

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Harmony Elementary

Address: 16464 West August Ave. Delhi, CA 95315

Principal: Kay Malhi

Phone: (209) 656-2010

Email: kmalhi@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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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: Kay Malhi
 E-mail Address: kmalhi@delhiusd.org
 Web Site: www.delhi.k12.ca.us

County-District-School
(CDS) Code: 24753660105817

School Description and Mission Statement – Most Recent Year

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 2-6 participate in Accelerated Reader (AR) program. Our Academic Coach provides instructional support and professional development to all teachers on a daily basis-developing their capacity in CCSS and 21st century learning. All teachers have been trained by Bonnie Bishop in effective ELD and SDAIE strategies. Staff have also received training in effective literacy and intervention strategies. Teachers meet regularly in grade level PLCs to discuss student learning and develop next steps.

Harmony School has a well established Dual Language Immersion Academy, in which students develop biliteracy and bilingual skills in Spanish and English. This program has grown rapidly over the years due to its success. To address students social/emotional needs, one student support counselor provides regular support services to students. PBIS or positive behavioral intervention and supports has been implemented to establish school wide behavioral expectations.

Major Achievements – Most Recent Year

During the 2014-15 school year Harmony School has increased average daily attendance, decreased suspension rates and disciplinary incidents. Parent engagement has increased significantly and events such as Second Cup of Coffee, Breakfast with the Principal, Student recognition, parent conferences at very well attended.

All staff at Harmony are Highly Qualified and retention is very high. The implementation of the Teacher Incentive Fund (TIF) grant has resulted in all teachers implementing instructional practices that are designed to meet the needs of all students through planning, instruction, monitoring and adjust and assessment cycles. 29 out of 35 teachers were compensated for meeting their instructional goals.

Harmony School students are high achievers as identified by local and state assessments. Students participate in and consistently placed in Merced County Spelling Bee Spanish Spelling Bee, Writing festival and Speech contest. Students participate in “Dinner with a Scientist,” hosted by UC Merced, Relay for Life walks.

Focus for Improvement – Most Recent Year

Our focus for Harmony School is to provide support and training in the following areas: Literacy(reading and writing), English Learners, Response to Intervention (RTI), Professional Learning Communities (PLCs) and Positive Behavioral Interventions and Supports (PBIS). In addition, continued professional development that ensures all classrooms are teaching CCSS to fidelity with a focus on 21st Century learning. We will continue to focus on the elements of the Teacher Incentive Fund to ensure academic success for all students

Homework – Most Recent Year

TK-6 Homework Policy (Administrative Regulations 6154.a)

Students are expected to turn in homework on time. Students receive reasonable periods of time to complete missing assignments following their absence to obtain, complete, and submit their missing assignment(s).

School Schedule – Most Recent Year

Opening of School

7:30 a.m. Office Opens
7:45 a.m. Playground Opens
8:20 a.m. Warning Bell
8:25 a.m. Instruction Begins

Morning Recess

9:30 – 9:45 K Recess (Building B), P1
9:50- 10:05 TK/K Recess (Building C/D)
9:45-10:00 2, 3 Recess
10:00 – 10:15 1, 5 Recess
10:15 – 10:30 6 Recess
10:25 – 10:40 4 Recess

Lunch

11:10 – 11:50 TK-K
11:30-12:10 1st Grade
11:50-12:30 2nd Grade
12:00-12:40 3rd Grade
12:00-12:40 4th Grade
12:10-12:50 5th Grade
12:20–1:00 6th Grade

Afternoon Recess

1:00-1:15 p.m. TK/K (Building B)
1:15 – 1:30 p.m. Kinder (Building C/D)

Regular Dismissal

2:13 p.m. K-3 Grades
3:00 p.m. 4-6 Grades

Minimum Day Dismissal (Wednesdays)

1:05 p.m. 4 – 6Grade

Closing of School

4:30 p.m. Office Closed
PARENT-TEACHER CONFERENCES ARE MINIMUM DAY
DISMISSAL, EXCEPT ON WEDNESDAY (Memo will be sent home as scheduled)
1:13 p.m. TK – 3
2:00 p.m. 4 – 6

