The Single Plan for Student Achievement

School: Harvest Elementary School

CDS Code: 10739650113993

District: Central Unified School District

Principal: Julie Shafer

Revision Date: September 20, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Harvest Elementary School's Vision and Mission Statements
Harvest Elementary School, through combined effort from parents, students, staff and the community, will create a challenging learning environment, encouraging high expectations for success through developmentally appropriate instruction that allows for individual difference and learning styles. We will promote a safe, orderly and supportive environment, empowering students to reach their full potential through life-long learning. At Harvest, we are committed to providing a strong foundation academically and socially for our students. Our mission is to create a positive learning environment with high expectations that students will thrive in as they continue to reach new heights.

Harvest Elementary School, named for the agriculture that is the economic base of the community, is located on the corner of Gettysburg and Bryan Ave. Built 10 years ago, Harvest currently educates approximately 726 students in grades Transitional Kindergarten through Sixth. Harvest Elementary has 24 general education classrooms, 5 specialized academic instructors, one FCOE class and the only two Kindergarten SDC classes in the District. Staffing includes 29 classroom teachers, a Library Media Clerk, Psychologist, Nurse and Nurse Aide, three full time Custodians (1 day, 2 night), Principal Secretary, Clerk Typist II, Speech Teacher, 14 Instructional Aides, three Kitchen Staff, Technology Aide, two music instructors, a part time community liaison, Instructional Support Coach, Guidance Instructional Advisor and Principal.

Harvest is in a unique location because of the district's planned K-12 complex currently under construction. Completed structures are Harvest Elementary School and Glacier Point Middle School to the south, sports stadium to the southwest, and the transportation building and yard to the west. Harvest is unique because it is a dynamic and continuously changing culture and truly represents the diversity of the district.

The guiding principles, goals and objectives of Harvest are aligned with the district:

GUIDING PRINCIPLES
Belief: Every student can learn.
Vision: Every student is prepared for success in college, career, and community.
Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.
Core Values: Character, leadership, innovation, continuous improvement.

School Profile

Progress Monitoring:
Student progress is monitored in both ELA and mathematics throughout the year using a variety of assessments. Frequent assessments provide data for staff in a timely manner to make effective educational decisions in attaining our goals outlined within the Single Plan. Teachers use Illuminate to analyze student data from state testing once per year in the beginning of the school year, and thereafter continuing the use of this program to sort and dis-aggregate district benchmark assessments for progress monitoring three times a year. Quarterly writing prompts are administered and scored throughout the year and kept in writing portfolios to monitor progress along with student writing assignments. DIBELS is administered in the beginning of the year for all students in 3-6 grades and again at the end of the year to record growth. For those students who are not at proficiency, progress monitor testing occurs two more times mid year to continue to assess the needs of the students in the DIBELS assessments. For kindergarten through second grades, students are given the Fountas and Pinnell (F&P) Assessment for fluency and comprehension. Progress monitoring occurs every quarter to show progress and to determine intervention needs. In addition, the Renaissance Learning Program - Accelerated Reader (STAR), is used as another tool to monitor books read and provides comprehension questions for each book. The AR STAR is administered four times a year to check for student growth in reading fluency and comprehension giving a grade level equivalency.

Students who are identified as needing intensive levels of support, will have additional instruction delivered during intervention time either in a push-in or small group instruction supported with teacher and trained Teaching Fellows in Language Arts and Mathematics. Intense intervention in language-arts using additional staff to focus instruction on specific skill deficits and who will monitor, assess and report on student progress weekly. Math and language-arts software programs are in the computer labs/tablets to help with intervention - Spatial-Temporal Math, Accelerated Reader and Lexia.

School-wide programs: The English Language Development(ELD)program uses the Houghton-Mifflin ELD component and within it contains a variety of English Learner levels. Teachers will provide daily ELD instruction in each classroom based on the student's developmental need as well as be provided SDAIE strategies throughout the day. The yearly CELDT test as well as district created EL benchmarks will progress monitor EL students. Students who have recently been re-designated (for 3 years) are also progress monitored with District Benchmarks, state testing, reading assessments and classroom grades.

We proactively monitor and identify needs with the help of our Response to Intervention plan at Harvest. At-Risk documentation forms, Student Success Teams and 504's will be implemented and monitored as needed for progress throughout the year. All of our programs and interventions are listed on our RTI model with three tiers of academic interventions. Other school wide programs such as Character Counts, Expect Respect, The Power of One, and Second Step are used to build character, teach bully-proofing skills and learn appropriate social skills.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teacher survey: Teachers were given a needs survey on Math and ELA CCSS, and new EL standards. Teachers were in need of PD to support students' needs at their level indicated by data and intervention strategies to help students improve. Teachers were also in need of planning time to develop units bundling Common Core State Standards. Further PD was requested for strategies to help our struggling and below grade level readers, incorporating writing into all areas of the curriculum, and increasing student questioning and discussion using higher levels of Depth of Knowledge (DOK).
The annual district Parent Survey top areas showed that Harvest has excellent communication with 91.9%, students are recognized for their accomplishments with 94.3% and students feel safe at school with 94.8%. According to the Parent Survey, the areas that we have opportunities to improve on are providing parents with ideas to help their child at home 74.6%, students having access to visual and performing arts at 67.0% and participation in high quality athletic program with 68.1%.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration performs weekly drop-ins to every classroom based on their personalized goals and school goals with the California Standards for the Teaching Profession. Administration also co-plans and co-teaches lessons in each grade level. Teachers are building their capacity working with the CCSS and there is evidence of effective teaching strategies and student engagement. Teachers are using the CCSS units they've created as a grade level team and are bundling standards so students have context and real life application of the standards. Teachers are utilizing technology more by infusing it with Class Dojo, Google Classroom, Journeys, KaHoot, Seesaw, BrainRush, and SuperKids and other apps in addition to AR and ST Math.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of

categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    All interventions align with student challenge areas as identified through the use of student data (state, district, formative and summative) and student performance throughout the year.

