



Harmony Elementary School

1500 South Cawston St. • Hemet, CA 92545 • (951) 791-1830 • Grades K-5

Alisa Fallon, Principal

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<http://harmony.hemetUSD.org/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
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District Governing Board

Mrs. Marilyn Forst
Mr. Patrick Searl
Mrs. Megan Haley
Mr. Vic Scavarda
Mr. Jim Smith
Mr. Ross Valenzuela
Mr. Joe Wojcik

District Administration

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Superintendent
Dr. Barry L. Kayrell
Superintendent
Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

Harmony's Mission Statement

It shall be the mission of Harmony Elementary School to engage and motivate all students to become invested in their own learning. It is our purpose to provide a variety of experiences, curricula, and activities that reach all learning modalities, backgrounds, and experiences. We will develop self-esteem, academic growth, and personal responsibility by providing a safe and nurturing learning environment for all students.

Harmony's Vision Statement

- To foster high expectations for academic achievement and responsible citizenship for all students.
- To provide an enriched curriculum aligned with California Curriculum Standards.
- To develop a sense of community with emphasis on mutual respect and observance of personal rights balanced with responsibility.

Principal's Message

Welcome to Harmony Elementary School! We take great pride in our school and believe that it is one of the finest elementary schools in the valley. Harmony has a very dedicated, highly qualified staff that is passionate about educating children. We are proud of our accomplishments. We have high expectations for our students and staff. Our staff operates as a Professional Learning Community and is always striving to improve and foster students that exceed academic standards. With our experienced staff and supportive parent/community, we believe that we will accomplish our goals.

Educating elementary children is greater than just teaching the academic standards. Our goal is to develop students emotionally, physically, and morally, as well. We plan to develop lifelong learners who, in future years, will contribute to their community. We implement the Positive Behavior Intervention Support System at our school.

School Profile

We have established many traditions and we have achieved academic success. Our school has received the Title I Academic Achievement Award. In addition, we are a California Distinguished School. Harmony Elementary School is located on the western edge of the city of Hemet and is one of fifteen elementary schools within the Hemet Unified School District. Harmony serves a diverse community that primarily resides within walking distance of our school.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.

3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 791-1830 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	142
Grade 1	114
Grade 2	149
Grade 3	154
Grade 4	151
Grade 5	132
Total Enrollment	842

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	1
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	0.5
White	25.9
Two or More Races	6.2
Socioeconomically Disadvantaged	78.6
English Learners	12.4
Students with Disabilities	9.9
Foster Youth	0.8

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			
Harmony Elementary School	13-14	14-15	15-16
With Full Credential	39	38	41
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Hemet Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1061
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	57

Teacher Misassignments and Vacant Teacher Positions at this School			
Harmony Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	100.0	0.0

* 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 (School Year 2015-16)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9-1-15 that each pupil, including English learners, in the district in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruder's American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
----Science----				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
12-13	Holt Modern Chemistry	Holt	2010	6/08
12-13	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13	Integrated Principles of Zoology	McGraw Hill	2006	1/06
----Health----				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

School Facility Conditions and Planned Improvements (Most Recent Year)

Harmony School opened in the fall of 2003 and currently houses our 860 students in both permanent and modular classrooms. Students and staff take pride in the beauty and cleanliness of the school. Every classroom has adequate space and all the materials needed to ensure student success.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/17/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			kinder main work rm & storage rm: ceiling vent protruding above frame.
Interior: Interior Surfaces	X			center pod: Wallpaper coming off. office health: baseboard coming off. P&A: 5 lights out, wallpaper. rm 31: Ceiling tile. rm 34: 1 diffuser out, ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		100 pod restroom boys: 1 stall door hard to close - 2 lights out. boys restroom: 3 lights out, stalldoor lock. C wing girls restrooms: 3 lights out. girls restroom: 3 lights. MPR: 8 lights out, faucets with low pressure. office cust closet: light switch not working. P&A: 5 lights out, wallpaper. rm 12: 4 lights out. rm 16: 6 lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100 pod restroom boys: 1 stall door hard to close - 2 lights out.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/17/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				100 pod: Loose sink. MPR: 8 lights out, faucets with low pressure. rm 23: Faucet.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	35	33	44
Math	31	22	33

* 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.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	50	57	44	47	48	45	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.00	20.00	17.10

* 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.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	44
Male	39
Female	47
Black or African American	9
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	--
White	58
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	37
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	164	162	98.8	35	31	20	14
	4	157	154	98.1	38	29	24	10
	5	139	138	99.3	36	25	28	10
Male	3		91	55.5	41	34	21	4
	4		80	51.0	45	23	24	9
	5		64	46.0	52	22	20	6
Female	3		71	43.3	27	28	20	25
	4		74	47.1	30	35	24	11
	5		74	53.2	23	28	34	14
Black or African American	3		19	11.6	42	47	5	5
	4		16	10.2	50	25	19	6
	5		14	10.1	93	0	7	0
American Indian or Alaska Native	3		1	0.6	--	--	--	--
	5		2	1.4	--	--	--	--
Asian	4		4	2.5	--	--	--	--
	5		1	0.7	--	--	--	--
Filipino	3		2	1.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		1	0.6	--	--	--	--
	5		1	0.7	--	--	--	--
Hispanic or Latino	3		86	52.4	38	30	23	8
	4		77	49.0	39	38	16	8
	5		73	52.5	32	33	26	8
Native Hawaiian or Pacific Islander	3		1	0.6	--	--	--	--
	5		1	0.7	--	--	--	--
White	3		43	26.2	30	26	19	26
	4		49	31.2	33	16	39	12
	5		38	27.3	26	21	34	18
Two or More Races	3		10	6.1	--	--	--	--
	4		7	4.5	--	--	--	--
	5		8	5.8	--	--	--	--
Socioeconomically Disadvantaged	3		134	81.7	37	33	19	12
	4		118	75.2	42	31	19	8
	5		99	71.2	40	28	22	8
English Learners	3		16	9.8	50	38	13	0
	4		19	12.1	79	21	0	0
	5		12	8.6	58	25	17	0
Students with Disabilities	3		13	7.9	62	15	15	8
	4		27	17.2	70	22	7	0
	5		15	10.8	87	7	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	164	163	99.4	36	28	21	15
	4	157	154	98.1	32	41	25	1
	5	139	137	98.6	34	36	18	11
Male	3		92	56.1	37	34	17	12

