

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Harmony Union Elementary District	Rene McBride Superintendent/Principal	rmcbride@harmonyusd.org (707) 874-1205

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Harmony Union School District has a unique structure in that Harmony Elementary is a TK-1st grade LEA and Salmon Creek Middle School is 2nd-8th. Both schools reside on the same campus and are indistinguishable other than name. Both schools operate as one district including funding.

**Mission Statement:** The Mission of the 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.

**District Goals:**

#### Curriculum

Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.

#### Technology and Library

Students will access, evaluate, and responsibly use both print and technological resources.

#### Place-Based Learning

Students will be eco-literate citizens who care about the environment and are empowered to make a difference.

#### Student Leadership

Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.



## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Over the last several years, Harmony Union School District has worked diligently to provide an education focused on the whole child in order to meet the needs of diverse learners. As the District begins to move away from a structured deficit, the focus will be to continue to sustain the programs currently in place.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Here are some of our highlights from the year:

- increased Math scores
- Maintained 0 suspension rate
- Attendance rate continued above 90%

The District will continue to develop and maintain Rtl and milt-tiered support systems that have provided solid foundational work for unduplicated students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

Harmony Elementary does not receive data from the LCFF Evaluation Rubrics as it serves students TK-1st. Teachers use local indicators including DRA's, Dibbles, and math assessments from the Bridges curriculum. An area of need as identified through local indicators and parent input is a focus on differentiated instruction (challenging students that are high academically) and continue to build the Middle School Science program. This is something that will be discussed over the next year through staff development days, minimum days, and time for collaboration. Another need is in addressing the truancy rate which doubled from last year. The District is planning ways to address and recognize positive attendance through assemblies. There will also be letters sent home to families raising awareness of the affects truancy has on establishing long-term habits in students. The positive attendance recognition in assemblies is highlighted in the actions and services portion of the LCAP.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

Harmony Elementary does not receive data from evaluation rubrics. As a small district with small class sizes, there is a lack of reliable data for any significant student groups.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

Currently HUSD is using all the MPP funds to go toward services for low-income and English learners, the goal is to maintain those services including a full-time intervention teacher and a part-time ELD teacher.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,000,307
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$2,195,949.34

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP reflects a portion of spending in each account including: Salaries, benefits, books and supplies, and operating expenses. All of the LCFF revenues and corresponding expenditures are reflected in the LCAP.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$867,940

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications including unduplicated students and students with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Local assessments including classwork, tests, quizzes, teacher observation

**17-18**

Maintain ELA proficiency at or above 87%

**Baseline**

K-1 is currently 87% proficient

K-1 ELA proficiency is at 73%.

**Metric/Indicator**

Local assessments including classwork, tests, quizzes, teacher observation

**17-18**

Increase math proficiency scores by 2%

**Baseline**

K-1 is currently 79% proficient

K-1 math proficiency is at 84%.

## Expected

**Metric/Indicator**  
CELDT/ELPAC

**17-18**  
Continue development of ELD restructure.

**Baseline**  
In need of a structured school-wide program to better serve EL students to continue to enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge English language proficiency. The student population is so small, specific data cannot be used.

**Metric/Indicator**  
Local parent surveys

**17-18**  
Improve parent involvement by 2%.

**Baseline**  
102 parents participated in surveys.

**Metric/Indicator**  
Current CCSS aligned curriculum; staff observations

**17-18**  
Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.

**Baseline**  
100% alignment

**Metric/Indicator**  
CELDT/ELPAC

**17-18**  
Maintain 100% progress in increased performance levels of EL students.

**Baseline**  
Due to less than 5 EL students in Harmony Elementary, reclassification data is not available. 100% of students show progress in increased performance.

**Metric/Indicator**  
Committee representatives from all student subgroups including students with exceptional needs

## Actual

ELD restructure - Curriculum committee has been working to provide support to all teachers around ELD and one teacher has been participating and attending the EL Collaborative at Sonoma County Office of Education.

38 parents participated in surveys. This was a decrease from the previous year. However, several attempts were made to reach parents and provide opportunity for feedback.

Continued to support/maintain 100% alignment to CCSS standards, including ELD standards.

100% of students showed progress in increased performance levels of EL students.

Maintained 100% representation on Advisory Committees

Expected

Actual

**17-18**  
Maintain 100% representation on Advisory Committees  
**Baseline**  
100%

**Metric/Indicator**  
Sufficient instructional materials approved by the board; Appropriate credentials of all staff; FIT survey- All three of these metrics comprise the Williams Act  
**17-18**  
Maintain 100% compliance with Williams Act  
**Baseline**  
100% compliance with the Williams Act

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high quality teaching staff and provide intervention services for students with disabilities.	Maintained high quality teaching staff and provide intervention services for students with disabilities.	Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$277,733	Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$271,673
		Certificated Benefits (P/R) 3000-3999: Employee Benefits Base \$80,314	Certificated Benefits (P/R) 3000-3999: Employee Benefits Base \$119,780
		Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$22,469	Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$90,145
		Supervisor Benefits (P/R) 3000-3999: Employee Benefits Base \$3,874	Supervisor Benefits (P/R) 3000-3999: Employee Benefits Base \$16,776

		Confidential Salaries 2000-2999: Classified Personnel Salaries Base \$38,501	Confidential Salaries 2000-2999: Classified Personnel Salaries Base \$32,377
		Confidential Benefits (P/R) 3000- 3999: Employee Benefits Base \$9,207	Confidential Benefits (P/R) 3000- 3999: Employee Benefits Base \$8,389
		Special Education 5000-5999: Services And Other Operating Expenditures Special Education \$150,000	Special Education 5000-5999: Services And Other Operating Expenditures Special Education \$197,579