    The following assessments are used to monitor and report student and program improvement and or needs:
    - Performance Level Reports from State testing (SBAC)
    - District Grade Level Language, Writing and Math Benchmarks and Performance Tasks
    - CELDT, California English Language Development Test
    - DIBELS (3-6), Fountas & Pinnell (K-2), Lexia (all grade levels)
    - Formative and summative assessments in the classrooms/Core curriculum embedded assessments

    Central Unified School District and Harvest Elementary School have identified performance benchmarks as a measurable growth of student academic progress. Illuminate has enabled staff to chart individual student achievement and align it to those benchmarks. Teacher and district developed benchmark outlines and pacing schedules have been written to align with the state frameworks and standards.

    Harvest teachers utilize a wide variety of local assessments, methods, and techniques such as teacher generated tests, rubrics, authentic assessments, projects, writing samples, presentations, grades, benchmarks, observations and individual reading inventories to determine the effectiveness of classroom instruction and student learning. These assessments provide both the teachers and students with valuable feedback regarding learning mastery and enable the teachers to better plan differentiation of curriculum and instructional strategies to provide for individual student learning styles, interests and talents.

    All students are assessed using the above measurements unless they have an IEP or a 504 plan that specifically excludes them from identified testing. In these cases, alternative forms of assessment are used when appropriate to determine student achievement. CELDT assessment of EL students is used to distinguish the levels for appropriate and differentiated content instruction and English Language Development.

    Teachers maintain a Plan to Modify for at-risk students, which enables the teachers to organize an ongoing collection of data results in order to plan for interventions. Teachers are committed to providing quality education and creating a successful learning experience for all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    100% of certificated and classified staff are highly qualified

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

    The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    Staff development is offered throughout the year to staff in the form of professional development on principal Wednesdays at school in the areas of English Learner strategies, CELDT, SBAC, English Language Arts, Math, Writing and other areas by teacher request and/or by administrative observation of need. There are also opportunities for professional development from the district office in the areas of Academic Vocabulary, English Learner Professional Development, Gifted and Talented teacher development, Professional Learning Communities in Language Arts and Math Study Groups.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    All of our district adopted curricular materials are state approved, researched based and are aligned to the state standards.All of the curriculum, instruction and materials are aligned with the state's content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
R/LA Strategic---Grades K-6 30 minutes
R/LA Intensive---Grades 4-6 2.5 hours
ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
Mathematics Strategic---Grades K-6 15-30 minutes
Mathematics Intensive---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There is 100% availability of standards based core instructional materials appropriate for all student groups including Title I, English Learners, Migrant and Special Education. All materials are available in the library for new students and there is a fair and equitable check-out and distribution system organized by the librarian throughout the school year for every student. When new textbooks are available, the school site forms a text selection committee and sometimes pilots new materials to then gives feedback to the publisher as well as the district office.

ELA
K-6 Houghton-Mifflin and Houghton-Mifflin Journeys
Super Kids (K-2)
ELD
K-6 Houghton-Mifflin: Medallions
Social Studies
K-6 Houghton-Mifflin
Mathematics
K-6 Pearson Envision
Pearson Investigation (K-5)
Carnegie (6th)
Science
K-6 Scott-Foresman

Goals for Materials:
1. Ensure that all English Learners have access daily to our ELD curriculum at their level of need.
2. Ensure that all ELA and Math identified "intensive" students have supplementary intervention materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The staff members at Harvest Elementary School are committed to empowering all students with knowledge found in our standards-based curriculum, regardless of primary language, natural abilities, or ethnicity. The school's academic focus areas are English Language Arts, Math, English Language Development, Science and Social Studies. All interventions align with student challenge areas as identified through the use of student data and student performance throughout the year and monitored closely using our RTI model, progress monitoring and weekly grade level Professional Learning Communities.

Teachers use data from Illuminate to assist in evaluating students academic performance and to ensure that each student is receiving appropriate instruction to meet their individual academic needs. Teachers use Direct instruction as the primary instructional strategy to teach new information. Inquiry, Cooperative Learning and Concept Attainment are other models of instruction that teachers may utilize depending on the lesson. Other strategies include the use of Academic Vocabulary, checking for understanding, student engagement with justification and collaboration, posting the objective, and ensuring that all instruction is rigorous and relevant.

In addition, the after-school program supports with guided reading, homework and also provides enrichment opportunities. Classroom teachers provide extra help weekly in the form of re-teaching for identified students. The librarian is available to help students with Accelerated Reader and Lexia in the morning. Additional reports from data programs notify the intervention team about students at-risk so that intervention can begin immediately for these students both in the classroom and for our pull-out program. All of these are at no cost and align with our student needs. Students are provided opportunities weekly for library and computer lab time with their classrooms. Students with special needs and/or disabilities are given many opportunities to be with age level peers as well as access to the core content areas daily.

