Harmony Union School District

AGENDA

TYPE: Regular Board Meeting
DATE: 2/28/2024   **TIME:** 6:00 PM   **CODE:**
LOCATION: Assembly Hall 1935 Bohemian Highway, Occidental, CA 95465

Closed session begins at 6 pm; open session begins at 7:pm. All documents relating to the following agenda items are available for public review in the Administrative Office of the Harmony Union School District during office hours at least 72 hours prior to the scheduled Board meeting. The Harmony District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the superintendent at least two working days prior to the meeting.

1.0   Call to Order

2.0   Pledge of Allegiance

3.0   Approval of the Agenda

4.0   Public Comment

4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.	Info

5.0   Closed Session

5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA	Info/Action
5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA	Info/Action
5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel	Info
5.4 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957.6: Update on Anticipated Litigation items	Info
5.5 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957:Public Employee - Discipline/ Dismissal/ Release	Info
5.6 With respect to every item of business to be discussed in closed session	Info/Action

pursuant to Education Code Sections 35146, 48900 et seq. and 48912(b): STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS

6.0 Reconvene to Open Session

    6.1   Report out on any action taken during closed session   Info

7.0 Communication

    A)   Reports

        7.1   HUTA Report

        7.2   ARK Report

        7.3   Student Report

        7.4   Board Member Reports

        7.5   Superintendent/Principal's Report

        7.6   Pathways Director Report

    B)   Correspondence

8.0 Consent Agenda   **Action**

    8.1   Vendor Warrants   Action

    8.2   Approve the minutes from regular meeting held on January 11, 2024   Action

    8.3   Approve the minutes from special meeting held on January 11, 2024   Action

    8.4   Approve the Consent Agenda   Action

9.0 Information/Correspondence/Discussion

    9.1   Update on Bond Measure D- Greg Isom   Info

    9.2   Enrollment Report   Info

    9.3   School Accountability Report Cards (SARC)   Info

    9.4   Presentation of LCAP Mid Year Update   Info

    A)   Board Member Development

        9.5   Board Self Evaluation

10.0 Public Comment

    10.1   For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the   Info

District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

11.0 Action Items

    11.1   Consideration of HUSD's 2024-25 Comprehensive School Safety Plan (CSSP)   Action

    11.2   Consideration of HUSD Calendar for 2024-25 School Year   Action

    11.3   Consideration of Revised Covid Protocols   Action

    11.4   Consideration of request for leave- Kelsey Gehring   Action

    11.5   Consideration of Revision of Facilities Use Fees   Action

    11.6   Consideration of J13A Waivers for Harmony Elementary and Salmon Creek A Charter School for emergency closures not covered by emergency days due to power outages on 2/7/2024   Action

    11.7   Consideration of moving $80,000 from Fund 17 to the General Fund to cover the Special Education Settlement Contract   Action

12.0 Next Board Meeting

13.0 Adjournment

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at www.harmonyusd.org.

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Public Comment
Type:	Info
Subject:	4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By: *[signature]* Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Closed Session
Type:	Info
Subject:	5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Closed Session
Type:	Info
Subject:	5.4 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957.6: Update on Anticipated Litigation items
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	none- discussion only
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Closed Session
Type:	Info
Subject:	5.5 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957:Public Employee - Discipline/ Dismissal/ Release
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	none- information only
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District

AGENDA ITEM

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.6 With respect to every item of business to be discussed in closed session pursuant to Education Code Sections 35146, 48900 et seq. and 48912(b): STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	.
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reconvene to Open Session
Type:	Info
Subject:	6.1 Report out on any action taken during closed session
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	none- information only
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.1 HUTA Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.2 ARK Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.3 Student Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.4 Board Member Reports
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.5 Superintendent/Principal's Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District

AGENDA ITEM

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.6 Pathways Director Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.1 Vendor Warrants
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.2 Approve the minutes from regular meeting held on January 11, 2024
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	HUSD Board Meeting Minutes 1.11.24, unapproved.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal

Harmony Union School District
Regular School Board Meeting
January 11, 2024
Minutes (draft/unapproved)

Board Members present:
Andrew Cone (AL), Amanda Solter (AS), Yuri Koslen (YK), Mariah Lander (ML), Charlie Laird (CL)

Also present:
Suzi Heron, Stacy Kalember, Matthew Morgan

Meeting opened: at 6:08 pm
Entered into closed session: at 6:11 pm

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Approval of the Agenda

4.0 Public Comment

> 4.1 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

Info 5.0 Closed Session

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5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel, Info

5.4 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel- Discipline, Dismissal, Release, Info

6.0 Reconvene to Open Session

6.1 Report out on any action taken during closed session Info
Nothing to report from closed session

7.0 Communication

A) Reports

7.1 HUTA Report
The HUTA member spoke about a training that the TK/K staff are doing a year-long training called Teaching Pyramid and the changes they're implementing in the classroom.

7.2 ARK Report
No report from ShARK at this time.

7.3 Student Report
No student report at this time.

7.4 Board Member Reports
Yuri got the keys for the Occidental Community Center.

7.5 Superintendent/Principal's Report
Matthew said the staff party at OAEC was great and the kids had an exciting last week before the break (with the lantern walk, tamales, cookies, and concert).
Two days of training for Safe School Ambassadors at CYO—lots of staff, all 6th graders, and a few 7th graders. Teaches students strategies for engaging positively in social interactions where someone is being mistreated. SSA will continue to work with staff and will present assemblies for all students.
There's a new hire, Cary in 4th grade.

7.6 Pathways Director Report
No Pathways report at this time

B) Public Comment

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.
Susie said that she had sent Matthew a request regarding an Ark report. She reported that Kaitlyn from Ark has two messages: The gala is scheduled for May 4., and Ark gave the school $25,000 in December. She said that Sarah had sent Matthew additional Ark notes.

C) Correspondence

8.0 Consent Agenda, Action

8.1 Vendor Warrants, Action

8.2 Approve Quarterly Report, October 1 to December 31, 2023, regarding any complaints covered by the Williams Act, Action

8.3 Approve minutes from regular meeting held December 12, 2023, Action

8.4 Approve the Consent Agenda, Action
Motion: AS
Second: ML
All in favor—motion carried

9.0 Information/Correspondence/Discussion

9.1 Enrollment Report, Info

Suzi said that the ADA report is in the packet, Two students exited from 5th and 7th grade, but a new in-district 5th and a new in-district TKer joined, and a 1st grader exited. Enrollment is at 238.

Feb. 24: TK/Kinder Welcome Day (prospective in-district students play in the classroom, and parents do tours). Invitation will be extended to out-of-district families if there is room.

Matthew spoke about attendance: 95% attendance for Harmony in Dec. and it's at 92% this month because of sickness. Per Amanda's question, the first grade class being below 92.5% (TK and K are not required attendance) put the Harmony (TK-1st) in a different category (CSI). District got money from CSI, and they've been able to boost attendance with it.

9.2 Business Office Updates—Stacyn Kalember, Info
Nothing to report from Stacy
Matthew thinks the governor's budget was released yesterday.

9.3 Welcoming Schools Curriculum Discussion, Info/Action
Matthew is tabling the discussion until the next meeting.
He explained next steps: He put together a repository of lessons and is putting it out to the community. Board will discuss and consider the proposal at the next meeting.
Per Yuri's request, Matthew reiterated the 3 components of the District SEL curriculum: 1) Second Step for lower grades, 2) Character Strong, Advisory, and Safe School Ambassadors for middle school, and 3) Welcoming Schools to help with inclusion of students who experience exclusion (non-majority population or LGBTQIA students)—County is implementing this and offering grants & training; it is affirming for individual identities and it is not opt-outable because ed code requires that schools create a safe environment.
Per Mariah's question, Matthew said they might have a meeting a few weeks after the curriculum is sent out to the community.
Trainings with other districts may happen some time in April.
Per Andrew's question (Link between rules for behavior at school and curriculum—should these be separate and instead codify standards of conduct and expect people to follow them? What about using a curriculum makes people more likely to follow?), Matthew said curriculum is useful 1) because of compulsory attendance, a state agent has elevated responsibility to create a safe environment (as opposed to a shoe store, for example), and 2) dealing with a population that is sculpted by population, not the authorities and countless interactions happen (many are mistakes, some are malicious) that are harmful, and the school needs to create a space safe from bullying and harassment so that kids can develop and learn. SEL has been around for a long time, educating students on appropriate social norms, i.e., being trans or gay is part of the "normal" spectrum of human experience.
Andrew then said he'd like to know what the empirical observed effects are of this, and any, curriculum. He cited general examples of trainings doing more harm than good, and companies wanting to make a profit.