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide instructional aide time/paraprofessionals.	Continued to provide instructional aide time/paraprofessionals.	Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base \$94,998	Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base \$70,204
		Classified Benefits (P/R) 3000- 3999: Employee Benefits Base \$22,714	Classified Benefits (P/R) 3000- 3999: Employee Benefits Base \$21,118

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adopt new math curriculum; begin development of MTSSs	Adopted new math curriculum; discussed development of MTSSs	Curriculum and Materials 4000- 4999: Books And Supplies Base \$3,000	Curriculum and Materials 4000- 4999: Books And Supplies Base \$3,000

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Rtl program and Intervention teacher.	Maintained Rtl program and Intervention teacher.	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$27,252	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$27,252



Certificated Benefits 3000-3999:  
Employee Benefits Supplemental  
\$2,578

Certificated Benefits 3000-3999:  
Employee Benefits Supplemental  
\$2,578

### Action 5

#### Planned Actions/Services

Continue to provide opportunities for parent involvement in academics and the LCAP process, including parents of unduplicated students and students with exceptional needs.

#### Actual Actions/Services

Continued to provide opportunities for parent involvement in academics and the LCAP process, including parents of unduplicated students and students with exceptional needs.

#### Budgeted Expenditures

Survey Monkey 5000-5999:  
Services And Other Operating  
Expenditures Lottery \$500

#### Estimated Actual Expenditures

Google Docs 5000-5999:  
Services And Other Operating  
Expenditures Lottery No Cost

### Action 6

#### Planned Actions/Services

Continue discussion and planning for ELD restructure. Maintain ELD teacher.

#### Actual Actions/Services

Continued discussion and planning for ELD restructure. Maintained ELD teacher.

#### Budgeted Expenditures

Contracted Services from outside agency for CCSS/MTSS training and implementation. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500

#### Estimated Actual Expenditures

Contracted Services from outside agency for CCSS/MTSS training and implementation. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500

ELD Teacher 1000-1999:  
Certificated Personnel Salaries  
Title I \$7,130

ELD Teacher 1000-1999:  
Certificated Personnel Salaries  
Title I \$7,130

ELD PD for General Ed teachers  
5000-5999: Services And Other  
Operating Expenditures Base  
\$1,200

ELD PD for General Ed teachers  
5000-5999: Services And Other  
Operating Expenditures Base  
\$600

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Continue to provide services as described above for all English proficient pupils (RFEP).

Continued to provide services as described above for all English proficient pupils (RFEP).

Cost embedded above.

Cost embedded above.

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council/Charter Advisory Board)	Maintained 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council/Charter Advisory Board)	No cost	No cost

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain clean and safe school environment, in accordance with FIT survey.	Maintained clean and safe school environment, in accordance with FIT survey.	Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601	Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601
		Custodial Staff 2000-2999: Classified Personnel Salaries Other \$18,796	Custodial Staff 2000-2999: Classified Personnel Salaries Other \$19,340
		Employee Benefits 3000-3999: Employee Benefits Base \$11,504	Employee Benefits 3000-3999: Employee Benefits Base \$11,620

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services that were in our plan for Goal 1 were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Most actions and services were very successful. We decreased in our ELA percentage. This will be an area for growth for staff and we will provide professional development to support ELA. We were not able to increase the percentage of parent participation in the parent survey, though a second sending of the survey and reminders were sent home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Administrative salaries and benefits were updated to reflect current configuration. For the 2017-2018 school year the District only had a Superintendent/Principal (1 FTE). Classified salaries and benefits were updated to reflect the elimination of the District Clerk Position. Only \$600 were spend for professional development for general education teachers because some of the workshop were free of charge and the District only incurred substitute costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to the goal or expected outcomes to achieve the goal. However, salaries were updated based on District's multi-year projections at second interim for 2018-2019 and 2019-2020 school years.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Students will access, evaluate, and responsibly use both print and technological resources.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Continue to develop students' technology skills.

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Staff survey, student feedback, classroom observations

### 17-18

Full implementation of programming skills through work Bee-bots in 100% of classrooms.

Continue to provide typing and technology classes.

### Baseline

Baseline: All students have access to technology in the classroom.

Technology standards are being implemented in 100% of classrooms.

### Metric/Indicator

Staff feedback, new curriculum, observations

### 17-18

Provide additional training on Lexia, BeeBots, online curriculum resources

### Baseline

Baseline: The district needs to provide more challenging opportunities to deepen knowledge and application around technology.

Actual

Full implementation of programming skills through Bee-bots in 100% of classrooms.

Continued to provide typing and technology classes.

Provided additional training on Lexia, BeeBots, and online curriculum resources.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain technology specialist.	Maintained technology specialist.	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$11,442	Maintained technology specialist. 2000-2999: Classified Personnel Salaries Base \$11,460
		Employee Benefits: 3000-3999: Employee Benefits Base \$5,025	Employee Benefits: 3000-3999: Employee Benefits Base \$5,347

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update technology as needed.	Continued to update technology as needed.	Software and hardware to continue support and development of technology based instructional programs. 4000-4999: Books And Supplies Base \$4,000	Software and hardware to continue support and development of technology based instructional programs. 4000-4999: Books And Supplies Base \$17,161

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.	Library tech continued to connect the library to classroom projects and themes and provided a collaborative space for students and staff.	Maintain existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$4,818	Maintained existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$5,758
		Employee Benefits 3000-3999: Employee Benefits Base \$1,153	Employee Benefits 3000-3999: Employee Benefits Base \$1,492