According to the California Department of Education, the Academic Program Survey states that specific time should be made available for the following:
Math Core: kinder = 30 minutes, first-sixth = 60 minutes
Math Strategic: K-6 = additional 15-30 minutes (no more than two grade levels below)
RLA Core: kinder = 60 minutes, first-third = 2.5 hours, fourth-sixth = 2 hours
RLA Strategic: K-6 = additional 30 minutes (no more than two grade levels below)
ELD - Intensive English instruction at the English learner's level in K-6 = 15-30 minutes daily.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

<u>Parental Involvement</u>

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

    To assist our families, the school, and the community; parents are invited to participate in the following opportunities:
    - Invite all parents to parent meetings which include Parent Teacher Association (PTA), Harvest Community Council (HCC),Title 1 Meeting, School Site Council (SSC), and English Language Advisory Council (ELAC).
    - Student performances which include the fine arts, History Day, Science Fair, Spelling Bee, Peach Blossom, contests, academic awards, athletics, and community events.
    - Communication in a variety of forms: monthly school newsletters and Blackboard Connect messages via phone, text, email, sports announcements, online monthly school calendar, Facebook and the Harvest website has current messages and is updated regularly.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

    Harvest utilizes a variety of strategies to encourage community and parental involvement. Community Liaison on staff, Parent Teacher Association (PTA), Harvest Community Council (HCC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) comprised of parents offers ideas and makes recommendations regarding programs, fundraisers, school-wide events, budget and programs. Students in Leadership also provide input regarding school activities, community service and community events.

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All interventions align with student challenge areas as identified through the use of state and local data and student performance throughout the year. Before, during and after school tutoring help is available within this school plan to assist At-Risk students for academic achievement. These are extended learning opportunities for identified students.

English Learners
Harvest Elementary School currently has over 75 designated English Learners (EL). All credentialed teachers hold a credential in LDS/CLAD/SDAIE/ELD to provide direct instruction to our English Language Learners. Houghton Mifflin ELD is our primary core ELD material used to address the needs of our EL students. English Language Development is mandatory for our EL students daily and instruction must be focused and specific to meet their targeted level of instruction. This is done by grouping similar levels of EL students and instruction is providing in their classroom by their homeroom teacher.

Educationally Disadvantaged Students
Harvest Elementary is a Title I school and our services our school wide. Classroom teachers develop Individual Plans for identified At-Risk students. Title I students who needs targeted instruction in specific areas of math and/or reading will be given additional help in the classroom. Parents of these students are notified throughout the year as needed and as determined by our assessment data and intervention team. Progress monitoring is conducted for all At-Risk students using DIBELS, Fountas & Pinnell Reading Inventory, District Benchmarks and core curriculum embedded assessments throughout the year to determine progress toward meeting grade level standards.

A Student Success Team is in place and meets regularly to discuss the needs of some students not meeting grade level standards. The SST team (principal, psychologist, SpEd staff as needed) meets with parents and the classroom teacher to document strategies that address specific weaknesses. Follow-up meetings are arranged to determine progress towards grade level standards and student achievement.

Gifted and Talented Education(GATE)
The GATE program provides identified students in grades 3-6 with appropriate and differentiated opportunities to enable them to achieve their intellectual and academic potential. At Harvest, classroom teachers in grades 4-6 are trained as GATE teachers through a three-year process to enable them to provide rigor, choice and creative opportunities for GATE identified students daily. Those students identified are clustered in one 4th, one 5th and one 6th grade classroom with those teachers being trained. An additional GATE teacher comes once a week to provide enrichment opportunities through technology, research and science to the students.

Categorical Funding
Categorical funds are used to provide additional support and materials for those students requiring extra assistance and support. Categorical funds help support teachers with technology, materials and professional development time. Technology is proposed to be purchased within this school plan in the form of Smartboards, Promethean Boards, document cameras, projectors, computers, laptops, computers for students in the classroom and software to be available for teachers to provide opportunities to enhance the curriculum and the delivery of instruction for student achievement.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.
The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.
District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Currently, there are over 725 students enrolled at Harvest. More than 108 students are identified as English Learners in CELDT stages 1-5. Additionally, 67% of our student population are identified at socio-economically disadvantaged, as determined by Harvest students' free and reduced lunch program. In addition, increased class sizes, technology and Common Core State Standards have created additional modifications to teaching and learning. Teacher capacity is consistently being built through staff development, coaching and observational feedback.

The current program does not include additional resources in materials, time or staff for intensive intervention each year and needs to be added on after funds are available. There is also a need to provide additional English instruction for identified English Learners - newcomers, levels 1-3 as identified through progress indicators, CELDT and local assessments throughout the year. Technology is limited and needs to be updated for the students to be prepared for the 21st century. This includes SmartBoards, ST Math, document cameras, projectors, computers, laptops, new software and training for both the students and teachers in using these effectively for student achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	102	84	101	81	100	81	99.0	96.4
Grade 4	91	103	89	103	87	103	97.8	100
Grade 5	97	97	94	96	94	96	96.9	99
Grade 6	90	103	90	101	90	101	100.0	98.1
All Grades	380	387	374	381	371	381	98.4	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2378.3	2403.4	12	20	16	16	21	25	50	40
Grade 4	2418.9	2433.8	8	19	21	16	20	20	48	45
Grade 5	2477.3	2477.8	11	16	30	24	28	20	32	41
Grade 6	2490.0	2503.2	6	10	29	27	38	35	28	29
All Grades	N/A	N/A	9	16	24	21	26	25	40	38

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	12	21	38	32	50	47
Grade 4	13	16	32	37	55	48
Grade 5	15	10	45	41	40	49
Grade 6	10	11	43	39	47	50
All Grades	12	14	40	37	48	49