Student Enrollment by Grade Level (School Year 2014-15)

Student Enrollment by Student Group (School Year 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	130
Grade 1	71
Grade 2	75
Grade 3	99
Grade 4	79
Grade 5	82
Grade 6	80
Total Enrollment	750

Student Group	Percent of Total Enrollment
Black or African American	0.8%
American Indian or Alaska Native	0%
Asian	4.5%
Filipino	0%
Hispanic or Latino	88.4%
Native Hawaiian/Pacific Islander	0.1%
White	6%
Two or More Races	0.1%
Socioeconomically Disadvantaged	82.7%
English Learners	52.9%
Students with Disabilities	4.8%
Foster Youth	1.3%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	31	35	31	145
Without Full Credential	1	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Leadership – Most Recent Year

This is my third year serving as principal of Harmony School. I have served in education for over 20 years with a background in teaching biology and chemistry. My Masters degree is in education with an emphasis in administration. Harmony leadership includes an Associate Principal who is shared with Schendel School, as well as a Parent Leadership team, English Learners Advisory Committee, School Site Council, Dual Language Advisory team, Site Leadership, Student Council. These groups include staff, parents and students and their input is solicited in essential school functions. We also have grade level professional learning communities who work together to improve student learning.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	0%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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: June 2014

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
	Grade Level: TK Subject: Lang. Arts Book: Splash Into Pre-K Publisher:		

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Harcourt Year: 2014 Grade Level: TK-6th Subject: Lang. Arts Book: A Legacy of Literacy Publisher: Houghton Mifflin Harcourt Year: 2003 Grade Level: TK-6th Subject: Lang. Arts Book: Medallions (Enhancement to K-6 Lang. Arts) Publisher: Houghton Mifflin Harcourt Year: 2010 Grade Level: TK-8th Subject: Lang. Arts Book: Write Source Publisher: Houghton Mifflin Harcourt Year: 2012 Grade Level: 7th-8th Subject: English Book: Timeless Voices Themes Publisher: Prentice Hall Year: 2004	Yes	0%
Mathematics	Grade Level: TK Subject: Math Book: Splash into Pre-K Publisher: Houghton Mifflin Harcourt Year: 2014 Grade Level: K-8th Subject: Math Book: California GO Math Publisher: Houghton Mifflin Harcourt Year: 2014	Yes	0%
Science	Grade Level: 5th Subject: Science Book: McGraw Hill Science Publisher: McMillan McGraw Hill Year: 2001 Grade Level: 6th Subject: Science Book: Earth Science Publisher: Holt Rinehart & Winston Year: 2007 Grade Level: 7th Subject: Science Book: Life Science Publisher: Holt Rinehart & Winston Year: 2007 Grade Level: 8th Subject: Science Book: Physical Science Publisher: Holt Rinehart & Winston Year: 2007	Yes	0%
History-Social Science	Grade Level: TK-5th Subject: Soc. Science Book: Reflections Publisher: Harcourt Brace Year: 2007 Grade Level: 6th Subject: Soc. Science Book: Medieval Times Publisher: Holt Rinehart & Winston Year: 2006 Grade Level: 7th Subject: Soc. Science Book: US History Publisher: Holt Rinehart & Winston Year: 2006 Grade Level: 8th Subject: Soc. Science Book: History Publisher: Holt Rinehart & Winston Year: 2006	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science			

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Laboratory Equipment (grades 9-12)			

GATE – Most Recent Year

Gifted and Talented Education in DUSD provides access to challenging learning opportunities that equitably engage high potential, talent and exceptional capacities of students. DUSD educators and parents are provided in identifying GATE students and facilitating the district's GATE program. The curriculum our students will be learning can be found at www.giftedandtalented.com We know this curriculum will be rigorous and challenging because it was developed by educators at Stanford University.