Matthew said that off-the-cuff, these programs have long-term data that show how programs help increase students' sense of connectedness to school, which is considered a protective factor and is correlated with longer-term persistence in education.

Matthew said that Welcoming Schools curriculum's purpose is to build an inclusive society for everyone, and part of that for children is to become aware of diversity.

Matthew gave an example of why it's important to talk about things like race and gender rather than let children blindly flail about. He does not know of research regarding its efficacy, but will look.

Andrew reiterated that if something is introduced for a purpose, it actually accomplishes that purpose (as seen through empirical data).

Matthew said reality is enough evidence. Just like evolution is true, the experience of being trans is a reality.

Yuri added that many schools are implementing this, so there are a number of eyes on this, and the staff needs the tools in the curriculum.

9.4 Discussion of strategic planning, Info

Matthew wants to review where the District is at and look at some issues on the horizon; needs input of community & staff; the plan isn't comprehensive at this point. Here is what he discussed:

- *Synopsis of District personnel; considerations looking forward: staff in light of budget constraints, additional admin support, queries from parents about enrichment, behavior support, changes to IEP/special ed IEP requirements*
- *Student services: MTSS, school resource team, academic intervention, academic coaching; looking forward: how to provide small group direct instruction for students at their level? SPED is getting more expensive & HUSD is part of W. County collaborative—could make space for SDC class on campus, which could bring in more money and involves a facilities discussion.*
- *Counseling/therapy/behavior support services: contracting with two agencies SCOE (free) and SAY (costs), Rainbow Room (incredibly beneficial, but question about how to fund it going forward after this year).*
- *Health services: 2 nurses, one through Consortium and one for COVID support services and IEP services*
- *Safe School Ambassadors: conflict resolution program for students*
- *Aftercare services: scope and staffing looking forward?*
- *Other questions, overall involve Rainbow Room, behavior support, CSI, math, therapeutic services, community schools with services beyond just education, preschool programs beyond TK*
- *Curriculum & Instruction: Matthew ran though the master schedule in regards to how much enrichment each grade has; looking forward, there have been questions about Spanish and other programs, keeping in mind how they'd affect current programs and teacher prep time. Curriculum adoptions: Have Bridges, Alex, and Eureka in math; need comprehensive phonics program and better writing program that spirals through the grades; an adaptive program for math*

would be great for kids, but it's not doable for one teacher (coaching would help); PE adopted comprehensive health curriculum recently; Science uses FOSS, which has adaptations, and there are other programs to look at—middle school is piloting a program; Social Science: History Alive 4–5 years ago; PBL: nothing is codified but it would be nice to make it more cohesive; SEL: talked about it earlier in the meeting

- *Other programs: academic coaching teams; funding for summer school again this summer; after school sports; field trips; clubs; student council; dances; considerations: expansions of programs*
- *Facilities: Matthew talked to student council (playground improvements); also roof, HVAC, etc.; It relates to the overall fiscal picture and limited buildable space—will there be more families/kids in 20 years? Where/if to build? Currently short on space—sharing spaces; science room needs updates; parking; power. A good portion will be handled by the bond, but how to think long term? How to build space to manifest PBL teaching?*
- *Budget: Have been deficit spending; low COLA this year; long-term growth in property taxes; navigating staff compensation & benefits; reserves; settlement on past bond; musings for increasing revenue in future; how to support the garden program?*

Looking at short term things, like class configuration for next year. Long-term, the space demands a benefit—how to benefit financially and meet student needs?

There is more that has not even been discussed today; it's important to spend some time on some of these things.

Per a question, Matthew discussed the needs of the SPED consortium (can no longer use Pine Crest portables) vs. space on campus and what is entailed in housing a SDC class.

Amanda asked what the next steps would be/mechanism for discussing and collecting input. Matthew suggested forming a committee that generates a strategic plan doc; also wants to talk to membership regarding needs and impacts; wants to have clarity regarding where to go and wants to anticipate things & embed capacity in staff, anticipate leadership change … how to make it persist?

Andrew asked if SiteLogQ could help plan about building in anticipation of more students; Matthew said not SiteLogQ, but an architect could help.

Yuri suggested having a few tiers as options for building.

Matthew says it's premature to have a strategic building plan right now, but we need to think about opportunities for people in the future ($ or adaptable facilities). Another thought project is what happens if the District shrinks? There was some discussion about a former superintendent who wanted to grow the school, and at another time, there were blueprints for the new science and arts rooms.

Matthew feels that having guiding principles before embarking on anything is important.

Yuri asked if bond $ could go toward strategic planning, and Susan remembered a committee spending a few days on the strategic plan in the past.

Matthew felt like having some of a strategic plan re building done before the possible passing of the bond would be good—then the District can move more quickly if the bond passes.

Matthew gave example of philosophical questions in PBL: sticks and redwood limbs? And then there's a cost associated with this (limbing trees) that has to be included in strategic plan.

Mariah requested a date for the committee meeting, and Susan shared the composition of, time span, and site for the committee for the last round of strategic planning.

In conclusion: Matthew said strategic planning will happen over 2–3 days, offsite or on-site on a non-school day, done by April, and including HUTA, CSEA, Board, parents, admin. He'd like to hear from HUTA and CSEA re committee members and dates, and the Board re committee members.

Matthew also mentioned that some decisions, such as hiring admin support, need to be made before election day. He wants staff input that can dovetail into long-term strategic planning.

Yuri mentioned a few things at the end of the discussion: more outdoor space; role for community center or CYO in terms of space, CYO or Caltrans collaboration for parking; parents say kids need Spanish before going to high school

A) Board Member Development
Mariah asked when the Board self-eval will happen; Suzi said it will be emailed around Feb. 1.

10.0 Action Items

10.1 Consideration of Harmony USD Bond Measure "C" Audit Report 2023, Action
Stacy reported on one finding—there was a finding because the District went over the 10% threshold because of inflation and change orders.
Motion: AS
Second: ML
All in favor—motion carried

10.2 Consideration of Contract: SiteLogiQ emergency power and CEBA grant project, Action
Matthew said they have shared opportunities re backup power; want to move forward with contract for initial feasibility engineering; if bond is approved, they can provide foundation for buildout.
Andrew is happy about DBA grant and wants to move forward (SiteLogiQ would help get the grant).
Matthew said they could look for more grants in the future, if they choose to hire them. Matthew thought it might be competitive to get the grant; Andrew is cautious to spend the money if the grant doesn't come through. He'd prefer an off-the-shelf gas generator.
Matthew said that there are still benefits to the project (feasibility planning) even if the District doesn't get the grant. Matthew says the work should be 3–4 months.

Amanda says having solar, E chargers, battery, etc. fits with the identity of the school and long-term thinking better than a gas generator.
There was agreement about getting it done asap for the community.
There was some discussion about the load study.
Motion: ML
Second: AC
All in favor—motion carried

10.3 Consideration of 22-23 audit certification report, Action
Stacy pointed to the findings and recommendations for the District audit. There were 2 findings: 1) independent study: were not in compliance between Jan-April last year after guidelines had been revamped—District is now in compliance and it's a lot more work for Suzi and teachers 2) school days: 2 emergency days in fall in 2022 but business manager included them when sending ADA to CALPADS & CDE—will get more ADA money in future. Last year's finding was implemented.
Motion: CL
Second: ML
All in favor—motion carried

10.4 Consideration of request to move $50,000 from Fund 25 for front office remodel and new radios, Action
Matthew explained the expenses.
Motion: AS
Second: ML
All in favor—motion carried

11.0 Next Board Meeting
February 8, 2024

12.0 Adjournment

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at www.harmonyusd.org.

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.3 Approve the minutes from special meeting held on January 11, 2024
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	HUSD Special Board Meeting Minutes 1.11.24, unapproved.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District
Special School Board Meeting
January 11, 2023
Minutes (draft/unapproved)

Board Members present:
Andrew Cone, Amanda Solter, Yuri Koslen, Mariah Lander, Charlie Laird
Absent:

Also present:
Suzi Heron, Stacy Kalember, Matthew Morgan

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Approval of the Agenda
There were no changes to the agenda.