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	9	21	42	41	49	38
Grade 4	7	17	49	45	44	39
Grade 5	19	25	48	39	33	36
Grade 6	10	16	49	51	41	33
All Grades	11	19	47	44	42	36

Listening Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	10	10	54	72	36	19
Grade 4	7	13	66	71	28	17
Grade 5	9	10	63	64	29	26
Grade 6	7	13	69	69	24	18
All Grades	8	12	63	69	29	20

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	11	21	44	43	45	36
Grade 4	10	13	46	53	24	34
Grade 5	29	29	49	50	22	21
Grade 6	18	20	66	64	17	16
All Grades	17	20	51	53	27	26

Conclusions based on this data:

1. Fifth grade was the highest performing grade level with 40% achieving or surpassing standards for the overall student performance level. There is a great opportunity for our 6th graders this year to achieve standards by building on the foundation of their success last year.

2. Reading is the claim area needing the greatest improvement with 49% of 3-6th grade students scoring below standards. Our students need more opportunities working with non-fiction texts, academic vocabulary, and using literary features. Writing is the claim area that had the most growth for all grade levels with 63% of all students at or near the standard or exceeded the standard.

3. The listening domain was the area of the most success for students in grade 3-6th with 81% at or near the standard or exceeding the standard, which had a 10% increase from the previous year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Grade Level	Overall Participation for All Students							
	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	102	84	102	83	100	83	100.0	98.8
Grade 4	91	103	89	103	89	103	97.8	100
Grade 5	97	97	94	96	94	96	96.9	99
Grade 6	90	104	90	102	90	102	100.0	98.1
All Grades	380	388	375	384	373	384	98.7	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Overall Achievement for All Students									
	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2410.8	2421.3	12	11	21	29	33	29	32	31
Grade 4	2439.6	2448.9	2	10	30	17	31	47	36	26
Grade 5	2467.8	2470.0	7	17	12	9	40	28	40	46
Grade 6	2481.6	2494.8	7	6	17	25	33	37	43	32
All Grades	N/A	N/A	7	11	20	20	35	36	38	34

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures					
	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	25	34	40	42	35
Grade 4	17	19	36	32	47	49
Grade 5	7	20	33	27	60	53
Grade 6	9	18	28	37	63	45
All Grades	14	20	33	34	53	46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	14	48	58	35	28
Grade 4	8	11	40	44	52	46
Grade 5	9	15	46	30	46	55
Grade 6	11	8	41	52	48	40
All Grades	11	12	44	46	45	43

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	20	65	59	22	20
Grade 4	8	16	40	44	52	41
Grade 5	9	10	51	46	40	44
Grade 6	10	10	48	55	42	35
All Grades	10	14	51	51	39	36

Conclusions based on this data:

1. A significant opportunity for growth exists in Mathematics for our students with 70% of them scoring nearly met or not met. Harvest had a 4% increase in overall performance with students who met or exceeded standards compared to the previous year.

2. Communicating Reasoning was the most successful claim area for 3-6th grade with 65% of the students scoring at or near standard or above standard.

3. Concepts and Procedures is the area that has the potential for the most improvement with 54% of the students in grades 3-6th scoring at or near the standard or above the standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			20		40	20	***	40	40				***	20	20
1	13	5	26	47	38	41	40	29	30		29	4			
2				55	14	14	36	43	57	9	43	21			7
3				10	11	14	70	44	57	10	33	29	10	11	
4		13		33	25	14	50	38	57	17	25	29			
5	14	14		43	57	50	43		30		14	10		14	10
6		33		33	33	50	44		17	11			11	33	33
Total	5	7	11	37	32	32	47	29	39	7	22	12	5	9	7

Conclusions based on this data:

1. In 2015-16, Harvest's largest group of English Learners is the Intermediate group with 39%. These students will have additional EL minutes provided to help advance them through the CELDT system in 16-17.

2. Harvest has the potential to reclassify 43% of our EL students this year from grades K-6th for students who scored Early Advanced or Advanced.

3. The data shows that the students who are in the beginning(7%) and early intermediate (12%) bands are a small percentage, but span all grade levels which requires intensive, consistent ELD time to help them acquire skills.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	3			8	22		22	24		43	32		24	22	
1	11	9		50	35		39	30			26				
2				50	13		42	38		8	38			13	
3				10	10		70	50		10	30		10	10	
4		11		33	22		50	33		17	33				
5	27	13		27	50		36				25		9	13	
6		33		27	44		45			9			18	22	
Total	6	6		26	27		37	26		19	28		12	13	

Conclusions based on this data:

1. The majority of our English Learners are in primary, grades K-3 and are at the earlier CELDT stages.

2. Kindergarten has the majority of our English Learners at 41 students and has the greatest potential to reclassify students the following year by focusing on speaking and listening skills.

3. 9 of the 15 EL students in grades 4th-6th were reclassified based on their CELDT status of Early Advanced or Advanced along with satisfactory progress in class and teacher recommendation.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	60	68	76
Percent with Prior Year Data	100.0%	100%	98.7%
Number in Cohort	60	68	75
Number Met	34	40	47
Percent Met	56.7%	58.8%	62.7%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	80	16	87	11	88	16
Number Met	17	--	19	7	21	6
Percent Met	21.3%	--	21.8%	63.6%	23.9%	37.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**No**	**--**	**No**	**Yes**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. AMAO 1 was achieved this year, but as the NCLB target increase it will require continued vigilance and dedication to achieve our goals.

2. Our EL population has increased with more beginners to the country required the need for more intensive opportunities for students to acquire English development.