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services planned for have been implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students were able to access, evaluate, and responsibly use both print and technological resources, due to the actions and services put in place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional money was spent on technology resources based on classroom needs. Some of the additional costs went towards additional chromebooks and iPads and upgrading document cameras and projectors in classrooms.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2018-2019 the Technology Specialist will be reduced to 60% FTE. This position will be maintained at this percentage in 2019-2010. Salaries and benefits were reduced to reflect this change. The Library Tech position's salary and benefits were updated to reflect the District's multi-year projections.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Students will be eco-literate citizens who care about the environment and are empowered to make a difference.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Grade level curriculum plans and site walks, principal and teacher feedback, course access

**17-18**

All teachers will continue to align their PBL program to CCSS and NGSS where applicable.

**Baseline**

Teachers are working to align CCSS and NGSS.

**Metric/Indicator**

Grade level curriculum plans and site walks, principal and teacher feedback

Actual

All teachers continued to align their PBL program to CCSS and NGSS where applicable to ensure 100% of students have access in all required areas of study.

- a. Two staff attended a John Muir Laws training and then led workshop for teachers on nature-journaling.
- b. The PBL Committee offered a tree walk for all staff, led by naturalists and biologists to help teachers gain background knowledge and experience with regard to our forest.
- c. All teachers have implemented the FOSS science program, which includes an outdoor, site-based component for every module of every unit.
- d. Most teachers have incorporated place-based field trips into their programs, including local restoration projects, mapping of local areas, Steelhead in the Classroom, and visits to local farms, saw mills, etc.

Teachers provided multiple opportunities for exploration in at least 60% of classrooms.

Expected

**17-18**

Teachers provide multiple opportunities for field studies and outdoor exploration in 60% of classrooms.

Teachers continue to develop Stewardship and Field Studies Program, increasing participation by 10%.

**Baseline**

Some articulation between grades; some formal monitoring, field studies, and stewardship projects taking place.

Actual

- a. 80% of classes participate in the garden program on a weekly basis
- b. All teachers have implemented the FOSS science program, which includes an outdoor, site-based component for every module of every unit

All of the Stewardship and Field Studies programs are new, reflecting a change far exceeding 10% growth:

- a. Implementation of field journaling in 100% of classes.
- b. Student participation in World Watershed Day
- c. Fern planting at local site: Gove of the Old Trees with Landpaths (Kindergarten and fifth grades)
- d. Juncus planting

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	Continued to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	On-going professional development for existing teachers and additional support for new teachers. 5000-5999: Services And Other Operating Expenditures Base \$1,500	Provided on-going professional development for existing teachers and additional support for new teachers. 5000-5999: Services And Other Operating Expenditures Base \$1,500
		Release Time 1000-1999: Certificated Personnel Salaries Base \$600	Release Time 1000-1999: Certificated Personnel Salaries Base \$600

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to purchase supplies to support program on an ongoing basis.

Continued to purchase supplies to support program on an ongoing basis.

Fund/purchased supplies 4000-4999: Books And Supplies Base \$1,500

- Purchased updated FOSS curriculum (new units include a significant site-based, outdoor component)
  - Purchased nature journals for all students and staff and provided professional development to implement regular nature journaling in all classes.
- 4000-4999: Books And Supplies Base \$1,500

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual update the Stewardship Plan, and facilitate implementation of two more projects	Students continue to build and maintain projects in the garden.	No Cost	No Cost

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented to achieve this goal. There were several activities that were not specified in the plan last year that were implemented that helped achieve the goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services implemented were very effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Projected budget was spent.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Metric: Articulated Big Buddy Classes, Healthy Kids Survey (2017/18)

**17-18**

Continue to develop student leadership programs.

**Baseline**

1 Assembly/month; 100% participation by students and staff

Continued to develop student leadership programs.

**Metric/Indicator**

CALPADS chronic absenteeism

**17-18**

2% decrease in student chronic absenteeism

**Baseline**

14.15% chronic absenteeism

14.85% increase in student chronic absenteeism.

**Metric/Indicator**

CALPADS ADA

Attendance rate continued to be above 90%

Expected

**17-18**  
Attendance rate will continue at or above 90%  
**Baseline**  
Current ADA

**Metric/Indicator**  
CALPADS suspension and expulsion data  
**17-18**  
Maintain 0% suspension and expulsion rates  
**Baseline**  
0% suspension and expulsion rates

Actual

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Counselor will continue to implement programs and strategies that improve school climate and help improve student attendance.	School Counselor continued to implement programs and strategies that improve school climate and help improve student attendance.	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$13,969	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$14,159
		Employee Benefits 3000-3999: Employee Benefits Base \$2,454	Employee Benefits 3000-3999: Employee Benefits Base \$4,664

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly school assemblies will continue to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).	Monthly school assemblies continued to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$500	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$500

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Big buddy and little buddy program continues to build based on teacher and classroom need. Staff will continue to work with students and families to encourage the importance of daily attendance by providing positive feedback and extending support when needed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Suspension rates were maintained. District and staff will continue to work on attendance rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The slight increase in employee benefits was due to the change of cost of health and welfare benefits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Assemblies have been taken over by student council and will continue to provide positive incentives to support life skills, shark bites, attendance, and positive school climate.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Staff observations; menu development

**17-18**

Maintain 100% healthy eating options in the cafeteria

**Baseline**

Students experience a variety of vegetables through our lunch program, 100% implementation.