4.0 Public Comment

4.1 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.
No public comment at this time

Info 5.0 Closed Session

5.1

6.0 Reconvene to Open Session

6.1 Report out on any action taken during closed session Info

Board president reported out on Board approval of SCOE settlement agreement #23-100.

7.0 Adjournment

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at www.harmonyusd.org.

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.4 Approve the Consent Agenda
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.
Background Information:	
Fiscal Implications:	
Recommendation:	That Board approves the consent agenda as shown.
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.1 Update on Bond Measure D- Greg Isom
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Information only
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.2 Enrollment Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Information only
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.3 School Accountability Report Cards (SARC)
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	📄 2023 SARC Salmon Creek Middle School 2024-01-15.pdf 📄 2023 SARC Harmony Elementary School 2024-01-15.pdf
Description:	California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.
Background Information:	By February 1 of each year, every school in California is required by state law to publish a SARC. The SARC contains information about the conditions and performance of each California public school. The SARC must be approved by the school's Site Council and accepted by the school board.
Fiscal Implications:	
Recommendation:	For the Board to accept the School Accountability Report for Harmony Elementary and Salmon Creek Charter.
Approvals:	Recommended By: *[signature: Matthew Morgan]* Matthew Morgan - Superintendent/Principal

Salmon Creek School - A Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Salmon Creek School - A Charter School
Street	1935 Bohemian Hwy.
City, State, Zip	Occidental, Ca, 95465-9104
Phone Number	707-874-1205
Principal	Mr Matthew Morgan
Email Address	mmorgan@harmonyusd.org
School Website	www.harmonyusd.org
County-District-School (CDS) Code	49707306110639

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

District Mission Statement
The Mission of Harmony Union School district is to provide for the academic, social, and emotional growth of children in a challenging, creative and safe environment. Harmony Union School District will empower students to become life-long learners able to make informed decisions, become productive citizens, and responsible stewards of the environment.

Our Goals for HUSD:
- Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.
- Students will access, evaluate, and responsibly use both print and technological resources.
- Students will be eco-literate citizens who care about the environment and are empowered to make a difference.
- Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.
- Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

Our Values as an Educational Community
As educators we all believe:
- Students leaving our schools will demonstrate respect for themselves, for their peers, adults, and all living things, the environment and their school.
- We are all responsible and accountable for our actions.
- All children can and want to learn.
- We will inspire children to become enthusiastic life-long learners; the whole community shares the responsibility for life-long education of all students.
- Our students and staff will demonstrate compassion and tolerance.
- With our help our students will make meaningful connections between their education and their environment.
- Our students will learn and appreciate the value of a healthy lifestyle.

2023-24 School Description and Mission Statement

Our Vision for this Educational Community:
- Our staff will teach to the skill levels, learning styles, and cultural uniqueness of each of our students and utilize hands-on activities and technology through integrated instruction.
- As the foundation of the school curriculum, place-based learning will enable our students to become effective stewards of their environment. In this process students will become critical and creative thinkers, effective communicators, and problem solvers.
- Students will develop skills necessary to live a healthy lifestyle through comprehensive counseling, school garden, health and Physical Education programs.
- Our schools will encourage and support parents in being active partners within the school community and to provide a supportive learning environment at home.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	22
Grade 3	22
Grade 4	30
Grade 5	18
Grade 6	23
Grade 7	18
Grade 8	11
Total Enrollment	144

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
Hispanic or Latino	11.1%
Two or More Races	14.6%
White	74.3%
English Learners	1.4%
Socioeconomically Disadvantaged	27.1%
Students with Disabilities	11.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	92.09	22.10	64.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	4.11	0.90	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.60	31.12	12115.80	4.41
Unknown	0.30	3.70	0.40	1.23	18854.30	6.86
Total Teaching Positions	9.70	100.00	34.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.40	82.22	21.30	64.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	4.44	10.50	31.79	11953.10	4.28
Unknown	1.10	13.22	1.30	4.00	15831.90	5.67
Total Teaching Positions	9.00	100.00	33.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/31/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 2-6: Reading California, published by Houghton-Mifflin. Grades 7-8 Pearson Literature CA Reading and Language: Board adopted 2005. Differentiated Reading Program using Guided Reading and Daily 5 in grades 2-3, core literature and novel studies in grades 4-8. Grades K-8 Writing By Design A Systematic Approach to School-Wide Standards Based Writing Instruction, published by Education Consultants (Proven Solutions from Experts).	Yes	0
Mathematics	Grades 2-5: Bridges: Board approved 2017. Grades 7-8: Introduction to Algebra, published by Regents of University of California: Board approved 2011. Grades 6-8 CPM, published	Yes	0
Science	Grades 2-5: FOSS, Lawrence Hall of Science, distributed by Delta Education, Inc. 6-8 Focus on CA Earth, Physical, and Life, published by Prentice Hall: Board adopted 2006.	Yes	0
History-Social Science	Grades 2-5: California Vistas, published by Macmillan/McGraw Hill. 5-8 History Alive!, published by History Alive!: Board adopted 2019.	Yes	0
Health		Yes	0
Visual and Performing Arts	Meet the Masters Art/History Curriculum is used.	Yes	0

School Facility Conditions and Planned Improvements

Harmony Union School District houses Harmony Elementary School and Salmon Creek--A Charter School on one campus. The District continually maintains and updates both long and short-range goals to keep the campus clean, safe, and well maintained to provide a conducive environment for student learning in today's society. Recent $9.6 Million Bond has provided for significant upgrades and funding to complete all deferred maintenance projects. Regular maintenance and upkeep are routinely preformed to keep the school in good working order. Restrooms were remodeled in summer 2019. No complaints have been filed about cleanliness or upkeep. Our custodial and maintenance staff includes 1 full-time head custodian and 1 full-time custodian. In addition, students, staff, parents, and volunteers are regularly reminded and encouraged to take individual responsibility for the care and upkeep of our facilities, environment and equipment.

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Remodel of 30% of interiors completed 2022
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical upgrades completed 2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms remodeled 2019
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roof for 50% of facility installed summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New playground facilities in k-5, 5-12 completed 2023

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	63	55	52	47	46
Mathematics (grades 3-8 and 11)	51	47	35	33	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	116	93.55	6.45	62.93
Female	55	52	94.55	5.45	57.69
Male	69	64	92.75	7.25	67.19
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	66.67
White	96	90	93.75	6.25	63.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	45.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	11	73.33	26.67	81.82

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	115	92.74	7.26	46.96
Female	55	51	92.73	7.27	37.25
Male	69	64	92.75	7.25	54.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	53.33
White	96	89	92.71	7.29	48.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	11	73.33	26.67	54.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	64.10	51.85			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	27	93.10	6.90	51.85
Female	15	14	93.33	6.67	42.86
Male	14	13	92.86	7.14	61.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	21	91.30	8.70	47.62
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

ARK Education Foundation:
The ARK is the Harmony Union School District's non-profit Education Foundation and Parent Group. Harmony Elementary School is supported on a continual basis by a network of parent volunteers who assist teachers and staff in and out of the classroom. Throughout the year volunteers work tirelessly, raising funds that support many activities and programs for the students and teachers at Harmony Elementary School. The ARK Education Foundation is also invaluable for their ongoing support to Harmony Elementary School. Harmony Union School District always welcomes and appreciates our large community of parent volunteers.

School Site Council/Charter Advisory Board:
The Site Council/Charter Advisory Board serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of school site council is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff; all who share the common goal in making sure our students are successful. Harmony Union School District's Site Council is also the district's Charter Advisory Board. This group meets once a month and parent/community members are elected to the Site Council/Charter Advisory Board every two years. The group also consists of teachers, classified employees, and students that are elected by their peer groups to serve a two-year staggered term. If you are interested in becoming a part of the Site Council/Charter Advisory Board please contact the school office.