3. There are 27 students in our long term EL cohort. They did not meet the AMAO2 goal and will have additional ELD time this school year to support their needs.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.

2. EL instruction and implementation of 2015 Title lll Year 4 Plan is a focus in the District

3. The number of students tested has declined for past three years.

Planned Improvements in Student Performance

<u>**Goal: English Language Arts**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, Harvest will increase the amount of students reading on grade level from 78% to 85% in grades K-2 as evidenced by Fountas and Pinnell. By June 2017, Harvest will increase writing proficiency to 80% at or near standard as evidenced by SBAC, District Benchmarks/Performance Tasks and common assessment writing rubrics for grades 3-6.
Data Used to Form this Goal:
• F&P =(10/84) 11% of students in 2nd grade, (27/87) 31% of students in 1st grade, (21/89) 23% of students in Kinder are not reading on grade level - 22% school wide from K-2 not reading on level • DIBELS = (15/87) 17% of students in 3rd grade, (36/105) 34% of students in 4th grade, (20/105) 19% of students in 5th grade scored Intensive Intervention • Benchmarks 3rd Trimester 2nd grade- 12% Exceeded, 50.6% Met, 24.1% Nearly Met, 13.3% Not Met Standards on the Performance Task First Grade - 36% scored Advanced, 12% scored Proficient, 26% scored Basic, 6% Below Basic, 20% Far Below Basic on the Performance Task Kindergarten *includes TK - 78.7% scored satisfactory, 15.7% scored progressing, 5.6% of students scored Needs to Improve • SBA Data 3rd grade Not Met 38%, Nearly Met 25%, Met 16%, Exceeded 20% 4th grade Not Met 44%, Nearly Met 21%, Met 16%, Exceeded 20% 5th grade Not Met 40%, Nearly Met 20%, Met 24%, Exceeded 16% 6th grade Not Met 30%, Nearly Met 35%, Met 26%, Exceeded 10% English Learners 3.3% (1/30 students) met or exceeded standards • Special Education - CAA Anecdotal data from grade level PLCs, writing samples, common assessments, co-plan/co-teach, and drop in observations
Findings from the Analysis of this Data:
School wide literacy across disciplines is needed. Co-plan, co-teach with intentional lesson design and unit mapping of CCSS is crucial to infuse non-fiction text and performance tasks with increased critical thinking and synthesis of information that is transferred into students' writing. School wide data monitoring is essential to track the progress of

students and re-evaluate the effectiveness of intervention and supports that students are receiving. Refocusing PLCs to use data and monitor all students as a grade level will assist with this process. Students also need to understand the success criteria for their learning, the importance of why they are learning it and how to monitor their own learning to take ownership and be active participants.

Means of evaluating progress & group data needed to measure gains:

Means of evaluating progress:
F&P data (4 marks this year for students in K-2)
AR STAR Diagnostic
Guided Reading Anecdotal Notes (taken weekly per student)
DIBELS (3-6 beginning and end of the year, progress monitored quarterly)
District Adopted Core Curriculum Informal Assessments
Lexia - completion/status reports signifying areas of weakness

Group data needed to measure gains:
ELA common assessments created by Harvest teachers
Data reports for Benchmark ELA Exams 1, 2 and 3
Formative and summative assessments in ELA
Intervention Data in ELA
AR goal attainment
Fountas & Pinnell K-2
DIBELS 3-6
SBA Data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Harvest will have full implementation of District adopted materials, resources and books that will meet the needs of all staff, students and community members.	2016-17 school year	Librarian Administration Teachers Students	Library books and resources	4000-4999: Books And Supplies	LCFF	1700
			Technology resources and materials - Nearpod	5000-5999: Services And Other Operating Expenditures	LCFF-SLIP	2100
			Books/resources/supplies and materials	4000-4999: Books And Supplies	LCFF-SLIP	6048.52
			Resources/materials/supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1839.20
			Production of core materials; Superkids, HM Journeys	5000-5999: Services And Other Operating Expenditures	LCFF	5000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.	2016-17 school year	Classroom Teachers Administration Intervention Teachers	Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	15,000.00
			Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5435.40
			Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5800: Professional/Consulting Services And Operating Expenditures	LCFF	12500
			Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	LCFF	2500
			Hire support staff to help with intervention, classroom support, tutoring, supervision	2000-2999: Classified Personnel Salaries	LCFF	2840

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Lexia purchased by After School Program (ASP) for intervention for K-6 along with guided reading groups from 3-6pm			
			Substitutes for PD/Conferences/ Coaching days/observations etc.	1000-1999: Certificated Personnel Salaries	LCFF	4000
Supplemental curriculum for ELA and/or ELD, leveled books, intervention curriculum, ELA/ELD assessments and software for students to use in English-Language Arts and/or English Language Development for English Learners.	2016-17 school year	Classroom Teacher Administration Instructional Support Coach	Resources and materials for ELA/ELD, AR materials and assessments.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000
Extend Library hours for the community and provide training to librarian to implement services	2016-17 school year	Administration	Hire library tech for extended hours	2000-2999: Classified Personnel Salaries	LCFF-SLIP	2160.00
			Provide PD training for librarian	5000-5999: Services And Other Operating Expenditures	LCFF-SLIP	40.00
Technology to assist with instruction and assessment and provide equal access to all students.	2016-17 school year	Classroom Teachers Administration	Technology for the classrooms - mounted projectors to close achievement gap and provide interactive learning with technology integration.	4000-4999: Books And Supplies	Title I Part A: Allocation	18000
			Technology for the classrooms - replacement	4000-4999: Books And Supplies	LCFF-SLIP	1500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Technology for assessment - keyboards, headphones, tablets, laptops.	4000-4999: Books And Supplies	LCFF	3500
Provide Professional Development in the areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, data teams/PLC's/planning days, and professional books that will support building adult capacity.	2016-17 school year	Teachers Administration	Hire substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on a variety of topics all linking back to ELA or ELD	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6000
			Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2600
			Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	LCFF	1450.00
			Purchase professional books for adult learning	4000-4999: Books And Supplies	LCFF	280.08
Create technology literacy in ELA		Teachers Technology Aide Administration	Hire technology aide to provide support and training for teachers and students	2000-2999: Classified Personnel Salaries	LCFF	1500