**Metric/Indicator**

Discussions with Head of Cafeteria and Nutrition Program, Garden Coordinator, Cafeteria/Garden Liaison.

**17-18**

Continue garden and cafeteria support to fully implementing Farm to School program for 100% implementation

**Baseline**

A matrix has not been established (0%)

Actual

Maintained 100% healthy eating options in the cafeteria

Continued garden and cafeteria support to fully implement Farm to School program for 100% implementation

Expected

Actual

**Metric/Indicator**  
Staff observations

**17-18**  
Continue SPARK program in grades TK-1 in 100% of classrooms

**Baseline**  
10% of staff have been trained in SPARK.

SPARK training will be provided in 2018-19. Teachers have the curriculum.

**Metric/Indicator**  
Discussions with Head of Cafeteria and Nutrition Program, Garden Coordinator, Cafeteria/Garden Liaison.

**17-18**  
Maintain locally sourced food options

**Baseline**  
Sourcing locally whenever possible, but no current contracts with local farmers.

Maintained locally sourced food options.

**Metric/Indicator**  
Staff observations

**17-18**  
Implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms

**Baseline**  
No support in place for students feeling isolated.

Implemented Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a school cookbook in Spanish and English with healthy recipes.	Discussion to move forward with a school cookbook in Spanish and English with healthy recipes.	Additional Curriculum 4000-4999: Books And Supplies Base \$1500	Additional Curriculum 4000-4999: Books And Supplies Base \$1500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	Conducted yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	No cost.	No cost.

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Garden and Cafeteria/Garden Liaison positions.	Maintained Garden and Cafeteria/Garden Liaison positions.	Supplies 5000-5999: Services And Other Operating Expenditures Base \$5,000	Supplies 5000-5999: Services And Other Operating Expenditures Base \$5,000
		Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$9,844	Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$10,180
		Benefits 3000-3999: Employee Benefits Base \$3,060	Benefits 3000-3999: Employee Benefits Base \$5,684
		Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$4,466	Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$3,893
		Benefits 3000-3999: Employee Benefits Base \$1,067	Benefits 3000-3999: Employee Benefits Base \$3,270

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain contracts with local farmers to provide food for the cafeteria.	Maintained contracts with local farmers to provide food for the cafeteria.	No cost.	No cost.



# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most of the actions and services were implemented. We were not able to complete the cookbook but have had discussions of how to move forward with this. The training for SPARK will take place in 2018-19. Will work on adding a buddy bench in 2018-2019.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students are provided with healthy eating options that are sources locally and are organic (as much as possible).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A slight increase in staff benefits due to increased cost of health and welfare benefits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No SPARK training in 2017-2018. Will work with teachers to provide training in 2018-2019.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Staff Meetings: overview, goals, actions and services, updates, and survey results

- September 7, 2017
- January 4, 2018
- March 1, 2018
- April 5, 2018
- May 3, 2018

Site Council/Charter Advisory Board (SC/CAB) meetings (this group comprises the EL Advisory Committee as well as Parent Advisory Committee): discussion of goals, actions and services, updates, survey results, and provided feedback regarding LCAP

- September 20, 2017
- December 20, 2017
- February 21, 2018
- April 18, 2018

Committee Meetings (consisting of local bargaining units, staff, and community members on Wellness and PBL) during the following months: discussion of goals, oversight of actions and services, provided feedback regarding their specific goals

- September 21, 2017
- October 19, 2017
- December 14, 2017
- February 8, 2018
- March 15, 2018
- April 19, 2018
- May 17, 2018

February - April 2018: Input was gathered from parents, guardians, and community via website/electronic survey

April, 2018: All surveys collected and data aggregated

April 19, 2018: Community members, Board members, staff, and parents participated during board meeting offering suggestions for next year's LCAP, presentation of data from community surveys concerning effectiveness of actions and services

Week of May 7th: Staff gave students a survey regarding school climate and LCAP goals to elicit student feedback through classroom conversations as Harmony Elementary is only TK-1st

May 23, 2018: Presentation of LCAP rough draft to Site Council/Charter Advisory Board. There were no questions which required a written response

May 21, 2018, Draft of LCAP posted online and given to stakeholders to provide input via email

June 28, 2018: Public Hearing for LCAP and budget

June 29, 2018: Board Approval of LCAP

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

- Parent/Community Feedback

The suggested area of improvement most often discussed on the surveys was the need for differentiated instruction in the classroom. Next year there is a strong focus on equity, meeting the needs of each student, and differentiated instruction will be a component of those discussions/trainings. This is addressed in Goal 1 of the LCAP, specifically regarding the continued development of MTSSs.

### Committees (All staff)

As a small school, the development of the LCAP is a collaborative process with staff. Their recommendations are reflected in the changes for next year and are reflected in some of the minor changes including MTSSs.

### Student Survey

The student surveys overall showed that students are happy at school, enjoy their classes and their teachers. There was nothing from the student surveys that required a change to the LCAP.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications including unduplicated students and students with exceptional needs.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

Increase the percent of students proficient in math.

Maintain and/or increase the percent of students proficient in English Language Arts (ELA).

Assess effectiveness of our EL program to continue to enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge English language proficiency

Continue to improve parent involvement.