Governance Committees:
Parents are invited to serve on ad hoc committees in the support of active projects and inquiries for the school. Recent committees include the Bond Committee, Place Based Learning, and DEIA Committee and curriculum committee

Harmony Union School District Board of Trustees:
The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. The Board serves for both Harmony Elementary School and Salmon Creek Middle School--A Charter School. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly meetings are posted on the school campus. The main functions of the Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	155	150	34	22.7
Female	72	70	19	27.1
Male	83	80	15	18.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	18	18	3	16.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	4	19.0
White	115	111	27	24.3
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	44	44	17	38.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	19	6	31.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.67	0.00	0.00	0.16	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Harmony Union School District maintains a school-wide comprehensive safety plan that is reviewed and updated annually by the School Site Council/Charter Advisory Board and the Board of Trustees. All administrative staff and key safety support staff have received training in National Incident Management System (NIMS) and State Emergency Management System (SEMS). Throughout the year staff and students practice various safety drills (lock-down, fire drill, earthquake drill, and evacuation). HUSD's safety committee meets multiple times a year. A copy of the Harmony Union School District's Comprehensive Safety Plan is available for review in the district office.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	11	3		
3	6	3		
4	12	4		
5	10	5		
6	9	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	20	1		
3	16	2		
4	14	2		
5	22		2	
6	20	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	22	0	1	0
3	22	0	1	0
4	30	0	1	0
5	18	1	0	0
6	23	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	180

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,171	$2,151	$13,020	$70,028
District	N/A	N/A	$15,382	$87,454
Percent Difference - School Site and District	N/A	N/A	-16.6	-14.7
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	65.5	-5.6

Fiscal Year 2022-23 Types of Services Funded

Harmony provides MTSS, layered support services for both Academic development and SEL/Behavioral supports. The MTSS student resource team meets weekly and case manages students engaged in Tier 1.5-2 strategies including reading and math intervention, SEL supports, counseling services and behavior support initiatives in the general education environment. Teachers and parents submit referrals for SST meetings and support services. Special Education eligibility assessments, IEPs, 504s and related services are funded by the district.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,612	$48,481
Mid-Range Teacher Salary	$81,894	$73,129
Highest Teacher Salary	$114,649	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$156,819	$138,991
Percent of Budget for Teacher Salaries	21.99%	29.34%
Percent of Budget for Administrative Salaries	3.67%	5.99%

Professional Development

Both Classified and Certificated Staff participate professional development days and activities. These are offered throughout the year, both during scheduled inservice days, as well as via business leave to attend conferences and training. Staff engage in weekly staff development, collaboration teams and committees to deepen skills and instructional efficacy.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3		

Harmony Elementary

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

District Mission Statement
The Mission of Harmony Union School district is to provide for the academic, social, and emotional growth of children in a challenging, creative and safe environment. Harmony Union School District will empower students to become life-long learners able to make informed decisions, become productive citizens, and responsible stewards of the environment.

Our Goals for HUSD:
- Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.
- Students will access, evaluate, and responsibly use both print and technological resources.
- Students will be eco-literate citizens who care about the environment and are empowered to make a difference.
- Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.
- Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

Our Values as an Educational Community
As educators we all believe:
- Students leaving our schools will demonstrate respect for themselves, for their peers, adults, and all living things, the environment and their school.
- We are all responsible and accountable for our actions.
- All children can and want to learn.
- We will inspire children to become enthusiastic life-long learners; the w whole community shares the responsibility for life-long education of all students.
- Our students and staff will demonstrate compassion and tolerance.
- With our help our students will make meaningful connections between their education and their environment.
- Our students will learn and appreciate the value of a healthy lifestyle.

2023-24 School Description and Mission Statement

Our Vision for this Educational Community:
- Our staff will teach to the skill levels, learning styles, and cultural uniqueness of each of our students and utilize hands-on activities and technology through integrated instruction.
- As the foundation of the school curriculum, place-based learning will enable our students to become effective stewards of their environment. In this process students will become critical and creative thinkers, effective communicators, and problem solvers.
- Students will develop skills necessary to live a healthy lifestyle through comprehensive counseling, school garden, health and Physical Education programs.
- Our schools will encourage and support parents in being active partners within the school community and to provide a supportive learning environment at home.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	18
Total Enrollment	51

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.9%
Male	45.1%
Asian	2%
Hispanic or Latino	13.7%
Two or More Races	9.8%
White	72.5%
English Learners	2%
Socioeconomically Disadvantaged	15.7%
Students with Disabilities	5.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.20	100.00	22.10	64.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.90	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.60	31.12	12115.80	4.41
Unknown	0.00	0.00	0.40	1.23	18854.30	6.86
Total Teaching Positions	3.20	100.00	34.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	21.30	64.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.50	31.79	11953.10	4.28
Unknown	0.00	0.00	1.30	4.00	15831.90	5.67
Total Teaching Positions	3.00	100.00	33.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/31/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-1: Reading California, published by Houghton-Mifflin. Board adopted 2005. Differentiated Reading Program using Guided Reading and Daily 5. Grades K-1: Writing by Design, A Systematic Approach to School-Wide Standards Based Writing Instruction, published by Education Consultants.	Yes	0

	Board Approved 2011. Transitional Kindergarten: Handwriting Without Tears and incorporated Learning Foundations		
Mathematics	Grades TK-1: Bridgesl: Board adopted 2017.	Yes	0
Science	Grades TK-1: FOSS, Lawrence Hall of Science, distributed by Delta Education, Inc. Board adopted 2006.	Yes	0
History-Social Science	Grades TK-5: California Vistas, published by Macmillan/McGraw -Hill. Board adopted 2006	Yes	0
Health		Yes	0
Visual and Performing Arts	Music program updated for 2021-2022, significant investment in new instruments and music		

School Facility Conditions and Planned Improvements

Harmony Union School District houses Harmony Elementary School and Salmon Creek--A Charter School on one campus. The District continually maintains and updates both long and short-range goals to keep the campus clean, safe, and well maintained to provide a conducive environment for student learning in today's society. Recent $9.6 Million Bond has provided for significant upgrades and funding to complete all deferred maintenance projects. Regular maintenance and upkeep are routinely preformed to keep the school in good working order. Restrooms were remodeled in summer 2019. No complaints have been filed about cleanliness or upkeep. Our custodial and maintenance staff includes 1 full-time head custodian and 1 full-time custodian. In addition, students, staff, parents, and volunteers are regularly reminded and encouraged to take individual responsibility for the care and upkeep of our facilities, environment and equipment.

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Remodel of 30% of interiors completed 2022
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical upgrades completed 2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms remodeled 2019
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roof for 50% of facility installed summer 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New playground facilities in k-5, 5-12 completed 2023

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)					29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

ARK Education Foundation:
The ARK is the Harmony Union School District's non-profit Education Foundation and Parent Group. Harmony Elementary School is supported on a continual basis by a network of parent volunteers who assist teachers and staff in and out of the classroom. Throughout the year volunteers work tirelessly, raising funds that support many activities and programs for the students and teachers at Harmony Elementary School. The ARK Education Foundation is also invaluable for their ongoing support to Harmony Elementary School. Harmony Union School District always welcomes and appreciates our large community of parent volunteers.

School Site Council/Charter Advisory Board:
The Site Council/Charter Advisory Board serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of school site council is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff; all who share the common goal in making sure our students are successful. Harmony Union School District's Site Council is also the district's Charter Advisory Board. This group meets once a month and parent/community members are elected to the Site Council/Charter Advisory Board every two years. The group also consists of teachers, classified employees, and students that are elected by their peer groups to serve a two-year staggered term. If you are interested in becoming a part of the Site Council/Charter Advisory Board please contact the school office.