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
Goal #1 - By June 2017, K-6 grade students will improve by a performance band in MATH as measured by SBAC, BMs and common assessments created by teachers and Admin for standards mastered. Goal #2 - By June 2017, K-6 grade students will increase their literacy in Math as measured by writing assignments and performance tasks during Math using the District rubric on Benchmarks and SBAC.
Data Used to Form this Goal:
Benchmarks #2 (Given in Jan.) Kinder - 49.5% Advanced, 4.8% Proficient, 14.3% Basic, 12.4% Below Basic, 19% Far Below Basic 1st- 48.1% Advanced, 26% Proficient, 14.3% Basic, 10.4% Below Basic, 1.3% Far Below Basic 2nd - 1.3% Exceeded, 30.8% Met, 37.2% Nearly met, 30.8% Not Met 3rd - 3.8% Exceeded, 15% Met, 37.5% Nearly Met, 43.8% Not Met 4th - 8.2% Exceeded, 15.3% Met, 26.5% Nearly Met, 50% Not Met 5th - 4.4% Exceeded, 14.3% Met, 14.3% Nearly Met, 67% Not Met 6th - 11.1% Met, 26.3% Nearly Met, 62.6% Not Met Benchmark #3 Kinder - 91% Satisfactory, 6.5% Progressing, 9.3% Needs to Improve SBA Data 3rd grade Not Met 30%, Nearly met 30%, Met 29%, Exceeded 11% 4th grade Not Met 25%, Nearly Met 47%, Met 18%, Exceeded 10% 5th grade Not Met 45%, Nearly Met 28%, Met 9%, Exceeded 17% 6th grade Not Met 33%, Nearly Met 37%, Met 25%, Exceeded 6% English Learners 12.5% Met or Exceeded Standards Special Education - CAA

Common assessments, classroom observations, daily teacher monitoring, and performance tasks.

Findings from the Analysis of this Data:

Students need to become more literate in Math in order to justify their reasoning and articulate their procedural processes used to solve real world problems using the new common core standards. Students need a better understanding of the conceptual elements behind mathematical processes and a strong foundation in mathematical fluency and vocabulary in order to access the curriculum. Teachers also need to build their capacity in conceptualizing math concepts and how to facilitate math discourse.

Means of evaluating progress & group data needed to measure gains:

Means of evaluating progress:
Assessments in Math - 80% or higher in school or classroom averages
- SBA
- District Benchmark Assessments
- Core Curriculum Embedded Assessments (created by teacher and admin)
- Formative Assessments daily/weekly show academic improvement
- Re-teaching in the classroom show academic improvement
- Progress Monitoring shows academic improvements in identified students
- Math fact fluency intervention

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Full implementation of Mind Institute ST Math in grades TK-6.	2016-17 school year	Classroom Teachers Instructional Coach Librarian Administration	Renew ST Math	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3250
1. Provide opportunities for teachers to observe other teachers at school and in the district / instructional rounds. 2. Provide opportunities for teachers to become data teams and plan strategies for student achievement and intervention for at risk students.	2016-17 school year	Instructional Coach Administration Teachers	Hire substitutes for data team/planning, PLCs, observation, instructional rounds	1000-1999: Certificated Personnel Salaries	LCFF	5000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Hire substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on literacy in math	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500
Teachers and administration provide motivational materials for math fluency and ST Math program completion.	2016-17 school year	Teachers Administration Instructional Coach Parents	Provide motivational materials for classrooms and individual students.	4000-4999: Books And Supplies	LCFF	200.00
Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.	2016-17 school year	Teachers ISC Administration	Provide coaching support from staff after-school to help students with academic projects- History Day/Science Fair and tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3900
			Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	15,000.00
			Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5435.40
			Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5000-5999: Services And Other Operating Expenditures	LCFF	2500.00
			Purchase Student Nest including Live Tutor Hours	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	5,386.00
			Provide tutoring from staff before and after school to help identified students.	1000-1999: Certificated Personnel Salaries	SES-Tutoring	11694.00
			Provide tutoring from staff before and after school to help identified students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1681.00
Utilize supplemental math materials to support common core and assessment.	2016-17 school year	Administration ISC Teachers	Production of supplemental math materials from Pearson	4000-4999: Books And Supplies	LCFF	2500
Create technology literacy in mathematics	2016-17 school year	Administration Technology Aide Teachers	Hire technology aide to provide support and training to teachers and students	2000-2999: Classified Personnel Salaries	LCFF	2400

