

**Harmony Elementary**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

**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.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information       |
|-----------------------------------|---------------------------|
| School Name                       | Harmony Elementary        |
| Street                            | 1935 Bohemian Hwy         |
| City, State, Zip                  | Occidental, CA 95465-0279 |
| Phone Number                      | 707-874-1205              |
| Principal                         | Mr. Matthew Morgan        |
| Email Address                     | mmorgan@harmonyusd.org    |
| Website                           | www.harmonyusd.org        |
| County-District-School (CDS) Code | 49707306051775            |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information           |
|----------------|-------------------------------|
| District Name  | Harmony Union School District |
| Phone Number   | (707) 874-1205                |
| Superintendent | Matthew Morgan                |
| Email Address  | mmorgan@harmonyusd.org        |
| Website        | www.harmonyusd.org            |

### School Description and Mission Statement (School Year 2020-2021)

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#### 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 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 w 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 2019-2020)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 27                 |
| Grade 1                 | 34                 |
| <b>Total Enrollment</b> | <b>61</b>          |

#### Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Hispanic or Latino              | 16.4                        |
| White                           | 68.9                        |
| Two or More Races               | 14.8                        |
| Socioeconomically Disadvantaged | 31.1                        |
| Students with Disabilities      | 6.6                         |
| Homeless                        |                             |

## 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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--------------------------------------------------------------------|----------------|----------------|----------------|------------------|
| With Full Credential                                               | 4.3            | 4.8            |                |                  |
| Without Full Credential                                            | 0              | 0              |                |                  |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              |                |                  |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|------------------------------------------------|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which 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 TK-1: Reading California, published by Houghton- Mifflin. Board adopted 2005. Differentiated Reading Program using Guided Reading and Daily 5. Grades K-1: Writing by Design, A Systematic Approach to School-Wide Standards Based Writing Instruction, published by Education Consultants. Board Approved 2011. Transitional Kindergarten: Handwriting Without Tears and incorporated Learning Foundations Teachers are transitioning into Common Core State Standards. | Yes                        | 0                                          |
| Mathematics            | Grades TK-1: Bridges!: Board adopted 2017. Teachers have transitioned into CA Common Core State Standards.                                                                                                                                                                                                                                                                                                                                                                      | Yes                        | 0                                          |
| Science                | Grades TK-1: FOSS, Lawrence Hall of Science, distributed by Delta Education, Inc. Board adopted 2006.                                                                                                                                                                                                                                                                                                                                                                           | Yes                        | 0                                          |
| History-Social Science | Grades TK-5: California Vistas, published by Macmillan/McGraw -Hill. Board adopted 2006                                                                                                                                                                                                                                                                                                                                                                                         | Yes                        | 0                                          |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--------------------------------------------------------------|----------------------------|--------------------------------------------|
| Health  | Health is taught through the physical education class.       | 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.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 01/31/2020

| System Inspected                                                        | Rating    | Repair Needed and Action Taken or Planned          |
|-------------------------------------------------------------------------|-----------|----------------------------------------------------|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | Good      |                                                    |
| <b>Interior: Interior Surfaces</b>                                      | Good      |                                                    |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | Good      |                                                    |
| <b>Electrical: Electrical</b>                                           | Good      |                                                    |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | Good      | Restrooms remodeled in summer 2019                 |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | Good      |                                                    |
| <b>Structural: Structural Damage, Roofs</b>                             | Good      | New roof for 50% of facility installed summer 2019 |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | Good      |                                                    |
| <b>Overall Rating</b>                                                   | Exemplary |                                                    |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                                            | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|----------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) |                | N/A            |                  | N/A              |               | N/A           |
| Mathematics (grades 3-8 and 11)                    |                | N/A            |                  | N/A              |               | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                          | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                                         | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                                         | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) |                | N/A            |                  | N/A              |               | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 5           | N/A                                                          | N/A                                                          | N/A                                                         |
| 7           | N/A                                                          | N/A                                                          | N/A                                                         |
| 9           | N/A                                                          | N/A                                                          | N/A                                                         |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

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.

**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 Community Connections.

**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**

**(data collected between July through June, each full school year respectively)**

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.0            | 0.0            | 1.4              | 0.4              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions |                |                  | 2.5           |
| Expulsions  |                |                  | 0.1           |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 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

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 | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|             | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 13                 | 2                          |                             |                           | 19                 | 1                          | 1                           |                           | 14                 | 1                          | 1                           |                           |
| 1           | 17                 | 1                          | 1                           |                           | 20                 | 1                          |                             |                           | 17                 | 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.

#### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 305   |

\*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.

#### Student Support Services Staff (School Year 2019-2020)

| Title                                                         | Number of FTE*<br>Assigned to School |
|---------------------------------------------------------------|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.2                                  |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist                                                  |                                      |
| Social Worker                                                 |                                      |
| Nurse                                                         |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |
| Other                                                         | 0.7                                  |

\*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 2018-2019)

| Level       | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$35,989                     | \$14,440                            | \$21,549                              | 72933                  |

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| District                                      | N/A                          | N/A                                 | \$15,382                              | \$72,202               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 33.4                                  | 1.0                    |
| State                                         | N/A                          | N/A                                 | \$7,750                               | \$71,448               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 94.2                                  | 2.1                    |

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

### Types of Services Funded (Fiscal Year 2019-2020)

Harmony Union School District offers an after school Academic Support 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 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$49,364        | \$46,965                                     |
| Mid-Range Teacher Salary                      | \$69,846        | \$67,638                                     |
| Highest Teacher Salary                        | \$88,985        | \$88,785                                     |
| Average Principal Salary (Elementary)         |                 | \$112,524                                    |
| Average Principal Salary (Middle)             |                 | \$117,471                                    |
| Average Principal Salary (High)               |                 |                                              |
| Superintendent Salary                         | \$152,420       | \$128,853                                    |
| Percent of Budget for Teacher Salaries        | 24.0            | 30.0                                         |
| Percent of Budget for Administrative Salaries | 7.0             | 6.0                                          |

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

### Professional Development (Most Recent Three Years)

| Measure                                                                         | 2018-19 | 2019-20 | 2020-21 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       |         |

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.