Governance Committees:
Parents are invited to serve on ad hoc committees in the support of active projects and inquiries for the school. Recent committees include the Bond Committee, Place Based Learning, and DEIA Committee and curriculum committee

Harmony Union School District Board of Trustees:
The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. The Board serves for both Harmony Elementary School and Salmon Creek Middle School--A Charter School. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly meetings are posted on the school campus. The main functions of Other Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	52	52	24	46.2
Female	29	29	13	44.8
Male	23	23	11	47.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	8	8	4	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	38	38	20	52.6
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	9	9	5	55.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	1	33.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.16	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Harmony Union School District maintains a school-wide comprehensive safety plan that is reviewed and updated annually by the School Site Council/Charter Advisory Board and the Board of Trustees. All administrative staff and key safety support staff have received training in National Incident Management System (NIMS) and State Emergency Management System (SEMS). Throughout the year staff and students practice various safety drills (lock-down, fire drill, earthquake drill, and evacuation). HUSD's safety committee meets multiple times a year. A copy of the Harmony Union School District's Comprehensive Safety Plan is available for review in the district office.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	3		
1	7	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	2		
1	20	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3	0	0
1	18	1	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	255

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$35,989	$14,440	$21,549	72933
District	N/A	N/A	$15,382	$87,454
Percent Difference - School Site and District	N/A	N/A	33.4	-10.6
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	106.3	-1.5

Fiscal Year 2022-23 Types of Services Funded

Harmony provides MTSS, layered support services for both Academic development and SEL/Behavioral supports. The MTSS student resource team meets weekly and case manages students engaged in Tier 1.5-2 strategies including reading and math intervention, SEL supports, counseling services and behavior support initiatives in the general education environment. Teachers and parents submit referrals for SST meetings and support services. Special Education eligibility assessments, IEPs, 504s and related services are funded by the district.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,612	$48,481
Mid-Range Teacher Salary	$81,894	$73,129
Highest Teacher Salary	$114,649	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$156,819	$138,991
Percent of Budget for Teacher Salaries	21.99%	29.34%
Percent of Budget for Administrative Salaries	3.67%	5.99%

Professional Development

Both Classified and Certificated Staff participate professional development days and activities. These are offered throughout the year, both during scheduled inservice days, as well as via business leave to attend conferences and training. Staff engage in weekly staff development, collaboration teams and committees to deepen skills and instructional efficacy.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Harmony Union School District

AGENDA ITEM

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.4 Presentation of LCAP Mid Year Update
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	HUSD LCAP Mid Year Report 2023-2024.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	None- information only
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Harmony Union School District & Salmon Creek Charter School	Matthew Morgan Superintendent/Principal	mmorgan@harmonyusd.org 707-874-1205

Goal 1

Goal Description
EQUITY IN OPPORTUNITY AND ACCESS **Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement. [Maintenance Goal]**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Average years of experience for certificated teaching staff [Priority 2	13.33 Years	14.33	14	11.297	>13 years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Implementation of State Standards]					
Williams inventory report [Priority 1 Student Access to Instructional Materials]	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant
Technology Work ticket completion rate/latency [Priority 1 Student Access to Instructional Materials]	Median 1 week	3 days	3 days	<2 Days	Median 3 Days
Library Hours of Operation record [Priority 1 Student Access to Instructional Materials]	6.5 hours	6.5 hours	6.5 Hours	6.5 Hours	6.5 hours
Library volume inventory report [Priority 1 Student Access to Instructional Materials]	8,612 Titles, 10,117 Volumes	8,825 Titles, 10,339 Volumes	8,853 Titles, 10,421 Volumes	9,033 Titles, 10,637 Volumes	>10,000 Titles, 11,000 Volumes, digital access
Annual FIT Survey [Priority 1 Student Access to Instructional Materials]	100% met	100% met	100% met	100% met	100% met
Average score for YouthTruth Survey Family Engagement Question: Describing the degree to which families are engaged in their school and empowered to influence decision making including families of students with exceptional needs and families of unduplicated students [Priority 3 Parent Involvement]	3.91	3.72	3.87	3.81	>3.75
Percentage of properly credentialed teachers [Priority 2 Implementation of State Standards]	93%	93%	100%	100%	>95%
Implementation of academic content standards including EL access to CA standards including ELD standards	100%. All students have access to CCSS including ELD standards as measured by self reflection tool	100%. All students have access to CCSS including ELD standards as measured by self reflection tool	100%. All students have access to CCSS including ELD standards as measured by self reflection tool	100%. All students have access to CCSS including ELD standards as measured by self reflection tool	(Maintain). 100% of students will have access to CCSS including EL access to ELD standards as measured by self reflection tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
as measured by self reflection tool					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Highly Qualified Staff** Hire and support the professional development and collaboration of experienced, skilled and properly assigned staff	No	Fully Implemented	100%	Position Control	$2,250,700.00	
1.2	**Universal and ready access to equipment and materials** Provide quality, CCSS articulated curriculum materials, seemless technology integration and appropriate equipment/materials for staff/students	No	Fully Implemented	100%	Purchase Orders	$50,000.00	
1.3	**Library Access** Provide ready access to well equipped and staffed school Library	No	Fully Implemented	6.5 Hours, Volume Increase	New IS, Audit	$55,000.00	
1.4	**School Facility Maintenance and Improvements** Maintain facility at high level of function, invest funding for facilities improvements with specific emphasis on preserving and expanding accessibility for all community members	No	Partially Implemented	> 200k Expenditures	budget	$160,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	**Parent and Stakeholder Engagement** Facilitate remote access to important community meetings for parents/community member unable to attend in person, provision of teleconference software and equipment, implement advanced notification system/website/school app	Yes	Partially Implemented	100% synchronous broadcast Board Meetings	AERIES Parent Portal, Parent Square	$11,000.00	

Goal 2

Goal Description
ACADEMIC PROFICIENCY FOR ALL STUDENTS
Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines. [Focus Goal]

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
YouthTruth Student Academic Challenge Summary Measure	3.52 (grades 6-8)	3.50 (grades 6-8) 2.58 (Grades 3-5 - 1st year of survey)	3.73 (grades 6-8) 2.27 (Grades 3-5 - 1st year of survey)	3.50 (grades 6-8), 2.25 (Grades 3-5)	>3.9
YouthTruth Family Resources Summary Measures	4.15 (grades 6-8 family)	3.83 (grades (6-8 family) 4.09 (grades 3-5 families 1st year of survey)	3.95 (grades (6-8 family) 4.01(grades 3-5 families 1st year of survey)	3.96 (Grades 6-8), 3.73 (Grades 2-5), 4.05 (Grades TK-1)	>4.25
F&P Longitudinal Proficiency Data, Percent of students at grade level	75% at grade level	78% at grade level (grades 1-3)	82% at grade level (grades 1-3)	80% at grade level (grades 1-3)	90% at grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP performance in ELA	Blue Performance, 40 pts above standard	Results from 2020-2021 was Blue Performance, 40 pts above standard	Results for 2022-2023 was "High" 40.2 pts above standard, maintaining performance from 21-22, The low socio-economic subgroup, showed 6.7 points below standard, A decrease in performance from 21-22 (Color performance designation temporarily suspended due to pandemic)	Spring 2024 Assessments have not been held. Data Due June 2024	All groups in blue
CAASPP performance in Math	Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic	Results form 2020-2021 was Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic,	Results for 2022-2023 was "High" 4.8 pts above standard an increase from 21-22, The low socio-economic subgroup, showed 38.4 points below standard, A decrease in performance from 21-22 (Color performance designation temporarily suspended due to pandemic)	Spring 2024 Assessments have not been held. Data Due June 2024	Eliminate gap between subgroups, all groups in blue
Suspension and Expulsion Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 0.7% Suspension Rate (significant improvement)	0% Expulsion, 0.833% Suspension Rate	0% suspension, 0% expulsion
% of English learners making progress towards English proficiency	Based on 2018-2019 data: 100% of students made progress as measured by ELPAC testing	Measurable data not significant N=1	Measurable data not significant N=1	Measurable data not significant N=2	(maintain) 0% middle school drop out rate
Reclassification rate	33% (2018-2019) N/A% (2020-2021)	None (21-22) N=1	50% (22-23) N=2	None (23/24) N=2	At least 33% of students per year.
% of Students A-G	NA	NA	NA	NA	NA
% of Students in CTE Completion	NA	NA	NA	NA	NA
% of Students either A-G or CTE Completion	NA	NA	NA	NA	NA
% of Students demonstrating college preparedness	NA	NA	NA	NA	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of Students passed an AP exam	NA	NA	NA	NA	NA
High School Graduation Rate	NA	NA	NA	NA	NA
High School Dropout Rate	NA	NA	NA	NA	NA
Middle School Dropout Rate	0%	0%	0%	0%	0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Curriculum Articulation** Facilitate collaboration time for teachers to review curriculum implementations for ELA, Math, Science, Social Science, PBL, Music, and PE. Publish articulation guides at completion.	No	Partially Implemented	Articulations incomplete	Master Schedule	$80,000.00	
2.2	**Tier 1.5 Workshops** Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation.	Yes	Fully Implemented	ELA ACT grades 1-4, Pilot Math ACT in grade 2, 7&8	Master Schedule, SRT Tracking Sheet	$153,000.00	
2.3	**Intervention Tier 2** Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math	Yes	Fully Implemented	Grades 1-8 serviced	SRT Tracking Sheet	$52,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Study Hall Tutoring** Provide 1-1.5 hours daily of study hall for upper grades students. Additional staffing to support increased group sizes	Yes	Fully Implemented	Scheduled M-Th, Average 8 attendees daily		$21,000.00	
2.5	**MTSS Resource Team** Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team, CSI Support is integrated in the MTSS resource team.	Yes	Fully Implemented	Twice weekly meetings, 5 staff	Agendas, tracking documents	$155,000.00	