Statewise Assessments: Not Applicable to TK-1st grade

API: Not Applicable

Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: Not Applicable

The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: Not Applicable

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness: Not Applicable

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local assessments including classwork, tests, quizzes, teacher observation	K-1 is currently 87% proficient	Maintain ELA proficiency at or above 87%	Maintain ELA proficiency at or above 87%	Maintain ELA proficiency at or above 87%
Local assessments including classwork, tests, quizzes, teacher observation	K-1 is currently 79% proficient	Increase math proficiency scores by 2%	Increase math proficiency scores by 2%	Increase math proficiency scores by 2%
CELDT/ELPAC	In need of a structured school-wide program to better serve EL students to continue to enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge English language proficiency. The student population is so small, specific data cannot be used .	Continue development of ELD restructure.	Implement new ELD plan.	Assess new ELD structure.
Local parent surveys	102 parents participated in surveys.	Improve parent involvement by 2%.	Improve parent involvement by 2%.	Improve parent involvement by 2%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Current CCSS aligned curriculum; staff observations	100% alignment	Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.	Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.	Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.
CELDT/ELPAC	Due to less than 5 EL students in Harmony Elementary, reclassification data is not available. 100% of students show progress in increased performance.	Maintain 100% progress in increased performance levels of EL students.	Maintain 100% progress in increased performance levels of EL students.	Maintain 100% progress in increased performance levels of EL students.
Committee representatives from all student subgroups including students with exceptional needs	100%	Maintain 100% representation on Advisory Committees	Maintain 100% representation on Advisory Committees	Maintain 100% representation on Advisory Committees
Sufficient instructional materials approved by the board; Appropriate credentials of all staff; FIT survey- All three of these metrics comprise the Williams Act	100% compliance with the Williams Act	Maintain 100% compliance with Williams Act	Maintain 100% compliance with Williams Act	Maintain 100% compliance with Williams Act

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain high quality teaching staff and provide intervention services for students with disabilities.

2018-19 Actions/Services

Maintain high quality teaching staff and provide intervention services for students with disabilities.

2019-20 Actions/Services

Maintain high quality teaching staff and provide intervention services for students with disabilities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$277,733	\$689,755	\$695,837
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Staff
Amount	\$80,314	\$282,552	\$285,377
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Certificated Benefits (P/R)	3000-3999: Employee Benefits Certificated Benefits	3000-3999: Employee Benefits Certificated Benefits

Amount	\$22,469	\$119,923	\$112,033
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Supervisor Salaries	1000-1999: Certificated Personnel Salaries Supervisor Salaries	1000-1999: Certificated Personnel Salaries Supervisor Salaries
Amount	\$22,469	\$45,600	\$46,968
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Supervisor Benefits (P/R)	3000-3999: Employee Benefits Supervisor Benefits	3000-3999: Employee Benefits Supervisor Benefits
Amount	\$3,874	\$13,510	\$13,915
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Confidential Salaries	2000-2999: Classified Personnel Salaries Confidential Salaries	2000-2999: Classified Personnel Salaries
Amount	\$38,501	\$27,381	\$27,673
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Confidential Benefits (P/R)	3000-3999: Employee Benefits Confidential Benefits	3000-3999: Employee Benefits Confidential Benefits
Amount	\$9,207	\$13,210	\$13,292
Source	Special Education	Special Education	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures Special Education	5000-5999: Services And Other Operating Expenditures Special Education	5000-5999: Services And Other Operating Expenditures Special Education
Amount	\$150,000	\$196,579	\$196,579

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



OR

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Scope of Services selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide instructional aide time/paraprofessionals

Continue to provide instructional aide time/paraprofessionals

Continue to provide instructional aide time/paraprofessionals

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$94,998	\$335,135	\$338,486
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Classroom Instructional assistants and paraprofessionals.	2000-2999: Classified Personnel Salaries Classroom Instructional assistants and paraprofessionals.	2000-2999: Classified Personnel Salaries Classroom Instructional assistants and paraprofessionals.
Amount	\$22,714	\$250,011	\$252,511
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Classified Benefits (P/R)	3000-3999: Employee Benefits Classified Benefits	3000-3999: Employee Benefits Classified Benefits
Amount		\$85,124	\$85,975

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<input type="text" value="\$3,000"/>	<input type="text" value="\$3,000"/>	<input type="text" value="No cost"/>
Source	<input type="text" value="Base"/>	<input type="text" value="Base"/>	<input type="text"/>
Budget Reference	<input type="text" value="4000-4999: Books And Supplies Curriculum and Materials"/>	<input type="text" value="4000-4999: Books And Supplies Curriculum and/or PD"/>	<input type="text"/>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$27,252	\$17,061	\$17,645
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher	1000-1999: Certificated Personnel Salaries Intervention Teacher	1000-1999: Certificated Personnel Salaries Intervention Teacher
Amount	\$2,578	\$13,969	\$14,454
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated Benefits	3000-3999: Employee Benefits Certificated Benefits	3000-3999: Employee Benefits Certificated Benefits
Amount		\$3,092	\$3,191

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	No Cost	No Cost
Source	Lottery		
Budget Reference	5000-5999: Services And Other Operating Expenditures Survey Monkey	Using Google Docs	Using Google Docs

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

[Empty selection box for 2017-18 Actions/Services]

2018-19 Actions/Services

[Empty selection box for 2018-19 Actions/Services]

2019-20 Actions/Services

[Empty selection box for 2019-20 Actions/Services]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$9,745	\$9,245
Source	Supplemental	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted Services from outside agency for CCSS/MTSS training and implementation.	5000-5999: Services And Other Operating Expenditures Contracted Services from outside agency for CCSS/MTSS training and implementation.	5000-5999: Services And Other Operating Expenditures Contracted Services from outside agency for CCSS/MTSS training and implementation.