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		80	51.0	35	33	29	3
	5		64	46.0	39	38	11	13
Female	3		71	43.3	35	20	27	18
	4		74	47.1	30	50	20	0
	5		73	52.5	30	36	25	10
Black or African American	3		19	11.6	58	32	5	5
	4		16	10.2	56	31	13	0
	5		14	10.1	50	50	0	0
American Indian or Alaska Native	3		1	0.6	--	--	--	--
	5		2	1.4	--	--	--	--
Asian	4		4	2.5	--	--	--	--
	5		1	0.7	--	--	--	--
Filipino	3		2	1.2	--	--	--	--
	4		1	0.6	--	--	--	--
	5		1	0.7	--	--	--	--
Hispanic or Latino	3		87	53.0	41	21	26	11
	4		77	49.0	35	40	23	0
	5		72	51.8	36	36	21	7
Native Hawaiian or Pacific Islander	3		1	0.6	--	--	--	--
	5		1	0.7	--	--	--	--
White	3		43	26.2	28	30	14	28
	4		49	31.2	20	47	29	4
	5		38	27.3	21	37	18	24
Two or More Races	3		10	6.1	--	--	--	--
	4		7	4.5	--	--	--	--
	5		8	5.8	--	--	--	--
Socioeconomically Disadvantaged	3		134	81.7	40	28	20	12
	4		118	75.2	37	41	20	1
	5		98	70.5	39	40	17	4
English Learners	3		17	10.4	53	35	12	0
	4		19	12.1	68	32	0	0
	5		12	8.6	50	50	0	0
Students with Disabilities	3		13	7.9	54	31	0	15
	4		27	17.2	70	22	4	4
	5		15	10.8	73	27	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

Harmony Elementary School values and welcomes volunteers on our campus. In accordance with Hemet Unified School District policy, volunteers have a current TB test and have their fingerprints on file with the district. The Volunteer Application Form may be obtained from our school office. Limited funds are available to volunteers to help defray the costs associated with the TB test and fingerprinting. We also have a "Watch Dog" program that we encourage our fathers to participate in. Dads have the chance to spend the day at our school volunteering and acting as a positive male role model for our students.

Harmony has an active Parent Teacher Association with over 200 members. PTA Association meetings are held three times throughout the year. PTA Board Meetings are held monthly. Our PTA has planned monthly Family Evenings throughout the year. A schedule of events appears in our school newsletters, school calendar, the school web site, and the PTA facebook page.

Also, Harmony's Comprehensive School Plan addresses the six areas of parent involvement. For more information, contact the principal, Alisa Fallon at (951) 791-1830.

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.

School Safety Plan

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: February 2015

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

We clearly communicate Seth's Law and do not tolerate bullying. All teachers are trained in a Positive Behavior Intervention Support plan and implement social skills and Interventions daily. We also communicate the PeaceBuilder policy and implement the program. Our site counselor facilitates peer mediation groups and trains upper grade students to be peer mediators on our playground. We also have a bully free school. Students report bullying in our bully box or through our school web site. Our counselor works with students by providing small group social skill lessons. The counselor also trains students to be peer mediators on our campus to help resolve issues and promote a peaceful playground.

A clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. The Riverside Sheriff and Hemet Fire Departments respond quickly to calls for assistance. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed.

School gates are closed right after the morning bell rings and opened when school lets out. All visitors and volunteers are required to sign in at the office, state their business at the school, show identification, and sign in through our lobby guard system. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

The SAFE after school program is available for students after school until 6:00 p.m. All students attending are signed out by parents when they leave the school grounds. SAFE after school program offers both academic enrichment and positive behavior support.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.83	2.74	2.27
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.90	7.29	6.95
Expulsions Rate	0.26	0.23	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	27	27	24			1	5	5	5			
1	30	32	23				5	4	5			
2	29	32	30				5	3	5		2	
3	29	28	26		1		5	1	6		4	
4	28	29	29				5	5	5			
5	26	26	21	1	1	3	5	5	4			
Other	13	32		1				1				

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.87
Psychologist	.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,161	\$43,165
Mid-Range Teacher Salary	\$66,464	\$68,574
Highest Teacher Salary	\$87,860	\$89,146
Average Principal Salary (ES)	\$118,248	\$111,129
Average Principal Salary (MS)	\$127,067	\$116,569
Average Principal Salary (HS)	\$135,629	\$127,448
Superintendent Salary	\$227,058	\$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,741	\$852	\$3,889	\$65,841.38
District	♦	♦	\$4,324	\$71,130
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-10.1	-4.2
Percent Difference: School Site/ State			-17.1	-5.0

* Cells with ♦ do not require data.

Types of Services Funded

Other programs that are funded are: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics.

OTHER PROGRAMS

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- Supplemental Concentration -- \$33,760
- Site Lottery -- \$19,594
- Title I -- \$158,662
- Special Ed Federal Local Asst -- \$98,829
- Calif 21st Century -- \$59,487
- Special Education State/Local -- \$366,540
- Common Core State Standards -- \$54,944

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., 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.