Goal 3

Goal Description
EXPANSIVE LIBERAL ARTS EDUCATION
Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership in their community [Broad Goal]

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Master Schedule	Music >1 session per week 1-8, Art = 0 sessions	Music Session 2+ per week for grades 3-8, Art increased to ~1 per grade for 21-22.	Music Session expanded to 2+ per week for grades K-8, Art discontinued for 22-23 as stand alone class, activities now embedded in self contained coursework	Music per week, TK:0, K:2, 1st-8th:3	Music >2 sessions per week 1-8 Art >1 session per week K-5
Youth Truth Student Engagement Summary Measure Median	3.34 (grades 6-8)	3.32 (grades 6-8) 2.82 (grades 3-5 1st year of survey)	3.57 (grades 6-8) 2.74 (grades 3-5 2nd year of survey) (3.29 average)	3.32 (grades 6-8) 2.71 (grades 3-5 2nd year of survey) (3.00 composite)	>3.75
Percent of IEP students schedules that include general education enrichment courses	100%	100%	100%	100%	100%
Concert and Drama production performances per grade per year (average for each grade)	<1	4 drama performances, 3 music productions 21/22	6 drama performances, 2 music productions 22/23	Drama pending, Music 3 public performances (2 parades, 1 concert)	>2
Students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	(Maintain) 100%. All students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study as measured by self reflection tool

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Middle School PBL Garden Program** Provide specialized PBL program for middle school students including garden production, environmental stewardship and community service. Modified for 23-24 Middle school enrichment wheel.	No	Partially Implemented	Fall and Spring Trimester Scheduled Enrichment wheel	Master Schedule	$12,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**Music & Arts Program** Provision of comprehensive music education for all students K-8. Art resource room for grades K-8 with explicit Art instruction for grades 1-3. Instruments, equipment & Materials	No	Partially Implemented	Music K:2/wk, 1-8:3/wk	Master Schedule	$103,000.00	

Goal 4

Goal Description
WELL-BEING OF STUDENTS AND COMMUNITY
Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution. [Focus Goal]

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Youth Truth Survey Student Engagement Summary Measure (median score)	3.34 (Grades 6-8)	3.32 (Grades 6-8) 2.82 Z(Grades 3-5 1st year of survey)	3.57 (grades 6-8) 2.74 (grades 3-5 2nd year of survey) (3.29 average)	3.32 (grades 6-8) 2.71 (grades 3-5) (3.00 average)	>3.5
Youth Truth Survey Student Culture Summary Measure (median score)	3.58 (Grades 6-8)	3.27 (Grades 6-8) 2.36 (Grades 3-5 1st year of survey)	3.62 (Grades 6-8) 2.37 (Grades 3-5 2nd year of survey)	3.3 (Grades 6-8) 2.37 (Grades 3-5)	>3.75
Youth Truth Survey Student Belonging and Peer Collaboration Summary Measure (median score)	3.91 (Grades 6-8)	3.56 (Grades 6-8) 2.67 (Grades 3-5 1st year of survey)	3.74 (Grades 6-8) 2.44 (Grades 3-5 2nd year of survey)	3.64 (Grades 6-8) 2.38 (Grades 3-5)	>3.95

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Youth Truth Survey Student Relationships Summary Measure (median score)	3.68 (Grades 6-8)	3.49 (Grades 6-8) 2.72 (Grades 3-5 1st year of survey)	3.82 (Grades 6-8) 2.50 (Grades 3-5 2nd year of survey)	3.52 (Grades 6-8) 2.50 (Grades 3-5)	>3.75
Food Service Menus	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is from garden., >75% of menu items are locally produced in facility	50% of produce is provided from garden, >75% of menu items are locally produced in facility
Suspension/Expulsion rate data	3% Suspension rate, 0.5% expulsion rate	1.5% Suspension rate, 0% expulsion rate	0.7% Suspension rate, 0% expulsion rate	0.87% Suspension rate, 0% expulsion rate	0% suspension rate, 0% expulsion rate
MTSS Data	10% of student population in need of MTSS Tier 2 supportt (IEP=Tier 3)	8% of student population in need of MTSS Tier 2 supportt (IEP=Tier 3)	7.5% of student population in need of MTSS Tier 2 supportt (IEP=Tier 3)	6% of student population in need of MTSS Tier 2 support (IEP=Tier 3)	5% of student population in need of SEL Tier 2 support
Youth Truth Survey Family Engagement Summary Measure (median score)	3.91	3.68 (Grades 6-8) 3.88 (Grades 3-5 1st year of survey)	3.88 (Grades 6-8) 3.85 (Grades 3-5)	3.9 (Grades 6-8) 3.68 (Grades 2-5), 3.92 (Grades TK-1)	>4.15
Youth Truth Survey Family Relationships Summary Measure (median score)	4.48	4.34 (Grades 6-8) 4.53 (Grades 3-5 1st year of survey)	4.5 (Grades 6-8) 4.5 (Grades 3-5)	4.52 (Grades 6-8) 4.35 (Grades 2-5), 4.59 (Grades TK-1)	>4.52
Youth Truth Survey Family Culture Summary Measure (median score)	4.45	4.18 (Grades 6-8) 4.43 (Grades 3-5 1st year of survey)	4.40 (Grades 6-8) 4.34 (Grades 3-5)	4.29 (Grades 6-8) 4.09 (Grades 2-5), 4.29 (Grades TK-1)	>4.5
Youth Truth Survey Family Communications Summary Measure (median score)	4.19	3.76 (Grades 6-8) 4.11 (Grades 3-5 1st year of survey)	3.98 (Grades 6-8) 3.94 (Grades 3-5)	3.71 (Grades 6-8) 3.64 (Grades 2-5), 4 (Grades TK-1)	>4.25
Youth Truth Survey Family School Safety Summary Measure (median score)	4.14	3.73 (Grades 6-8) 4.14 (Grades 3-5 1st year of survey)	3.98 (Grades 6-8) 4.03 (Grades 3-5)	3.94 (Grades 6-8) 3.46 (Grades 2-5), 3.94 (Grades TK-1)	>4.25
Student Attendance Data	94% Attendance Rate	91.5% Attendance Rate	91% Attendance Rate	93.04% Attendance Rate	97%
Chronic Absenteeism Data	3%	3%	3.5%	3.36%	1%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Schoolwide SEL Program** Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, restorative	Yes	Partially Implemented	Second Step TK-2, 4, CS 7,8	Schedule	$200,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	practices and anti-bullying. Instruction by teachers and counselors in class. Paraprofessional/Admin support for program during supervision. Schoolwide PBIS elements including assemblies and honor program. CSI program targets attendance and student well-being.						
4.2	**Extracurricular Activities** Extracurricular and student leadership Activities provided at lunch or after school including Spanish club, orchestra, drama, and competitive league play athletics	Yes	Partially Implemented	Anime, Pokemon, APT, Science Club, Student Council, Band, Drama, Athletics	Schedule	$22,000.00	
4.3	**Community Engagement Program** Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home.	Yes	Partially Implemented	Parenting Classes 2 Sessions	Schedule	$20,000.00	
4.4	**Farm to Kitchen Program** Provide locally sourced and produced healthy food service program for students	No	Fully Implemented	Average 160 Meals/Day	Menu	$155,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

FAMILY ENGAGEMENET

Harmony Elementary	Family Response Rate (K-1)	Responses	**Engagement**	Weighted
2024	88%	50	3.9	195
2023	62%	52	3.86	
Salmon Creek	Family Response Rate (2-5)	Responses	**Engagement**	Weighted
2024	103%	72	3.68	264.96
2023	49%	27	3.88	
Salmon Creek	Family Response Rate (6-8)	Responses	**Engagement**	Weighted
2024	85%	51	3.92	199.92
2023	49%	27	3.88	
				659.88
				3.81433526

