Salmon Creek School - A Charter School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Salmon Creek School - A Charter School
Street	1935 Bohemian Hwy.
City, State, Zip	Occidental, Ca, 95465-9104
Phone Number	707-874-1205
Principal	Mr Matthew Morgan
Email Address	mmorgan@harmonyusd.org
School Website	www.harmonyusd.org
Grade Span	2-8
County-District-School (CDS) Code	49707306110639

2024-25 District Contact Information

District Name	Salmon Creek Charter, Grades 2 through 8
Phone Number	(707) 874-1205
Superintendent	Matthew Morgan
Email Address	mmorgan@harmonyusd.org
District Website	www.harmonyusd.org

2024-25 School Description and Mission Statement

District Mission Statement
The Mission of Harmony Union School district is to provide for the academic, social, and emotional growth of children in a challenging, creative and safe environment. Harmony Union School District will empower students to become life-long learners able to make informed decisions, become productive citizens, and responsible stewards of the environment.

2024-25 School Description and Mission Statement

Our Goals for HUSD:
* Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.
* Students will access, evaluate, and responsibly use both print and technological resources.
* Students will be eco-literate citizens who care about the environment and are empowered to make a difference.
* Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.
* Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

Our Values as an Educational Community
As educators we all believe:
* Students leaving our schools will demonstrate respect for themselves, for their peers, adults, and all living things, the environment and their school.
* We are all responsible and accountable for our actions.
* All children can and want to learn.
* We will inspire children to become enthusiastic life-long learners; the whole community shares the responsibility for life-long education of all students.
* Our students and staff will demonstrate compassion and tolerance.
* With our help our students will make meaningful connections between their education and their environment.
* Our students will learn and appreciate the value of a healthy lifestyle.

Our Vision for this Educational Community:
* Our staff will teach to the skill levels, learning styles, and cultural uniqueness of each of our students and utilize hands-on activities and technology through integrated instruction.
* As the foundation of the school curriculum, place-based learning will enable our students to become effective stewards of their environment. In this process students will become critical and creative thinkers, effective communicators, and problem solvers.
* Students will develop skills necessary to live a healthy lifestyle through comprehensive counseling, school garden, health and Physical Education programs.
* Our schools will encourage and support parents in being active partners within the school community and to provide a supportive learning environment at home.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	21
Grade 3	24
Grade 4	26
Grade 5	34
Grade 6	28
Grade 7	25
Grade 8	21
Total Enrollment	179

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	49.7
Non-Binary	1.7
Asian	0.6
Black or African American	0.6
Hispanic or Latino	14.5
Two or More Races	11.7
White	72.6
English Learners	1.1
Socioeconomically Disadvantaged	25.7
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	92.09	22.10	64.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	4.11	0.90	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.60	31.12	12115.80	4.41
Unknown/Incomplete/NA	0.30	3.70	0.40	1.23	18854.30	6.86
Total Teaching Positions	9.70	100.00	34.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.40	82.22	21.30	64.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	4.44	10.50	31.79	11953.10	4.28
Unknown/Incomplete/NA	1.10	13.22	1.30	4.00	15831.90	5.67
Total Teaching Positions	9.00	100.00	33.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.50	93.75	19.50	72.46	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	6.25	1.80	6.77	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.60	20.73	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	8.00	100.00	27.00	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.40	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.40	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.40	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/31/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 2-6: Reading California, published by Houghton-Mifflin. Grades 7-8 Pearson Literature CA Reading and Language: Board adopted 2005. Differentiated Reading Program using Guided Reading and Daily 5 in grades 2-3, core literature and novel studies in grades 4-8. Grades K-8 Writing By Design A Systematic Approach to School-Wide Standards Based Writing Instruction, published by Education Consultants (Proven Solutions from Experts).	Yes	0
Mathematics	Grades 2-5: Bridges: Board approved 2017. Grades 7-8: Introduction to Algebra, published by Regents of University of California: Board approved 2011. Grades 6-8 CPM, published	Yes	0
Science	Grades 2-5: FOSS, Lawrence Hall of Science, distributed by Delta Education, Inc. 6-8 Focus on CA Earth, Physical, and Life, published by Prentice Hall: Board adopted 2006.	Yes	0
History-Social Science	Grades 2-5: California Vistas, published by Macmillan/McGraw Hill. 5-8 History Alive!, published by History Alive!: Board adopted 2019.	Yes	0
Health		Yes	0
Visual and Performing Arts	Meet the Masters Art/History Curriculum is used.	Yes	0

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

School Facility Conditions and Planned Improvements

Harmony Union School District houses Harmony Elementary School and Salmon Creek--A Charter School on one campus. The District continually maintains and updates both long and short-range goals to keep the campus clean, safe, and well maintained to provide a conducive environment for student learning in today's society. Recent $9.6 Million Bond has provided for significant upgrades and funding to complete all deferred maintenance projects. Regular maintenance and upkeep are routinely preformed to keep the school in good working order. Restrooms were remodeled in summer 2019. No complaints have been filed about cleanliness or upkeep. Our custodial and maintenance staff includes 1 full-time head custodian and 1 full-time custodian. In addition, students, staff, parents, and volunteers are regularly reminded and encouraged to take individual responsibility for the care and upkeep of our facilities, environment and equipment.