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By June 2017, Harvest will move all students up at least one proficiency band as measured by CELDT, ELD BM, and writing samples.
Data Used to Form this Goal:
CELDT Data 2016: Harvest has 76 EL students: 12 Beginners, 12 Early Advanced, 37 Intermediate, 8 Early Advanced - not including the 49 pending students (TK-6) ELD BMs Admin #3: Progress Monitoring for students not meeting criteria 36 students scored Early Advanced or Advanced 10 students scored Intermediate 3 students scored Early Intermediate 3 students scored Beginner Lesson design and planning specifically looking at EL supports and differentiation, classroom and ELD time observations, PLCs, F&P levels, DIBELS, EL Progress monitoring report and grades, SBAC, Reclassified progress monitoring and Long Term EL monitoring
Findings from the Analysis of this Data:
EL students met AMAO 1 targets but did not meet AMAO 2 targets last year. Students would benefit from more opportunities to speak, listen, read and write in class as well as in ELD instruction. Students and parents need to understand the CELDT system and the requirements to exit. Staff needs a dedicated time to monitor EL students and discuss progress and intervention to accelerate English development.
Means of evaluating progress & group data needed to measure gains:
PLC meetings discussing EL students' data, CELDT training, ELD observations, Co-teach/co-plan, EL Professional Development, EL student goal setting with teachers and parents, EL PLCs

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Long term EL students will be in ASP program for literacy and math support and participate in additional opportunities/activities to develop English in school.	2016-17 school year	Administration Teachers Teaching Fellows/ASP	Supplemental materials for ELD instruction and materials for academically at risk study sessions	4000-4999: Books And Supplies	LCFF	140
			Hire support staff for intervention and/ small group LTEL for academically at risk bootcamp/skills support	2000-2999: Classified Personnel Salaries	LCFF	2100
EL students will take the CELDT to establish their level and ELD BMs at the end of each trimester for progress monitoring.	2016-17 school year	Administration Teachers	Hire subs for CELDT training and testing, ELD Benchmarks, EL PD opportunities	1000-1999: Certificated Personnel Salaries	LCFF	500
			EL PD opportunities for teachers - registration	5000-5999: Services And Other Operating Expenditures	LCFF	500
Communicate with families, goal setting with students to understand criteria to be reclassified; ELD Parent Night.	2016-17 school year	Students Teachers Parents Administration	Materials for Parent Night, EL PDs	4000-4999: Books And Supplies	LCFF-SLIP	200
			Translator for ELD Parent Night, Parent Conferences or other school activities	2000-2999: Classified Personnel Salaries	LCFF	200

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.   LEAP Performance Goal 5: All students will graduate from high school.   LCAP Goal 2: Prepare every student for college, career & community   LCAP Goal 3: Connect every student to school   LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students.   LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
1. Create a safe learning environment and implement 3 tiers of PBIS as measured by Fresno County Office of Education rubric and surveys.   2. All students will participate in college, career, and community based activities and lessons.   3. Have all 4-6th grade students earn "Block H" award.   4. Raise and keep attendance percentages constant at 98% from 96.8%.
Data Used to Form this Goal:
Attendance Data - lowest attended month =94%, highest attended month=96.8%   Discipline - SWIS data referrals 2015-16 (top 3 offenses - defiance, disrespect, horseplay), 15 suspensions compared to 25 previous year   Block H" award 16 students (criteria= athletics, academics, arts, community service available to 4-6th only), Student Leadership 28 students   Bonner Character School, CA Gold Ribbon School, Healthy School Alliance/Let's Move Active School (Bronze), SMART ART Award (Bronze)   Class Observations, PLCs
Findings from the Analysis of this Data:
Teachers are implementing PBIS lessons in class monthly, school wide expectations are taught and being reinforced in Tier 1. Teachers are willing to try new strategies and the students now have a voice in how things are run at school with Student Leadership and Peer Mediation. Continued improvement is needed to refine all Tiers of PBIS and support our neediest students.
Means of evaluating progress & group data needed to measure gains:
PLCs, PD, District collaboratives, attendance data, drop in observation data, character education lessons and displays in classrooms, FCOE surveys and rubrics for implementation of PBIS, and parent surveys about the school.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Create character lessons with teachers that include writing and use of literature.	2016-17 school year	Students Teachers Administration	Purchase materials for Character Counts lessons	4000-4999: Books And Supplies	LCFF-SLIP	500
Block "H" Award for 4-6 students.	2016-17 school year	Students Administration Block H Coordinator	Materials for Block H Award and ceremony	4000-4999: Books And Supplies	LCFF-SLIP	1000.00
Implement Peer Mediation Program. Harvest will collaborate with Fresno State University.	2016-17 school year	Administration Christina Cisneros PBIS Team Peer Mediation Coordinators	Hire subs for teacher and student trainings and events/activities	1000-1999: Certificated Personnel Salaries	LCFF	500
			Purchase materials to conduct Peer Mediation	4000-4999: Books And Supplies	LCFF	250
Public recognition for attendance and student achievement with prizes, drawings and motivational materials given to students.	2016-17 school year	Administration Teachers Leadership Students	Motivational materials for perfect attendance and academics.	4000-4999: Books And Supplies	LCFF	200
			Motivational materials for reclassified English learners	4000-4999: Books And Supplies	LCFF	100
Support safety plan with the purchase of communication devices, and safety materials	2016-17 school year	Administration Teachers	Safety equipment: radios, flashlights, first aid equipment	4000-4999: Books And Supplies	LCFF-SLIP	200
Support teacher professional development - goal setting for school wide goals and allow teachers opportunities to observe each other working to achieve the goal with instructional rounds	2016-17 school year	Administration Teachers ISC	Hire roving subs to meet with teachers for goal setting and allow coverage for teachers to do instructional rounds	1000-1999: Certificated Personnel Salaries	LCFF	1000
Support PBIS expectations and recognition for all students. Provide intervention support for identified students.	2016-17 school year	Administration Teachers PBIS Team	Hire support staff for PBIS Tier 2 and Tier 3	1000-1999: Certificated Personnel Salaries	LCFF	400
			Materials to implement school expectations	4000-4999: Books And Supplies	LCFF	200

