

# Salmon Creek School - A Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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.

## **About This School**

### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Salmon Creek School - A Charter School
<b>Street</b>	1935 Bohemian Hwy.
<b>City, State, Zip</b>	Occidental, Ca, 95465-9104
<b>Phone Number</b>	707-874-1205
<b>Principal</b>	Ms. Rene McBride
<b>E-mail Address</b>	<a href="mailto:rmcbride@harmonyusd.org">rmcbride@harmonyusd.org</a>
<b>Web Site</b>	<a href="http://www.harmonyusd.org">www.harmonyusd.org</a>
<b>CDS Code</b>	49707306110639

<b>District Contact Information</b>	
<b>District Name</b>	Salmon Creek Charter, Grades 2 through 8
<b>Phone Number</b>	(707) 874-1205
<b>Superintendent</b>	Rene McBride
<b>E-mail Address</b>	rmcbride@harmonyusd.org
<b>Web Site</b>	www.harmonyusd.org

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

### 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.

### Our Goals at 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.

At Harmony Union School District our students are constantly reminded of our core beliefs in being SAFE, RESPECTFUL, and RESPONSIBLE. An experienced support staff, committed parent volunteers, and an involved and caring community support a dedicated teaching faculty. We regularly hold collaborative events and activities for all stakeholders.

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

Grade Level	Number of Students
Grade 2	34
Grade 3	22
Grade 4	28
Grade 5	26
Grade 6	26
Grade 7	33
Grade 8	28
<b>Total Enrollment</b>	<b>197</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	1.5
Asian	1.0
Filipino	0.0
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.0
White	69.0
Socioeconomically Disadvantaged	31.5
English Learners	4.1
Students with Disabilities	11.2
Foster Youth	0.0

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	9	9		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

**Teacher Misassignments and Vacant Teacher Positions**

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

Year and month in which data were collected: 04/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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). Teachers have transitioned into CA Common Core State Standards.	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 Teachers have transitioned into CA Common Core State Standards.	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. 6-8 History Alive!, published by History Alive!: Board adopted 2006.	Yes	0
Health	Health is taught using the standards through the Physical Education Classes	Yes	0
Visual and Performing Arts	Meet the Masters Art/History Curriculum is used.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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. Regular maintenance and upkeep are routinely performed to keep the school in good working order. No complaints have been filed about restrooms 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.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** 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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 03/08/17		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Moderate leaks in a few classrooms that have been repaired.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 03/08/17</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	59.0	55.0	59.0	48.0	50.0
Mathematics (grades 3-8 and 11)	48.0	46.0	48.0	46.0	37.0	38.0

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	157	151	96.18	58.94
Male	93	88	94.62	52.27
Female	64	63	98.44	68.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	23	100.00	52.17
White	106	105	99.06	60.00
Two or More Races	20	17	85.00	64.71
Socioeconomically Disadvantaged	51	50	98.04	50.00
English Learners	--	--	--	--
Students with Disabilities	19	18	94.74	50.00

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	157	151	96.18	45.7
Male	93	88	94.62	46.59
Female	64	63	98.44	44.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	23	100	39.13
White	106	105	99.06	47.62
Two or More Races	20	17	85	47.06
Socioeconomically Disadvantaged	51	50	98.04	28.57
English Learners	--	--	--	--
Students with Disabilities	18	18	100	22.23

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 Ten**

Subject	Percentage 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 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 areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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)

#### 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.

#### 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.

#### 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. To learn more, please call the superintendent at 874- 1205.



## 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
<b>Suspensions</b>	0.6	2.2	5.5	0.2	0.7	1.4	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 (SEMS). Throughout the year staff and students practice various safety drills (lock-down, fire drill, earthquake drill, and evacuation). HUSD's safety committee tries to meet at least 3 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

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
2	25		1		20	1			17	1	1	
3	21		1		25		1		22		1	
4	20	2			26		2		28		2	
5	24		2		24		2		26		2	
6	23		1		31		2		26		2	

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	.80	N/A
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.58	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	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	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,171	\$2,151	\$13,020	\$60,786
District	N/A	N/A	\$15,382	\$69,584
Percent Difference: School Site and District	N/A	N/A	-16.6	-13.5
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	58.5	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Harmony Union School District offers an after school Academic Enrichment Class. Standardized data is used each year to determine what grade level and academic area the class should focus on. Students are referred to the class by teachers with parent input.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,364	\$44,375
Mid-Range Teacher Salary	\$69,846	\$65,926
Highest Teacher Salary	\$88,985	\$82,489
Average Principal Salary (Elementary)	\$119,508	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$135,380	\$121,894
Percent of Budget for Teacher Salaries	21.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

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)**

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Both Classified and Certificated Staff participate professional development days and activities. These are offered three times during the year. In addition, staff has the opportunity to attend various conferences and trainings offered around the State or through the Sonoma County Office of Education. Harmony Elementary School Staff are Highly Qualified teachers and all have CLAD Certification.