Year and month of the most recent FIT report	02//2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC Improvements needed
Interior: Interior Surfaces	X			Remodel of 30% of interiors completed 2022
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical upgrades completed 2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms remodeled 2019
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roof for 50% of facility installed summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New playground facilities in k-5, 5-12 completed 2023

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	63	56	52	50	46	47
Mathematics (grades 3-8 and 11)	47	39	33	30	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	154	144	93.51	6.49	56.25
Female	75	71	94.67	5.33	54.93
Male	78	72	92.31	7.69	58.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	54.55
White	110	102	92.73	7.27	58.82
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	46.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	26.32

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	154	142	92.21	7.79	39.44
Female	75	69	92.00	8.00	34.78
Male	78	72	92.31	7.69	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	33.33
White	110	101	91.82	8.18	44.55
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	42	95.45	4.55	30.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	17	80.95	19.05	17.65

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	51.85	43.40		--	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	53	94.64	5.36	43.40
Female	29	28	96.55	3.45	53.57
Male	27	25	92.59	7.41	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	36	94.74	5.26	41.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

ARK Education Foundation:
The ARK is the Harmony Union School District's non-profit Education Foundation and Parent Group. Harmony Elementary School is supported on a continual basis by a network of parent volunteers who assist teachers and staff in and out of the classroom. Throughout the year volunteers work tirelessly, raising funds that support many activities and programs for the students and teachers at Harmony Elementary School. The ARK Education Foundation is also invaluable for their ongoing support to Harmony Elementary School. Harmony Union School District always welcomes and appreciates our large community of parent volunteers.

2024-25 Opportunities for Parental Involvement

School Site Council/Charter Advisory Board:
The Site Council/Charter Advisory Board serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of school site council is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff; all who share the common goal in making sure our students are successful. Harmony Union School District's Site Council is also the district's Charter Advisory Board. This group meets once a month and parent/community members are elected to the Site Council/Charter Advisory Board every two years. The group also consists of teachers, classified employees, and students that are elected by their peer groups to serve a two-year staggered term. If you are interested in becoming a part of the Site Council/Charter Advisory Board please contact the school office.

Governance Committees:
Parents are invited to serve on ad hoc committees in the support of active projects and inquiries for the school. Recent committees include the Bond Committee, Place Based Learning and Events Committee.

Harmony Union School District Board of Trustees:
The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. The Board serves for both Harmony Elementary School and Salmon Creek Middle School--A Charter School. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly meetings are posted on the school campus. The main functions of the Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	184	179	30	16.8
Female	92	87	14	16.1
Male	89	89	15	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	25	3	12.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	21	3	14.3
White	132	131	24	18.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	53	51	11	21.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	28	6	21.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions							
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.67	0	2.17	0.16	0	0.62	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions							
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.17	0.00
Female	1.09	0.00
Male	3.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.76	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	0.00

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

2024-25 School Safety Plan

The Harmony Union School District maintains a school-wide comprehensive safety plan that is reviewed and updated annually by the School Site Council/Charter Advisory Board and the Board of Trustees. All administrative staff and key safety support staff have received training in National Incident Management System (NIMS) and State Emergency Management System

2024-25 School Safety Plan

(SEMS). Throughout the year staff and students practice various safety drills (lock-down, fire drill, earthquake drill, and evacuation). HUSD's safety committee meets multiple times a year. A copy of the Harmony Union School District's Comprehensive Safety Plan is available for review in the district office.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	20	1		
3	16	2		
4	14	2		
5	22		2	
6	20	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	22		1	
3	22		1	
4	30		1	
5	18	1		
6	23		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	21		4	
3	24		3	
4	25		3	
5	26	2		2
6	27		3	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	223.75

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.75
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	1.0
Other	5.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,171	$2,151	$13,020	$70,028
District	N/A	N/A	$15,382	$95,783
Percent Difference - School Site and District	N/A	N/A	-16.6	-31.1
State	N/A	N/A	$10,771	$79,413
Percent Difference - School Site and State	N/A	N/A	18.9	-12.6

Fiscal Year 2023-24 Types of Services Funded

Harmony provides MTSS, layered support services for both Academic development and SEL/Behavioral supports. The MTSS student resource team meets weekly and case manages students engaged in Tier 1.5-2 strategies including reading and math intervention, SEL supports, counseling services and behavior support initiatives in the general education environment. Teachers and parents submit referrals for SST meetings and support services. Special Education eligibility assessments, IEPs, 504s and related services are funded by the district.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,069	$51,352
Mid-Range Teacher Salary	$86,809	$80,424
Highest Teacher Salary	$121,528	$103,442
Average Principal Salary (Elementary)	$0	$124,852
Average Principal Salary (Middle)	$0	$135,030
Average Principal Salary (High)	$0	
Superintendent Salary	$180,000	$145,237
Percent of Budget for Teacher Salaries	20.36	26.17
Percent of Budget for Administrative Salaries	3.52	6.29

Professional Development

Both Classified and Certificated Staff participate professional development days and activities. These are offered throughout the year, both during scheduled inservice days, as well as via business leave to attend conferences and training. Staff engage in weekly staff development, collaboration teams and committees to deepen skills and instructional efficacy.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4