Special Education – Most Recent Year

Harmony School hosts a special education resource program, lead by one instructor and one aide. Support to our students is provided in the form of a push in and a pull out model, as determined by the IEP team. The goal of the teacher is to provide targeted support as per the goals of the IEP

English Learners – Most Recent Year

All of our teachers are certified to work with English Learners. All teachers hold a CLAD or BCLAD state credentials. Additionally, all teachers have participated in extensive professional development in the area of SDAIE and EL strategies; this training was provided by Bonnie Bishop and later Rachel Syjria Academic coaches continue to provide additional support to teachers to better improve their teaching strategies and meet the needs of our diverse learners. Ongoing professional development for our teachers is a primary district goal. Teachers use specific targeted strategies with assessments that focus on the 4 domains. Our ELD Clerk provides oversight in testing, monitoring and reclassification process.

School Facility Conditions and Planned Improvements – Most Recent Year

Through state funding, Harmony was constructed in 13 months at the cost of nine million dollars. Our facilities are adequate for the size of our school population.

All site inspections are conducted on a monthly basis by the Director of Maintenance and Operations. The overall ranking of this inspection rated the site in excellent condition. The most recent evaluation of this site was performed in September 2015 by Director of Maintenance & Operations and school principal and the school received an overall rating of "Good."

School Facility Good Repair Status – Most Recent Year

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: September 2015

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
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 – Most Recent Year

Month and year in which data were collected: September 2015

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

Library – Most Recent Year

Harmony library is open from 8:30 to 3:30p.m; the library has been refurbished with plush furniture to make it an inviting room for our students. All classes visit the library weekly to check out books. Our library clerk also reads to our students regularly. Our library clerk oversees the very popular Accelerated Reader program and students are often taking tests during recess and lunch in order to earn one of the many incentives. In addition, Harmony library is open during major holidays for our students to continue reading.

Computers – Most Recent Year

In the last 2 years there has been an increased focus in all students acquiring basic keyboard skills, due to the demands of the CAASPP. In addition, we have focused on incorporating technology into the curriculum to ensure our students have the skills needed in the 21st century. We have purchased 4 new Computer labs- each with 30 computers and 3 mobile carts-also with 30 chrome books per cart. These were all approved by the School Site Council unanimously. Each teacher has been provided with a lap top, document camera and a mounted projector to ensure technology is an integral component of instruction.

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	33%	35%	44%
Mathematics (grades 3-8 and 11)	21%	19%	33%

