

# Harmony Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

## Harmony Elementary



### Contact Information (School Year 2014-15)

16464 West August Ave.

Delhi, CA 95315

(209) 656-2010

Principal:

Kay Malhi, School Principal

Contact E-mail Address:

[kmalhi@delhi.k12.ca.us](mailto:kmalhi@delhi.k12.ca.us)

County-District-School (CDS) Code: 24753660105817

## Delhi Unified



### Contact Information (School Year 2014-15)

(209) 656-2000

[www.delhi.k12.ca.us](http://www.delhi.k12.ca.us)

Superintendent:

Adolfo Melara

Contact E-mail Address:

[amelara@delhi.k12.ca.us](mailto:amelara@delhi.k12.ca.us)



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information - Most Recent Year

District Name	Delhi Unified
Phone Number	(209) 656-2000
Superintendent	Adolfo Melara
E-mail Address	amelara@delhi.k12.ca.us
Web Site	www.delhi.k12.ca.us

### School Contact Information - Most Recent Year

School Name	Harmony Elementary
Street	16464 West August Ave.
City, State, Zip	Delhi, CA 95315
Phone Number	(209) 656-2010
Principal	Kay Malhi, School Principal
E-mail Address	kmalhi@delhi.k12.ca.us
Web Site	<a href="http://harmony.delhi.k12.ca.us/">http://harmony.delhi.k12.ca.us/</a>
County-District-School (CDS) Code	24753660105817

### School Description and Mission Statement- Most Recent Year

Harmony School provides its students with a comprehensive, standards aligned, quality educational program that is supported by the community and parents. The curriculum is standards-based and differentiated to meet the individual needs of all our students. We provide a learning environment that promotes positive self-esteem and stimulates academic achievement and a passion for learning. Harmony is unique in that it provides parents and students a quality dual language instructional program within our regular educational program, through its dual language academy. Harmony implements a positive behavioral intervention system that teaches all students respect and responsibility.

### Major Achievements - Most Recent Year

Harmony school was recently recognized by the Merced county office of education for outstanding academic achievement in the following categories: "Breaking 800" in API Largest County Overall API Gains, 1st place.

Harmony students have consistently placed 1st, 2nd or 3rd place in county wide academic contests such as the Merced Spelling Bee and Merced County Speech Contest and Merced County Writing festival.

Eighteen Harmony students participated in the "Dinner with a Scientist" program hosted by UC Merced.

### Focus for Improvement - Most Recent Year

One hundred percent of teachers will implement District Norms that include research based teaching strategies.

Provide academic intervention to students not demonstrating growth on ELA and math standards.

Support positive behavioral intervention system to help students make responsible choices.

Teach grade level standards and assess weekly to inform instruction.

Principal will monitor these initiatives to ensure implementation.

Parents will participate in teacher/parent conference and receive ELA CST data, and parents are encouraged to check grades on parent portal.

Teachers have continued to develop, teach and assess Common Core lessons in preparation for adoption in 2014-15.

Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.

Teachers have successfully implemented the GAINS (Gains in Achievement and Innovation Now) program. This initiative is focused on improving student achievement, through implementing research based instructional strategies with assessments.

### Homework - Most Recent Year

Students are expected to turn in homework on time. Students receive reasonable periods of time to complete missing assignments following their absence to obtain, complete, and submit their missing assignment(s). If the absence is unexcused, students are allowed to make up the assignment, but will receive a 10% penalty.

### School Schedule - Most Recent Year

## Harmony Elementary 2013-14 School Accountability Report Card

---

Harmony School  
2014-15 Bell Schedule  
Daily Schedule

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

Morning Recess  
9:30-9:45 TK-K (Building B), P1  
9:50-10:05 K (Building C/D)  
9:45-10:00 1, 2, 3 Recess  
10:00-10:15 4, 5 Recess  
10:15-10:25 6, 7, 8 Break