ACADEMIC CHALLENGE

Salmon Creek	Student Response Rate (6-8)	Responses	Academic Rigor	Weighted
2024	92%	69	3.5	241.5
2023	100%	52	3.73	
Salmon Creek	Student Response Rate (3-5)	Responses	Academic Rigor	
2024	90%	76	2.25	171
2023	94%	67	2.27	
				412.5
				2.84482759

FAMILY RESOURCES

Salmon Creek	Family Response Rate (6-8)	Responses	FAMILY RESOURCES	Weighted
2024	92%	69	3.96	273.24
2023	100%	52	3.95	
Salmon Creek	Family Response Rate (2-5)	Responses	FAMILY RESOURCES	Weighted
2024	92%	69	3.73	257.37
2023	100%	52	3.96	
Harmony Elementary	Family Response Rate (K-1)	Responses	FAMILY RESOURCES	Weighted
2024	88%	50	4.05	202.5
2023	NO Data			
				733.11
				3.89952128

STUDENT ENGAGEMENT

Salmon Creek	Student Response Rate (6-8)	Responses	Student Engagement	Weighted
2024	92%	69	3.32	229.08
2023	100%	52	3.57	
Salmon Creek	Student Response Rate (3-5)	Responses	Student Engagement	
2024	90%	76	2.71	205.96
2023	94%	67	2.74	
				435.04
				3.00027586

STUDENT CULTURE

Salmon Creek	Student Response Rate (6-8)	Responses	Student Culture	Weighted
2024	92%	69	3.3	227.7

	2023	100%	52	3.62
Salmon Creek	Student Response Rate (3-5)	Responses	Student Culture	
	2024	90%	76	2.16	164.16
	2023	94%	67	2.37

391.86
2.70248276

STUDENT BELONGING AND PEER COLLABORATION

Salmon Creek	Student Response Rate (6-8)	Responses	Student Culture		Weighted
	2024	92%	69	3.64	251.16
	2023	100%	52	3.74	
Salmon Creek	Student Response Rate (3-5)	Responses	Student Culture		
	2024	90%	76	2.38	180.88
	2023	94%	67	2.44	

432.04
2.97958621

STUDENT RELATIONSHIPS

Salmon Creek	Student Response Rate (6-8)	Responses	Student Culture		Weighted
	2024	92%	69	3.52	242.88
	2023	100%	52	3.82	
Salmon Creek	Student Response Rate (3-5)	Responses	Student Culture		
	2024	90%	76	2.62	199.12
	2023	94%	67	2.5	

442
3.04827586

FAMILY ENGAGEMENET

Harmony Elementary	Family Response Rate (K-1)	Responses	**Engagement**		Weighted
	2024	88%	50	3.9	195
	2023	62%	52	3.86	
Salmon Creek	Family Response Rate (2-5)	Responses	**Engagement**		Weighted
	2024	103%	72	3.68	264.96
	2023	49%	27	3.88	
Salmon Creek	Family Response Rate (6-8)	Responses	**Engagement**		Weighted
	2024	85%	51	3.92	199.92
	2023	49%	27	3.88	

659.88
3.81433526

FAMILY RELATIONSHIPS

Harmony Elementary	Family Response Rate (K-1)	Responses	**Engagement**		Weighted
	2024	88%	50	4.59	229.5
	2023 No Data				
Salmon Creek	Family Response Rate (2-5)	Responses	**Engagement**		Weighted
	2024	103%	72	4.35	313.2
	2023	49%	27	4.49	
Salmon Creek	Family Response Rate (6-8)	Responses	**Engagement**		Weighted
	2024	85%	51	4.52	230.52

2023	49%	27	4.5	
				773.22
				4.46947977

FAMILY CULTURE

Harmony Elementary	Family Response Rate (K-1)	Responses	**Engagement**	Weighted
2024	88%	50	4.29	214.5
2023	No Data			
Salmon Creek	Family Response Rate (2-5)	Responses	**Engagement**	Weighted
2024	103%	72	4.09	294.48
2023	49%	27	4.33	
Salmon Creek	Family Response Rate (6-8)	Responses	**Engagement**	Weighted
2024	85%	51	4.21	214.71
2023	49%	27	4.4	
				723.69
				4.18317919

FAMILY COMMUNICATIONS

Harmony Elementary	Family Response Rate (K-1)	Responses	**Engagement**	Weighted
2024	88%	50	4	200
2023	No Data			
Salmon Creek	Family Response Rate (2-5)	Responses	**Engagement**	Weighted
2024	103%	72	3.64	262.08
2023	49%	27	3.81	
Salmon Creek	Family Response Rate (6-8)	Responses	**Engagement**	Weighted
2024	85%	51	3.71	189.21
2023	49%	27	3.98	
				651.29
				3.76468208

FAMILY SAFETY

Harmony Elementary	Family Response Rate (K-1)	Responses	**Engagement**	Weighted
2024	88%	50	3.94	197
2023	No Data			
Salmon Creek	Family Response Rate (2-5)	Responses	**Engagement**	Weighted
2024	103%	72	3.46	249.12
2023	49%	27	3.98	
Salmon Creek	Family Response Rate (6-8)	Responses	**Engagement**	Weighted
2024	85%	51	3.94	200.94
2023	49%	27	3.98	
				647.06
				3.74023121

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Board Member Development
Type:	Info
Subject:	9.5 Board Self Evaluation
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Public Comment
Type:	Info
Subject:	10.1 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	Recommended By: *Matthew Morgan* Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.1 Consideration of HUSD's 2024-25 Comprehensive School Safety Plan (CSSP)
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve HUSD's 2024-25 Comprehensive School Safety Plan (CSSP)
Approvals:	Recommended By: *[signature]* Matthew Morgan - Superintendent/Principal

Harmony Union School District

AGENDA ITEM

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.2 Consideration of HUSD Calendar for 2024-25 School Year
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	HUSD DRAFT Calendar 2024-2025.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board adopt the HUSD Calendar for 2024-25
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

2024-2025 Harmony Union School District Calendar

	Legend
134	School Day (Full Length)
46	School Day (Minimum Length)
0	Summer School Day
5	Teacher In Service Day (No Students)
26	Holiday/Break (No Students)
2	Emergency Day (No Students Unless Needed)
135	Summer Vacation or Weekend (No Students)

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jul 4 Observe Fourth of July

August 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 13 Teacher In Service
Aug 14 Teacher In Service
Aug 15 First Day of School
Aug 26-29 Class Meetings
Aug 30 Welcome Back Dinner

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sep 2 Labor Day

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 3 Fall Festival
Oct 4 Teacher In Service
Oct 7-10 Conference Week

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov 9 End of Trimester 1
Nov 11 Observe Veterans Day
Nov 25-27 Thanksgiving Break

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec 19 Winter Festival
Dec 20-Jan 3 Winter Break

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec 23-Jan 3 Winter Break
Jan 6 Teacher In Service
Jan 20 Martin Luther King Day

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Feb 10-13 Conference Week
Feb 14 Observe Lincoln's Day
Feb 17 Presidents Day
Feb 28 End of Trimester 2

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mar 17-21 Spring Break

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Apr 17 Spring Festival
Apr 18 Emergency Day*
Apr 21 Emergency Day*
*OFF Unless Needed

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 26 Memorial Day

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Jun 5 Last Day of School
Jun 6 Teacher Work Day
Jun 6 Graduation
Jun 16-Jul 29 Summer School
Jun 19 Juneteenth

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.3 Consideration of Revised Covid Protocols
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	HUSD COVID Handbook 2023-2024 FEB Revision.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board approve the revised Covid protocols
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

HUSD COVID Handbook
February 2024 Update*

STUDENTS
I.   Student becomes ill at school and needs to go home
    A. Reason:
        1. Either student has a fever (100.4 or greater) or
        2. Has a low grade fever of 99-100.3 and is feeling poorly
        3. Has vomiting or diarrhea while at school
    B. Parents:
        1. Have a plan for pick up and the best telephone number to reach you.
        2. Provide emergency contact(s) who can pick up your student if you cannot.
        3. *Pick up within reasonable amount of time (ideally 15-30 minutes).*
        4. Student waits at the Care Bench.
        5. Consider COVID testing if recent exposure (last 10 days) or fever, headache, body aches, sore throat, nasal or gi symptoms.
    C. School:
        1. Will provide information to families regarding safe return requirements.
    D. Required for return to school:
        1. No fever, diarrhea or vomiting for at least 24 hours without use of any medication to control fever, diarrhea or vomiting.
        2. Symptoms resolved or nearly resolved (mild cough, mild nasal symptoms).
        3. No new symptoms since initial illness.
        4. NO COVID test result needed.