Amount	\$7,130	\$1,000	\$500
Source	Title I	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher	1000-1999: Certificated Personnel Salaries ELD Teacher	1000-1999: Certificated Personnel Salaries ELD Teacher
Amount	\$1,200	\$8,145	\$8,145
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures ELD PD for General Ed teachers	5000-5999: Services And Other Operating Expenditures ELD PD for General Ed teachers	5000-5999: Services And Other Operating Expenditures ELD PD for General Ed teachers
Amount		\$600	\$600

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to provide services as described above for all English proficient pupils (RFEP).

Continue to provide services as described above for all English proficient pupils (RFEP).

Continue to provide services as described above for all English proficient pupils (RFEP).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	Cost embedded above.	Cost embedded above.	Cost embedded above.

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Charter Advisory Board)

2018-19 Actions/Services

Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Charter Advisory Board)

2019-20 Actions/Services

Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Charter Advisory Board)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost	No cost	No cost

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Maintain clean and safe school environment, in accordance with FIT survey.

2018-19 Actions/Services

Maintain clean and safe school environment, in accordance with FIT survey.

2019-20 Actions/Services

Maintain clean and safe school environment, in accordance with FIT survey.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$12,601	\$35,536	\$35,536
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Funds to keep school in good repair	5000-5999: Services And Other Operating Expenditures Funds to keep school in good repair	5000-5999: Services And Other Operating Expenditures Funds to keep school in good repair
Amount	\$18,796	\$4,000	\$4,000
Source	Other	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Staff	2000-2999: Classified Personnel Salaries Custodial Staff	2000-2999: Classified Personnel Salaries Custodial Staff
Amount	\$11,504	\$19,419	\$19,419
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount		\$12,117	\$12,117

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 2

Students will access, evaluate, and responsibly use both print and technological resources.

### State and/or Local Priorities addressed by this goal:

### Identified Need:

Maintain library and technology program including typing, access to and training in basic program through Google docs.

Continue to develop 21st century learning skill through technology use.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff survey, student feedback, classroom observations	Baseline: All students have access to technology in the classroom. Technology standards are being implemented in 100% of classrooms.	Full implementation of programming skills through work Bee-bots in 100% of classrooms. Continue to provide typing and technology classes.	Provide one new technology next year for students. Continue to provide typing and technology classes.	Provide one new technology next year for students. Continue to provide typing and technology classes.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff feedback, new curriculum, observations	Baseline: The district needs to provide more challenging opportunities to deepen knowledge and application around technology.	Provide additional training on Lexia, BeeBots, online curriculum resources	Continue to provide training for staff on online resources	Continue to provide training for staff on online resources

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Maintain technology specialist.

Reduce Technology Specialist position to 60% time

Reduce Technology Specialist position to 60% time

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,442	\$10,231	\$10,231
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain Technology Specialist	5000-5999: Services And Other Operating Expenditures Reduce Technology Specialist to 60% time	5000-5999: Services And Other Operating Expenditures Maintain Technology Specialist at 60% time
Amount	\$5,025	\$10,231	\$10,231
Source	Base		
Budget Reference	3000-3999: Employee Benefits Employee Benefits:		

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from English Learners, Foster Youth, Unduplicated Student Group(s))

Unduplicated Student Group(s)

**Scope of Services:**

Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(Select from LEA-wide, Schoolwide, or Limited to

**Location(s):**

(Select from All Schools, Specific Schools, and/or

and/or Low Income)

[Add Students to be Served selection here]

Unduplicated Student Group(s))

[Add Scope of Services selection here]

Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to update technology as needed.

Continue to update technology as needed.

Continue to update technology as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,690	\$8,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Software and hardware to continue support and development of technology based instructional programs	4000-4999: Books And Supplies Software and hardware to continue support and development of technology based instructional programs	4000-4999: Books And Supplies Software and hardware to continue support and development of technology based instructional programs
Amount		\$4,690	\$8,000

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Empty selection box for Students to be Served]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty selection box for Location(s)]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

and/or Low Income)

[Add Students to be Served selection here]

(Select from English Learners, Foster Youth,

Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Scope of Services:**

Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(Select from LEA-wide, Schoolwide, or Limited to

**Location(s):**

(Select from All Schools, Specific Schools, and/or

and/or Low Income)

[Add Students to be Served selection here]

Unduplicated Student Group(s))

[Add Scope of Services selection here]

Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services



Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.

Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.

Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4818	\$9,419	\$9,419
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain existing Library Technician to continue to provide library to classroom project support.	2000-2999: Classified Personnel Salaries Maintain existing Library Technician to continue to provide library to classroom project support.	2000-2999: Classified Personnel Salaries Maintain existing Library Technician to continue to provide library to classroom project support.
Amount	\$1,153	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount		\$4,419	\$4,419

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Students will be eco-literate citizens who care about the environment and are empowered to make a difference.

### State and/or Local Priorities addressed by this goal:

### Identified Need:

Articulation between grades and monitoring of and continued development of our Place-Based Learning (PBL) program.

Ongoing alignment of PBL to CCSS and NGSS when applicable.

Students to have ongoing experiences outdoors to enhance students understanding of natural systems, build their skills, and nurture their care for the environment.