Lunch  
10:40-11:20 TK-K (K Big Playground Play Structure)  
11:00-11:40 1st Grade  
11:00-11:40 2nd Grade  
11:20-12:00 3rd Grade  
11:20-12:00 4th Grade  
11:40-12:20 5th Grade  
12:00-12:40 6th Grade  
12:20-1:00 7th Grade  
12:20-1:00 8th Grade

Afternoon Recess  
1:00-1:15 TK-K (Building B)  
1:15-1:30 K (Building C/D)

Regular Dismissal  
2:13 p.m. TK/K-3 Grades  
3:00 p.m. 4-8 Grades

Minimum Day Dismissal (Wednesdays)  
1:05 p.m. 4 - 8 Grade

Closing of School  
4:30 p.m. Office Closed

PARENT-TEACHER CONFERENCES ARE MINIMUM DAY  
DISMISSAL, EXCEPT ON WEDNESDAY (Memo will be sent home as scheduled)  
1:13 TK/K - 3  
2:00 4 - 8

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	83
Grade 1	79
Grade 2	92
Grade 3	79
Grade 4	80
Grade 5	77
Grade 6	76
Grade 7	58
Grade 8	87
Total Enrollment	711

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	4.6
Filipino	0.3
Hispanic or Latino	87.3
Native Hawaiian/Pacific Islander	0.3
White	7.5
Two or More Races	0.00
Socioeconomically Disadvantaged	90.2
English Learners	48.5
Students with Disabilities	5.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
<b>With Full Credential</b>	27	31	35	127
<b>Without Full Credential</b>	3	1	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Leadership - Most Recent Year

Richard Perez was principal of Harmony for five years. He had 10 years' experience as a principal and 15 as a teacher. Effective 2013-14, Kuljit Malhi will serve as Principal. She has been an educator for over 20 years and this is her first principal position. The entire school community has contributed to our decision-making process. Parents, teachers, support staff, ELAC and school site council members have had an important role in the development of the single plan for student achievement as well as the development of the categorical budget. We have a well-established data driven culture that guides our instructional action plans and involves our school community. The school site council members make annual classroom visits to help monitor our single plan for student achievement.

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

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

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2014

Harmony Elementary 2013-14  
School Accountability Report Card

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	<p>Grade Level: TK Subject: Lang. Arts Book: Splash Into Pre-K Publisher: Houghton Mifflin Harcourt Year: 2014</p> <p>Grade Level: TK-6th Subject: Lang. Arts Book: A Legacy of Literacy Publisher: Houghton Mifflin Harcourt Year: 2003</p> <p>Grade Level: TK-6th Subject: Lang. Arts Book: Medallions (Enhancement to K-6 Lang. Arts) Publisher: Houghton Mifflin Harcourt Year: 2010</p> <p>Grade Level: TK-8th Subject: Lang. Arts Book: Write Source Publisher: Houghton Mifflin Harcourt Year: 2012</p> <p>Grade Level: 7th-8th Subject: English Book: Timeless Voices Themes Publisher: Prentice Hall Year: 2004</p>	Yes	0%
<b>Mathematics</b>	<p>Grade Level: TK Subject: Math Book: Splash into Pre-K Publisher: Houghton Mifflin Harcourt Year: 2014</p> <p>Grade Level: K-8th Subject: Math Book: California GO Math Publisher: Houghton Mifflin Harcourt Year: 2014</p>	Yes	0%

Harmony Elementary 2013-14  
School Accountability Report Card

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Science	<p>Grade Level: 5th Subject: Science Book: McGraw Hill Science Publisher: McMillan McGraw Hill Year: 2001</p> <p>Grade Level: 6th Subject: Science Book: Earth Science Publisher: Holt Rinehart &amp; Winston Year: 2007</p> <p>Grade Level: 7th Subject: Science Book: Life Science Publisher: Holt Rinehart &amp; Winston Year: 2007</p> <p>Grade Level: 8th Subject: Science Book: Physical Science Publisher: Holt Rinehart &amp; Winston Year: 2007</p>	Yes	0%
History-Social Science	<p>Grade Level: TK-5th Subject: Soc. Science Book: Reflections Publisher: Harcourt Brace Year: 2007</p> <p>Grade Level: 6th Subject: Soc. Science Book: Medieval Times Publisher: Holt Rinehart &amp; Winston Year: 2006</p> <p>Grade Level: 7th Subject: Soc. Science Book: US History Publisher: Holt Rinehart &amp; Winston Year: 2006</p> <p>Grade Level: 8th Subject: Soc. Science Book: History Publisher: Holt Rinehart &amp; Winston Year: 2006</p>	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)			N/A

