

Salmon Creek School - A Charter School

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	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
Website	www.harmonyusd.org
County-District-School (CDS) Code	49707306110639

District Contact Information (School Year 2020-2021)

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

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

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 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
Grade 2	18
Grade 3	26
Grade 4	32
Grade 5	22
Grade 6	24
Grade 7	23
Grade 8	21
Total Enrollment	166

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Hispanic or Latino	13.3
White	77.1
Two or More Races	8.4
Socioeconomically Disadvantaged	33.1
English Learners	1.8
Students with Disabilities	9
Homeless	0.6

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	12.2	12.2		
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 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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. 5-8 History Alive!, published by History Alive!: Board adopted 2019.	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

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms remodeled in summer 2019
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New roof for 50% of facility installed summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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)	67	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	50	N/A	36	N/A	39	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	38	N/A	25	N/A	30	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	5.5	1.5	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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
2	17	1	1		9	1			18	1		
3	22		1		18	1	1		13	2		
4	28		2		24		2		21	1	2	
5	26		2		27		2		22		2	
6	26		2		25		2		24		2	
Other**					21		1					

*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*	207.5

*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* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

*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	\$15,171	\$2,151	\$13,020	\$70,028
District	N/A	N/A	\$15,382	\$72,202
Percent Difference - School Site and District	N/A	N/A	-16.6	-3.1
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	50.7	-2.0

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.