Students experience outdoors with close observation of change over time.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grade level curriculum plans and site walks,	Teachers are working to align CCSS and NGSS.	All teachers will continue to align their PBL	All teachers will continue to align their PBL	All teachers will continue to align their PBL

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
principal and teacher feedback, course access		program to CCSS and NGSS where applicable to ensure 100% of students have access in all required areas of study.	program to CCSS and NGSS where applicable to ensure 100% of students have access in all required areas of study.	program to CCSS and NGSS where applicable to ensure 100% of students have access in all required areas of study.
Grade level curriculum plans and site walks, principal and teacher feedback	Some articulation between grades; some formal monitoring, field studies, and stewardship projects taking place.	Teachers provide multiple opportunities for exploration in 60% of classrooms.  Teachers continue to develop Stewardship and Field Studies Program, increasing participation by 10%.	Teachers provide multiple opportunities for exploration in 70% of classrooms.  Teachers will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.	Teachers provide multiple opportunities for exploration in 80% of classrooms.  Teachers will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.
Continuation of Field Studies and Stewardship Programs	Active Field studies and Stewardship Programs throughout campus with 100% student participation.	Not Applicable	Continue to maintain with 100% student participation.	Continue to maintain with 100% student participation.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

2018-19 Actions/Services

Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

2019-20 Actions/Services

Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$500	\$500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures On-going professional development for existing teachers and additional support for new teachers (BTSA if needed).	5000-5999: Services And Other Operating Expenditures On-going professional development for existing teachers and additional support for new teachers (BTSA if needed).	5000-5999: Services And Other Operating Expenditures On-going professional development for existing teachers and additional support for new teachers (BTSA if needed).
Amount	\$600	\$300	\$300
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Release Time	1000-1999: Certificated Personnel Salaries Release Time	1000-1999: Certificated Personnel Salaries Release Time

Amount

\$200

\$200

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

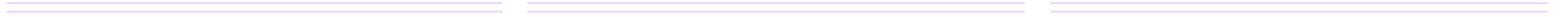
2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$500	\$500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Fund/purchased supplies	4000-4999: Books And Supplies Purchase supplies, books, and materials (nature journals).	4000-4999: Books And Supplies Purchase supplies, books, and materials (nature journals).
Amount		\$500	\$500



### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text" value="No Cost"/>	<input type="text" value="No Cost"/>	<input type="text" value="No Cost"/>
Budget Reference	<input type="text" value="Cost embedded above"/>	<input type="text" value="Cost embedded above."/>	<input type="text" value="Cost embedded above."/>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not Applicable

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20

**Action 5**

All

OR

**Actions/Services**

Unchanged Action

New Action

New Action

**Budgeted Expenditures**

**Action 6**

OR

**Actions/Services**



**Budgeted Expenditures**

**Action 7**

OR

**Actions/Services**

**Budgeted Expenditures**

Budget  
Reference

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

To create a more active student lead climate on campus. With an emphasis in community service, service learning and cross-age tutoring/big and little buddies.

Improve Average Daily Attendance (ADA) and Chronic Absenteeism

0% expulsion and suspension rates.

Middle school dropout rates: Not applicable

High school dropout rates: Not applicable

High school graduation rates: Not applicable

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Articulated Big Buddy Classes, Healthy Kids Survey(2017/18)	1 Assembly/month; 100% participation by students and staff	Continue to develop student leadership programs.	Continue to develop student leadership programs.	Continue to develop student leadership programs.
CALPADS chronic absenteeism	14.15% chronic absenteeism	2% decrease in student chronic absenteeism	2% decrease in student chronic absenteeism	2% decrease in student chronic absenteeism
CALPADS ADA	Current ADA	Attendance rate will continue at or above 90%	Attendance rate will continue at or above 90%	Attendance rate will continue at or above 90%
CALPADS suspension and expulsion data	0% suspension and expulsion rates	Maintain 0% suspension and expulsion rates	Maintain 0% suspension and expulsion rates	Maintain 0% suspension and expulsion rates

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School Counselor will continue to implement programs and strategies that improve school climate and help improve student attendance.

School Counselor will continue to implement programs and strategies that improve school climate and help improve student attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$13,969	\$19,689	\$20,279
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Counselor Salary	1000-1999: Certificated Personnel Salaries School Counselor Salary	1000-1999: Certificated Personnel Salaries School Counselor Salary
Amount	\$2,454	\$14,612	\$15,050
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount		\$5,077	\$5,229

**Action 2**

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Monthly school assemblies will continue to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).

**2018-19 Actions/Services**

Monthly school assemblies will continue to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).

**2019-20 Actions/Services**

Monthly school assemblies will continue to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies	4000-4999: Books And Supplies Assemblies are ran be student council purchase materials to support Life Skills, attendance, and Shark Bites (positive incentives).	4000-4999: Books And Supplies Assemblies are ran by student council, purchase materials to support Life Skills, attendance, and Shark Bites (positive incentives).
Amount		\$500	\$500

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 5

Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Continue to find ways to encourage students to make healthier food choices.

Establish a Farm to School Matrix to support students' nutritional/health needs.

Implementation of physical education to all students grades TK-1 and meet the instructional mandated requirements through training staff in SPARK.

Continue to develop Farm to School program in order to provide the healthiest food possible to students and support our local community.

Social/emotional support at recess for unduplicated students

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff observations; menu development	Students experience a variety of vegetables through our lunch program, 100% implementation.	Maintain 100% healthy eating options in the cafeteria	Maintain 100% healthy eating options in the cafeteria	Maintain 100% healthy eating options in the cafeteria
Discussions with Head of Cafeteria and Nutrition Program, Garden Coordinator, Cafeteria/Garden Liaison.	A matrix has not been established (0%)	Continue garden and cafeteria support to fully implementing Farm to School program for 100% implementation	Continue garden and cafeteria support to fully implementing Farm to School program for 100% implementation	Continue garden and cafeteria support to fully implementing Farm to School program for 100% implementation
Staff observations	10% of staff have been trained in SPARK.	Continue SPARK program in grades TK-1 in 100% of classrooms	Continue SPARK program in grades TK-1 in 100% of classrooms	Continue SPARK program in grades TK-1 in 100% of classrooms
Discussions with Head of Cafeteria and Nutrition Program, Garden Coordinator, Cafeteria/Garden Liaison.	Sourcing locally whenever possible, but no current contracts with local farmers.	Maintain locally sourced food options	Maintain locally sourced food options	Maintain locally sourced food options
Staff observations	No support in place for students feeling isolated.	Implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms	Implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms	Implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

## 2017-18 Actions/Services

Create a school cookbook in Spanish and English with healthy recipes.