GATE - Most Recent Year

Special Education - Most Recent Year



### English Learners - Most Recent Year

All of our teachers are certified to work with English Learners. All teachers hold a CLAD or BCLAD state credentials. Additionally, all teachers have participated in extensive professional development in the area of SDAIE and EL strategies. Academic coaches continue to provide additional support to teachers to better improve their teaching strategies and meet the needs of our diverse learners. Ongoing professional development for our teachers is a primary district goal.

### School Facility Conditions and Planned Improvements - Most Recent Year

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

All site inspections are conducted on a monthly basis by the Director of Maintenance and Operations. The overall ranking of this inspection rated the site in excellent condition. The most recent evaluation of this site was performed in December 2014 by Director of Maintenance & Operations and school principal and the school received an overall rating of "Good."

### School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermis Infestation		—	—	
Electrical: Electrical	—		—	
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	

### Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

### Library - Most Recent Year

### Computers - Most Recent Year

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

## Harmony Elementary 2013-14 School Accountability Report Card

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	55%	47%	56%	45%	37%	49%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	49%
<b>All Students at the School</b>	56%
<b>Male</b>	56%
<b>Female</b>	57%
<b>Black or African American</b>	N/A
<b>American Indian or Alaska Native</b>	N/A
<b>Asian</b>	N/A
<b>Filipino</b>	N/A
<b>Hispanic or Latino</b>	55%
<b>Native Hawaiian or Pacific Islander</b>	N/A
<b>White</b>	N/A
<b>Two or More Races</b>	N/A
<b>Socioeconomically Disadvantaged</b>	56%
<b>English Learners</b>	12%
<b>Students with Disabilities</b>	N/A
<b>Students Receiving Migrant Education Services</b>	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	49%	55%	50%	49%	54%	49%	54%	56%	55%
<b>Mathematics</b>	54%	58%	53%	47%	45%	41%	49%	50%	50%
<b>History-Social Science</b>	30%	39%	31%	37%	42%	35%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

### Other Measures of Student Achievement - Most Recent Year

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
<b>Statewide</b>	4	5	4
<b>Similar Schools</b>	7	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
<b>All Students at the School</b>	-6	17	-21
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	-5	12	-24
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	-2	13	-17
<b>English Learners</b>	2	16	-11
<b>Students with Disabilities</b>			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcome

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

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

#### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.5%	19.2%	24.4%
7	16.7%	18.5%	13%
9	N/A	N/A	N/A

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

Harmony's campus supervisors monitor the school grounds for 30 minutes before and after school, during recess, and lunchtime. Visitors must use the main entrance and sign in at the office. Harmony's School Site Safety Plan provides a useful framework to respond to various safety issues and/or disasters. The Plan's objectives are to: 1) Save lives, avoid injuries, 2) Safeguard school property and records, 3) Promote a fast, effective reaction in coping with emergencies, 4) Promptly restore conditions back to normal, and 5) Support the DUSD Emergency and Disaster Preparedness Plan. Members of the faculty shall become familiar with the Plan and review it with students. We revise our School Safety Plan annually; it was last revised in October, 2014.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
<b>Suspensions</b>	2.9	6.2	5.4	2.7	7.6	7.4	4.4	5.1	5.7
<b>Expulsions</b>	0	0	0	0	0.2	0	0.1	0.1	0.1

### Discipline - Most Recent Year

Harmony implements the “Positive Behavioral Intervention System” that outlines specific behavioral expectations for all students and includes positive and negative consequences. We assign a staff mentor to struggling students. We note exemplary behavior on report cards and the principal recognizes and rewards students who demonstrate exemplary behavior.