NOTE: Scores are not shown 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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	98	95	96.9%	45%	36%	12%	7%
Male	98	52	53.1%	50%	38%	10%	2%
Female	98	43	43.9%	40%	33%	14%	14%
Black or African American	98	1	1%	--	--	--	--
American Indian or Alaska Native							
Asian	98	6	6.1%	--	--	--	--
Filipino							
Hispanic or Latino	98	80	81.6%	46%	39%	10%	5%
Native Hawaiian or Pacific Islander	98	1	1%	--	--	--	--
White	98	7	7.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	98	77	78.6%	49%	36%	8%	6%
English Learners	98	63	64.3%	52%	38%	8%	2%
Students with Disabilities	98	8	8.2%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	78	78	100%	41%	23%	23%	13%
Male	78	35	44.9%	46%	29%	17%	9%
Female	78	43	55.1%	37%	19%	28%	16%
Black or African American							
American Indian or Alaska Native							
Asian	78	4	5.1%	--	--	--	--
Filipino							
Hispanic or Latino	78	71	91%	42%	21%	23%	14%
Native Hawaiian or Pacific Islander							
White	78	3	3.8%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	78	65	83.3%	46%	20%	23%	11%
English Learners	78	40	51.3%	65%	23%	13%	0%
Students with Disabilities	78	4	5.1%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	83	82	98.8%	28%	21%	18%	1%
Male	83	42	50.6%	36%	19%	17%	0%
Female	83	40	48.2%	20%	23%	20%	3%
Black or African American							
American Indian or Alaska Native							
Asian	83	6	7.2%	--	--	--	--
Filipino							
Hispanic or Latino	83	71	85.5%	31%	20%	15%	0%
Native Hawaiian or Pacific Islander							
White	83	5	6%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	83	68	81.9%	32%	21%	21%	1%
English Learners	83	32	38.6%	47%	19%	13%	0%
Students with Disabilities	83	8	9.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	80	79	98.8%	27%	30%	30%	9%
Male	80	39	48.8%	31%	28%	28%	8%
Female	80	40	50%	23%	33%	33%	10%
Black or African American							
American Indian or Alaska Native							
Asian	80	4	5%	--	--	--	--
Filipino							
Hispanic or Latino	80	69	86.3%	28%	33%	30%	6%
Native Hawaiian or Pacific Islander							
White	80	5	6.3%	--	--	--	--
Two or More Races	80	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	80	67	83.8%	25%	28%	33%	9%
English Learners	80	19	23.8%	68%	32%	0%	0%
Students with Disabilities	80	4	5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	98	95	96.9%	32%	38%	21%	8%
Male	98	52	53.1%	25%	46%	21%	6%
Female	98	43	43.9%	40%	28%	21%	12%
Black or African American	98	1	1%	--	--	--	--
American Indian or Alaska Native							
Asian	98	6	6.1%	--	--	--	--
Filipino							
Hispanic or Latino	98	80	81.6%	31%	41%	20%	6%
Native Hawaiian or Pacific Islander	98	1	1%	--	--	--	--
White	98	7	7.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	98	77	78.6%	32%	42%	18%	6%
English Learners	98	63	64.3%	38%	40%	17%	3%
Students with Disabilities	98	8	8.2%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	78	78	100%	33%	47%	14%	5%
Male	78	35	44.9%	34%	49%	9%	9%
Female	78	43	55.1%	33%	47%	19%	2%
Black or African American							
American Indian or Alaska Native							
Asian	78	4	5.1%	--	--	--	--
Filipino							
Hispanic or Latino	78	71	91%	34%	45%	15%	6%
Native Hawaiian or Pacific Islander							
White	78	3	3.8%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	78	65	83.3%	38%	45%	12%	5%
English Learners	78	40	51.3%	53%	48%	0%	0%
Students with Disabilities	78	4	5.1%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	83	82	98.8%	43%	16%	5%	0%
Male	83	42	50.6%	43%	14%	7%	0%
Female	83	40	48.2%	43%	18%	3%	0%
Black or African American							
American Indian or Alaska Native							
Asian	83	6	7.2%	--	--	--	--
Filipino							
Hispanic or Latino	83	71	85.5%	46%	10%	4%	0%
Native Hawaiian or Pacific Islander							
White	83	5	6%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	83	68	81.9%	50%	15%	4%	0%
English Learners	83	32	38.6%	66%	3%	0%	0%
Students with Disabilities	83	8	9.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	80	78	97.5%	62%	26%	8%	1%
Male	80	38	47.5%	58%	32%	3%	3%
Female	80	40	50%	65%	20%	13%	0%
Black or African American							
American Indian or Alaska Native							
Asian	80	4	5%	--	--	--	--
Filipino							
Hispanic or Latino	80	69	86.3%	65%	26%	4%	0%
Native Hawaiian or Pacific Islander							
White	80	5	6.3%	--	--	--	--
Two or More Races	80	0	0%	--	--	--	--
Socioeconomically Disadvantaged	80	66	82.5%	64%	26%	8%	0%
English Learners	80	19	23.8%	95%	0%	5%	0%
Students with Disabilities	80	4	5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45%	55%	47%	36%	47%	42%	59%	60%	56%

NOTE: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42%	Native Hawaiian or Pacific Islander	
All Students at the School	47%	White	--
Male	47%	Two or More Races	
Female	48%	Socioeconomically Disadvantaged	42%
Black or African American	--	English Learners	3%
American Indian or Alaska Native		Students with Disabilities	--
Asian	--	Students Receiving Migrant Education Services	
Filipino		Foster Youth	--
Hispanic or Latino	44%		

NOTE: Scores are not shown 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.

