We believe that when parents are involved in school activities their student perform at higher levels. The biggest event of the year is the Spring Carnival where the majority of families participate a job well done for the year.

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

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.28	2.85	1.88	5.87	5.78	5.90	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.03	0.14	0.22	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

Harmony's campus supervisors monitor the school grounds for 30 minutes before and after school, during recess, and lunchtime. Visitors must use the main entrance and sign in at the office. Harmony's School Site Safety Plan provides a useful framework to respond to various safety issues and/or disasters. The Plan's objectives are to: 1) Save lives, avoid injuries, 2) Safeguard school property and records, 3) Promote a fast, effective reaction in coping with emergencies, 4) Promptly restore conditions back to normal, and 5) Support the DUSD Emergency and Disaster Preparedness Plan. Members of the faculty shall become familiar with the Plan and review it with students. All staff have been provided with an emergency backpack which is replenished regularly with essentials, including current student rosters. We revise our School Safety Plan annually; it was last revised in December 2018. Drills are practiced and refined routinely.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	16	64		
1	21	24	16	
2	22	8	16	
3	26		24	
4	23	8	24	
5	25		24	
6	25		24	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	15	72		
1	19	27	18	
2	22	9	36	
3	22	9	18	
4	26		27	
5	21	9	27	
6	24		27	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	20.25	18	18	
1	16.40	45		
2	17.8	45		
3	26		18	18
4	20.33	18	9	
5	25		18	
6	21.75		36	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	-
Counselor (Social/Behavioral or Career Development)	.33	N/A
Library Media Teacher (Librarian)	.20	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.33	N/A
Social Worker	-	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non - teaching)	-	N/A
Other	-	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A	\$8110	\$79145
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$7125	\$71392
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2017-18)

State and federal funds are used to provide supplemental support to students in areas such as summer school, tutoring, child nutrition, targeted intervention programs for students with special needs and English language learners. The school site council has adopted goals, action plans, and expenditures to raise the academic performance of student groups not meeting state standards. The following services are provided from some of the categorical funding sources:

- Title I: summer school, tutoring, support of the Single Plan for Student Achievement, services to English language learners, and teacher professional development;
- Title III: services to English language learners coordinated at a district wide level;
- Special Education (federal and state sources): services to students with special needs;
- National School Lunch and Breakfast Program: provide nutritious meals to students; and
- Lottery for textbooks, field trips, libraries, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 81% of district general fund revenues. LEAs receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students than under the previous categorical grant system. The LCFF creates funding targets based on student counts and demographics, and the target is projected to be reached in the 2018-19 school year. The LCFF funding target is calculated using grade span ADA and differing grade span funding rates, plus supplemental and concentration grants that provide additional funding for the demographic student populations of low-income, ELS, foster youth and homeless youth. The LCFF funds regular education teachers along with instructional aides, site administrative support, custodial, maintenance, grounds, student transportation, and activities detailed in the 3-year Local Control Accountability Plan (LCAP).

The Teacher Incentive Fund Grant pays for teacher performance incentives, teacher coaching, educational support, and professional development. This represents the last year of the grant.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53238	\$45681
Mid-Range Teacher Salary	\$72507	\$70601
Highest Teacher Salary	\$101442	\$89337
Average Principal Salary (Elementary)	\$114362	\$110053
Average Principal Salary (Middle)	\$114362	\$115224
Average Principal Salary (High)	\$125838	\$124876
Superintendent Salary	\$178500	\$182466
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Harmony's focus is in the following areas: Literacy/biliteracy (reading and writing), Mathematics, English Learners, Response to Intervention, Professional Learning Communities and Positive Behavioral Supports. These areas were identified using staff input based on student learning outcomes and walk through feedback. Consequently our professional development is designed to support instructional practices in these areas. Professional development is provided throughout the school year in the form of workshops during the school day, afterschool and conferences. The targeted audience varies from one to one support (in and out of the classroom), by grade level and whole groups. Progress is monitored through walk through feedback, student learning outcomes, in class visits and teacher-principal, meetings. All teachers and instructional aides will participated in professional development on the adopted newly adopted ELA/ELD curriculum in the 2017-2018 school year. All teachers and instructional aides will participate in professional development on the adopted Mathematics curriculum in the 2018-2019 school year.