### School Safety Plan - Most Recent Year

Harmony’s campus supervisors monitor the school grounds for 30 minutes before and after school, during recess, and lunchtime. Visitors must use the main entrance and sign in at the office. Harmony’s School Site Safety Plan provides a useful framework to respond to various safety issues and/or disasters. The Plan’s objectives are to: 1) Save lives, avoid injuries, 2) Safeguard school property and records, 3) Promote a fast, effective reaction in coping with emergencies, 4) Promptly restore conditions back to normal, and 5) Support the DUSD Emergency and Disaster Preparedness Plan. Members of the faculty shall become familiar with the Plan and review it with students. We revise our School Safety Plan annually; it was last revised in October, 2014.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate - English-Language Arts</b>		
<b>Met Participation Rate - Mathematics</b>		
<b>Met Percent Proficient - English-Language Arts</b>		
<b>Met Percent Proficient - Mathematics</b>		
<b>Met Graduation Rate</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					31		24		28		24	
1					27		24		26		24	
2					25	16	16		22	1	32	
3					27		24		25	1	24	
4					30		24		25	2	24	
5					27		24		24	2	24	
6					24	6	17		23	2	23	
Other												

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.2	7	11	3	20	11	9		19	7	4	
Mathematics	24.5	2	3	1	24	3	5		21	3	4	
Science	21	3	4	0	23	3	4		21	3	4	
Social Science	24.5	2	3	1	24	2	5		21	3	4	

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

### Academic Counselors and Other Support Staff (School Year 2013-14)

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

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Specialized Program/Staff - Most Recent Year

Harmony houses the district's Dual Language Academy program, an education approach that integrates a roughly equal number of English-dominant students and target language-dominant students for a percentage of the school day, providing content literacy instruction in English and the target language. The goal of dual language immersion programs is literacy in two languages. DUSD is implementing and gradually reaching a 50/50 model in grades four through six, maintained with at least two periods in Spanish in the middle grades for a 20/80 model.

Harmony offers after school programs for struggling learners as well as recreational and academic programs through ASSETS. After school sports include soccer, volleyball, basketball, baseball, and softball. We also have a choir and music program.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$66,086
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$63,037
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

### Types of Services Funded (Fiscal Year 2013-14)

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

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

The Teacher Incentive Grant pays for professional development for teachers.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,375	\$38,920
Mid-Range Teacher Salary	\$59,073	\$59,803
Highest Teacher Salary	\$82,647	\$78,096
Average Principal Salary (Elementary)	\$93,841	\$95,836
Average Principal Salary (Middle)	\$93,704	\$99,849
Average Principal Salary (High)	\$104,769	\$107,599
Superintendent Salary	\$135,960	\$151,912
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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



### Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development is a priority focus for Harmony School. The primary school wide focus, as identified by teachers, is Literacy (reading and writing). Several school wide initiatives, including Accelerated Reader, writing daily, Cloze reading, have been implemented to support Literacy. Many Harmony teachers received district lead training in Specially Designed Academic Instruction in English (SDAIE), California Common Core Standards, Dual Language and Explicit Direct Instruction (EDI) and most recently from the Teacher Incentive Grant (TIF), Bonnie Bishop.

New teachers employed at Harmony School receive mentoring and additional training through the Beginning Teacher Support and Assistance (BTSA) Program. In addition, Harmony has monthly new teacher lunches where additional support/discussions with a focus on student learning take place. Professional Development also includes classroom "walkthrough" observations where the principal or associate principal provide written feedback on observed effective teaching strategies as well as recommendations or ideas that can benefit future lessons. In addition all teachers are encouraged to receive on going coaching support from the site Academic Coach. Staff meetings are also dedicated to providing PD in areas identified by staff, coach and administrators

### Evaluation/Improving Teachers - Most Recent Year

### Substitute Teachers - Most Recent Year

When possible, we hire substitutes at our teachers' request. If a teacher is absent on short notice, the District Office makes every effort to contact a substitute, or our Academic Coach takes over the class. Teachers leave detailed lesson plans for our substitutes to follow.