## 2018-19 Actions/Services

Establish a buddy bench.

## 2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Additional Curriculum	4000-4999: Books And Supplies Bench	4000-4999: Books And Supplies Supplies
Amount		\$1,000	\$1,000

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  
[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19  
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20  
Unchanged Action

2017-18 Actions/Services  
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

2018-19 Actions/Services  
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

2019-20 Actions/Services  
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

**Budgeted Expenditures**

Year 2017-18  
Amount No cost.

2018-19  
No cost.

2019-20  
No cost.

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
All

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
All Schools

OR

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

Maintain Garden and Cafeteria/Garden Liaison positions.

**2018-19 Actions/Services**

Maintain Garden and Cafeteria/Garden Liaison positions.

**2019-20 Actions/Services**

Maintain Garden and Cafeteria/Garden Liaison positions.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$27,815	\$27,815
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$9,844	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Garden Coordinator	2000-2999: Classified Personnel Salaries Garden Coordinator	2000-2999: Classified Personnel Salaries Garden Coordinator
Amount	\$3,060	\$9,412	\$9,694
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Amount	\$4,466	\$5,964	\$6,143
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Cafeteria/Garden Liaison	2000-2999: Classified Personnel Salaries Cafeteria/Garden Liaison	2000-2999: Classified Personnel Salaries Cafeteria/Garden Liaison
Amount	\$1,067	\$4,645	\$4,784
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		\$2,794	\$2,878

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Actions/Services

Maintain contracts with local farmers to provide food for the cafeteria.

2018-19 Actions/Services

Maintain contracts with local farmers to provide food for the cafeteria.

2019-20 Actions/Services

Maintain contracts with local farmers to provide food for the cafeteria.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost.	No cost.	No cost.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$25,206

Percentage to Increase or Improve Services

3.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Harmony Elementary is expected to receive \$832,601 total LCFF funding of which approximately \$25,206 is Supplemental Grant Funding for 2018-2019. The Supplemental Grant funding is based on the projected unduplicated count of low income, foster youth, and English learner pupils of more than 40% and less than 55% of the school enrollment. Based on past experience, we expect about 3.64% in this unduplicated category. It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The .41% decrease allows the District to maintain the programs already in place.

With our supplemental grant funds we will maintain our intervention teacher and ELD teacher which are principally directed to serve unduplicated. Based on high scores in math and ELA and excellent reclassification rates, these are effective measures. (California Department of Education 2015).

Harmony Elementary's Minimum Proportionality Percentage for unduplicated students in budget year 2018-2019 is 3.64% . Harmony Elementary will meet this minimum proportionality percentage by providing the services listed above: intervention teacher, ELD teacher, and curriculum materials. The cost of these services is in excess of the supplemental grant amount and when compared to the cost of providing the base services to all students far exceeds the 3.64% MPP in increased or improved services to the unduplicated students.

This LCAP was built based on an LCFF calculation that used a 100% gap percentage for 2018-2019 and generated Supplemental/Concentration grant funding of \$25,206 and an MPP% of 3.64%. Section 2 of the LCAP details the specific goals and

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

actions that meet the needs of students as well as the increased or improved services for unduplicated count pupils that is proportional to the 3.64% MPP percentage.

It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The .41% decrease allows the District to maintain the programs already in place. (California Department of Education 2015).

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$30,033

Percentage to Increase or Improve Services

4.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Harmony Elementary is expected to receive \$867,940 total LCFF funding of which approximately \$29,295 is Supplemental Grant Funding for 2017-2018. The Supplemental Grant funding is based on the projected unduplicated count of low income, foster youth, and English learner pupils of more than 40% and less than 55% of the school enrollment. Based on past experience, we expect about 4.05% in this unduplicated category. It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The .2% decrease allows the District to maintain the programs already in place.

With our supplemental grant funds we will maintain our intervention teacher and ELD teacher which are principally directed to serve unduplicated. Based on high scores in math and ELA and excellent reclassification rates, these are effective measures. (California Department of Education 2015).

Harmony Elementary's Minimum Proportionality Percentage for unduplicated students in budget year 2017-2018 is 4.05% . Harmony Elementary will meet this minimum proportionality percentage by providing the services listed above: intervention teacher, ELD teacher, and curriculum materials. The cost of these services is in excess of the supplemental grant amount and when compared to the cost of providing the base services to all students far exceeds the 3.78% MPP in increased or improved services to the unduplicated students.

This LCAP was built based on an LCFF calculation that used a 43.97% gap percentage for 2017-2018 and generated Supplemental/Concentration grant funding of \$29,295 and an MPP% of 4.05%. Section 2 of the LCAP details the specific goals and actions that meet the needs of students as well as the increased or improved services for unduplicated count pupils that is proportional to the 4.05% MPP percentage.

It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The .2% decrease allows the District to maintain the programs already in place. (California Department of Education 2015).