II. Student Tests Positive for COVID
    A. Report positive results immediately by calling the school office, 707-874-1205 or emailing Suzi Heron at: sheron@harmonyusd.org.
    B. Isolate at home and do not participate in any school or community activities.
    C. Isolation can end after:
        1. Symptoms are gone or much improved AND
            a) No fever for 24 hours or more without taking fever reducing medications AND
            b) No vomiting or diarrhea for at least 24 hours without medicine to reduce symptoms.

  2. If returning before day 10 from first positive test, wear mask indoors is STRONGLY Recommended through 10th day since positive test

 D. HUSD will provide general exposure notification to students and families.

III. **Student has Close Contact with Someone Testing Positive for COVID**

 A. If student has symptoms (fever, body aches, headache, cold or gastrointestinal symptoms):

  1. Test promptly.

  2. Stay home.

  3. Wear a mask around others (recommended).

 B. If no symptoms:

  1. The student may attend school.

  2. No testing required unless symptoms develop.

  3. No masking required.

  4. Monitor for symptoms for 10 days. If *any* symptoms occur, the student is to return home and test at home the same day and again 24 hours after the first test.

 C. Unique Circumstances:

  1. If the student does not have symptoms AND is at higher risk of severe COVID infection, they should test within 5 days of exposure.

  2. If the student does not have symptoms, AND has contact with people who are at higher risk for severe COVID infection (seniors, immunocompromised), consider testing within 5 days of exposure AND recommend wearing a mask around individuals at high risk for 10 days while indoors.

IV. **Masking**

 A. In general, masking is recommended, but not required, inside classrooms and other campus buildings for 7 calendar days following reported exposures.

 B. If a class has exposure to a classmate or staff member who tested positive for COVID, masking is not required unless the student develops symptoms.

 C. Masking is recommended for a total of 10 days after testing positive.

V. **School Field Trips**

 A. No vaccination required.

 B. Daytime field trips do not require testing before departure.

 C. Overnight field trips negative test <24 hrs before trip

 D. Overnight field trips require COVID -19 Liability Waiver signed by parent/guardian

FACULTY AND STAFF

I. **Responding to Positive Case**

   A. **After testing positive for COVID:**
      1. Stay home until no fever for 24 hours and symptoms improving.
      2. Mask around others for 10 days. You can stop masking after two negative tests,
      3. Avoid contact with people at higher risk for severe COVID for 10 days (elderly, immunocompromised individuals).

   B. **Returning to work:**
      1. *A negative rapid (antigen) test is no longer needed* to return to school after testing positive for COVID.
      2. Faculty and Staff who test positive for COVID may return after 24 hours with no fever, without the use of fever- reducing medications
      AND
      3. their symptoms are mild and improving.
      4. *Masking required for 10 days, with Day 0 being the day you test positive or have your first symptoms.*

II. **Recommendations for close contacts of someone with COVID:**

   A. If employee has has new COVID symptoms (fever, body aches, headache, cold or gastrointestinal symptoms), test and mask immediately.
   B. If employee does not have symptoms but is at higher risk for severe COVID infection, test within 5 days of last exposure.
   C. If employee does not have symptoms, but has contact with those at higher risk for COVID, masking for 10 days, while indoors with high risk individuals is recommended.

III. **Testing**

   A. HUSD will provide COVID-19 testing available to all employees at no cost and during paid time to all employees with a close contact.
   B. In the case of a workplace outbreak, COVID-19 Prevention regulations still require testing of all close contacts in an outbreak and everyone in the exposed group in major outbreaks.

*Handbook based onJanuary 9, 2024 California Department of Public Health (CDPH) COVID-19 Isolation and Testing Guidance and CAL OSHA's updated COVID-19 Prevention Non-Emergency Standards.

Harmony Union School District

AGENDA ITEM

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.4 Consideration of request for leave- Kelsey Gehring
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	Physican letter.pdf leave letter.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve leave request for Kelsey Gehring.
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

The Permanente Medical Group, Inc.
OBSTETRICS AND GYNECOLOGY
2240 MERCURY WAY
SANTA ROSA CA 95407-5463
Dept: 707-570-3400
Main: 707-393-4000

January 8, 2024

This document certifies that Kelsey J Gehring is pregnant. Estimated Date of Delivery: 6/27/24
This patient is receiving prenatal care with Kaiser Permanente.
This patient will require approximately 12 prenatal visits of 30 to 60 minutes each over the course of the pregnancy.

Pregnancy is considered a serious health condition under the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA).

If the patient chooses to apply for FMLA/CFRA protections for normal pregnancy, this document confirms the patient's condition of pregnancy and expected time off. No additional medical certification is required from the clinician.

For typical, uncomplicated pregnancies, pregnancy leave may start at 36 weeks and continue for 6 weeks after a vaginal delivery or 8 weeks after a cesarean delivery. Medical disability for pregnancy and postpartum leave should be accommodated based on the expected timeframes, using the actual date of delivery unless there are pregnancy complications.

If the patient or other parent or guardian chooses to apply for additional baby bonding leave under California Paid Family Leave (PFL) and/or FMLA/CFRA, the only requirement is a proof of birth, such as a birth note, birth certificate or discharge summary. No medical certification is required from the clinician.

If there are any pregnancy or delivery complications outside of this documentation a new work status report/physician's certification will be provided with activity restrictions as medically appropriate.

Kaiser Permanente's Release of Medical Information office (ROMI) can help with all pregnancy and postpartum leave information and requests. ROMI can assist with pregnancy verification letters, employer/private insurance forms, medical certification documents, and questions regarding pregnancy and postpartum leave. For privacy and consent, these requests must be initiated by you and not by the clinician. To get started with an online request, or to submit a State Disability Insurance (SDI) certificate/claim receipt number, go to Kaiser Permanente's Release of Medical Information (ROMI) web page, select "Disability claims certifications" and then "SDI medical certification request." You may also contact your local ROMI Department by phone or email for assistance.

To learn more about pregnancy and postpartum leave, visit Pregnancy and Postpartum Leave | My Doctor Online (kaiserpermanente.org)

This letter was originally viewed by Kelsey J Gehring on 1/9/2024 9:31 AM.

Close

January 9, 2024

Dear Harmony Union Governing School Board,

I am writing this letter to request an Unpaid Maternity Leave (section 10.3.2.1) and Family Care Leave (section 10.4.2) per our HUTA contract.

This leave will last for the entirety of the 2024-2025 school year, my estimated due date is June 27, 2024. I plan to return to HUSD for the 2025-2026 school year.

Thank you so much for your past and continued support of employee's families here on campus, I am beyond grateful to work in such an amazing community.

Sincerely,
Kelsey Gehring

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.5 Consideration of Revision of Facilities Use Fees
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approve the Facilities Use Fees Revision
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.6 Consideration of J13A Waivers for Harmony Elementary and Salmon Creek A Charter School for emergency closures not covered by emergency days due to power outages on 2/7/2024
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	HUSD was closed due to power outages on 02/05, 02/26, 02/07/2024. The outages on 02/05 and 02/06 were covered by the district's scheduled emergency days on the 2023-2024 Calendar. The district is requesting the J13A Waiver from the state for 02/07/2024
Background Information:	The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit pursuant to Education Code (EC) sections 41422, 46200, 46391, 46392 and California Code of Regulations (CCR), Title 5, Section 428. Approval of a Form J-13A request from the California Department of Education, combined with other attendance records, serve to document a local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.
Fiscal Implications:	
Recommendation:	For the board to consider approving for Harmony Elementary and Salmon Creek A Charter School for emergency closures not covered by built in emergency days due to power outages: 02/07/2024
Approvals:	Recommended By:

Matthew Morgan - Superintendent/Principal

Harmony Union School District

Meeting Date:	2/28/2024 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	11.7 Consideration of moving $80,000 from Fund 17 to the General Fund to cover the Special Education Settlement Contract
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board approves moving $80,000 from Fund 17 to the General Fund to cover the Special Education Settlement Contract
Approvals:	Recommended By: Matthew Morgan - Superintendent/Principal