Other Measures of Student Achievement – Most Recent Year

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, formative and benchmark assessments throughout the year to monitor progress. English Learners take the California English Language Development Test every year. The CAASPP is taken annually in grades 3-6 to measure performance in English and math. Students also take a writing assessment twice per year to measure growth. The Dual Language students take assessments in Spanish to measure proficiency. Teachers meet in PLCs to discuss and analyze student learning and develop next steps. The principal and academic coach meet with grade levels 3 times a year to further discuss results and instructional practices and next steps. The Physical Fitness Test is taken in 5th grade in spring.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16%	22.2%	14.8%
7	24.2%	3%	
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 - Most Recent Year

Harmony has a very strong parent involvement program. Parents regularly volunteer in classrooms; they raise funds to support students as well as staff appreciation opportunities. In addition attendance at Back to School Night, Open House, Parent teacher conferences, second cup of coffee, School Site Council, Relay for Life Walk, Family Night, Breakfast with the Principal is very high. We believe that when parents are involved in school activities their student perform at higher levels.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.2	5.44	4.4	7.65	7.43	6.34	5.07	4.36	3.8
Expulsions	0	0	0	0.17	0	0.21	0.13	0.1	0.09

Discipline – Most Recent Year

Harmony implements the “Positive Behavioral Intervention System” that outlines specific behavioral expectations for all students and includes positive and negative consequence. We note exemplary behavior on report cards and the principal recognizes and rewards students who demonstrate exemplary behavior on a weekly basis. Suspensions are down slightly, from 8 to 7. We continue to educate our students about appropriate behaviors through PBIS.

School Safety Plan – Most Recent Year

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 October, 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		24		28		24		16	64		
1	27		24		26		24		24	8	16	
2	25	16	16		23		32		25		24	
3	27		24		26		24		25		32	
4	30		24		27		24		26		24	
5	27		24		26		24		27		24	
6	24	6	17		25		23		28		21	1
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	11	9		19	7	4		19	4	4	
Mathematics	24	3	5		21	3	4		22	2	4	
Science	23	3	4		21	3	4		22	2	4	
Social Science	24	2	5		21	3	4		22	2	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.33	N/A
Library Media Teacher (Librarian)	0.2	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	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.

Specialized Program/Staff – Most Recent Year

Harmony houses the district's Dual Language Immersion program, an education approach that integrates a roughly equal number of English-dominant students and target language-dominant students for a percentage of the school day, providing content literacy instruction in English and the target language. The goal of dual language immersion programs is literacy and biliteracy in two languages. DUSD is implementing and gradually reaching a 50/50 model in grades four through six. Demand for this program is very high and we have experienced excellent growth and retention. Harmony offers support programs for all students, for example Homework Club, Power Club, tutoring. We offer recreational and academic programs through ASSETS. Harmony has a thriving PE and music program during the school day.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$71,477
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
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 2014-15)

For Harmony School, Federal Title I funds pay for school-wide programs and program improvement. Federal Title III funds pay for language instruction for LEP students.

Under the new State funding system - Local Control Funding Formula (LCFF), revenue limits and most state categorical programs are eliminated. LEAs will 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. The LCFF creates funding targets based on these student characteristics. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that reflect student demographic factors.

The Teacher Incentive Grant pays for professional development for teachers.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,788	\$40,379
Mid-Range Teacher Salary	\$63,722	\$62,323
Highest Teacher Salary	\$89,151	\$81,127
Average Principal Salary (Elementary)	\$100,931	\$99,192
Average Principal Salary (Middle)	\$100,931	\$91,287
Average Principal Salary (High)	\$111,017	\$112,088
Superintendent Salary	\$140,719	\$159,821
Percent of Budget for Teacher Salaries	38%	36%
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 - Most Recent Three Years

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 (reading and writing), 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, teacher-coach meetings. Staff new to Harmony school are provided with additional monthly meetings to ensure their needs are addressed.

Evaluation/Improving Teachers – Most Recent Year

Delhi Unified School District is in its 4th year of the Teacher Incentive Fund (TIF) Grant. Teachers have received extensive training in the essential components of the evaluation tool that is used. This includes and is not limited to an understanding of the Danielson's Framework, evidence based feedback and evaluation. All staff receive a final rating of their annual evaluation and this is used to refine instructional steps in specific targeted areas in collaboration with the principal.

Substitute Teachers – Most Recent Year

When possible, we hire substitutes at our teachers' request. If a teacher is absent on short notice, the District Office makes every effort to contact a substitute, or our Academic Coach takes over the class. Teachers leave detailed lesson plans for our substitutes to follow. All teachers have developed a sub folder to be used as an in class reference. Every effort is made to ensure Spanish speaking substitutes are provided for Dual Language classes, so that instruction is not interrupted.