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Motivational materials to acknowledge positive student behavior or goals met	4000-4999: Books And Supplies	LCFF	300

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By June of 2017, Harvest will increase parent participation in school events, school committees, and parent education classes by 20% as measured by sign in sheets and parent surveys. By June of 2017, Harvest will increase resources available to parents to support their students' academics, social/emotional and physical well being by providing opportunities in each area as measured by family nights, links on our school website and parent surveys.
Data Used to Form this Goal:
Observations, sign-in sheets for school functions, last year's activity list, parents surveys, teacher feedback, and SSC, ELAC, PTA notes and recommendations on the School's SPSA goals.
Findings from the Analysis of this Data:
Harvest needs more opportunities for parents to provide input, volunteer work, and classes to build their capacity and increase their involvement. Parents want to help their students at home but are unable to due to the CCSS shifts and need resources to assist them.
Means of evaluating progress & group data needed to measure gains:
Parent Survey Staff Survey Student Survey SWIS data collection Sign-in sheets Notes collected from meetings Activity List and School Functions Feedback and Evaluations from previous parent trainings

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parenting Classes FCOE - series of 14 classes for technology, 1 session on Internet Safety, Positive Discipline CLASS - English 2x/week for the year, 2hrs/day LEAN Project - Nutrition	2016-17 school year	FCOE Administration Community Liaison Parents	Purchase materials for parent workshops	4000-4999: Books And Supplies	Title l Parent Involvement	1300
			Cost of classes and parent workshops		21st Family Literacy Grant	5500
			Hire bilingual interpreter for workshops and classes		21st Family Literacy Grant	1500
			Provide educational family resources for attending		21st Family Literacy Grant	1025.90
Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)	2016-17 school year	Administration Community Liaison Parents	Purchase books and resources for classes, other materials, food		21st Family Literacy Grant	3000
			EWA for bilingual liaison to deliver training		21st Family Literacy Grant	1500
			Provide educational family resources for attending		21st Family Literacy Grant	1000
			Provide childcare for trainings		21st Family Literacy Grant	500
Lessons, activities, and projects to increase College/Career awareness.	2016-17 school year	Administration Teachers Community	Materials for lessons plans created for college and career.	4000-4999: Books And Supplies	Title l Parent Involvement	241
			College Visitation with families		21st Family Literacy Grant	1000
			College/Career Night - supplies		21st Family Literacy Grant	500
School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.	2016-17 school year	Administrations Teachers Parents Community Liaison	Materials and supplies for community events.	4000-4999: Books And Supplies	Title l Parent Involvement	300
			Primary Literacy Night Supplies for parents and students	4000-4999: Books And Supplies	21st Family Literacy Grant	200
			Adventure Day - Science, Math & Physical Activity Supplies	4000-4999: Books And Supplies	21st Family Literacy Grant	200

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
To develop a Parent-Education Resource Section in the school library at Harvest. Parent-Education resources would contain videos, books and other pertinent resources for parents and the community. Resources would provide parenting skills, as well as, ways to help their child in school and at home.	2016-17 school year	Administration Librarian	Resources	4000-4999: Books And Supplies	21st Family Literacy Grant	100

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	70,010.08	0.00
21st Family Literacy Grant	16,025.90	0.00
LCFF-SLIP	13,748.52	0.00
Title I Part A: Allocation	82,391.00	0.00
Title l Parent Involvement	1,841.00	0.00
SES-Tutoring	17080.00	0.00

Total Expenditures by Funding Source

Funding Source	**Total Expenditures**
21st Family Literacy Grant	16,025.90
LCFF	70,010.08
LCFF-SLIP	13,748.52
SES-Tutoring	17,080.00
Title I Part A: Allocation	82,391.00
Title l Parent Involvement	1,841.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,000.00
1000-1999: Certificated Personnel Salaries	37,175.00
2000-2999: Classified Personnel Salaries	11,200.00
4000-4999: Books And Supplies	40,998.80
5000-5999: Services And Other Operating Expenditures	37,946.80
5800: Professional/Consulting Services And Operating	58,250.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	21st Family Literacy Grant	12,525.90
	21st Family Literacy Grant	3,000.00
4000-4999: Books And Supplies	21st Family Literacy Grant	500.00
1000-1999: Certificated Personnel Salaries	LCFF	11,400.00
2000-2999: Classified Personnel Salaries	LCFF	9,040.00
4000-4999: Books And Supplies	LCFF	9,370.08
5000-5999: Services And Other Operating	LCFF	11,950.00
5800: Professional/Consulting Services And	LCFF	28,250.00
2000-2999: Classified Personnel Salaries	LCFF-SLIP	2,160.00
4000-4999: Books And Supplies	LCFF-SLIP	9,448.52
5000-5999: Services And Other Operating	LCFF-SLIP	2,140.00
1000-1999: Certificated Personnel Salaries	SES-Tutoring	11,694.00
5000-5999: Services And Other Operating	SES-Tutoring	5,386.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	14,081.00
4000-4999: Books And Supplies	Title I Part A: Allocation	19,839.20
5000-5999: Services And Other Operating	Title I Part A: Allocation	18,470.80
5800: Professional/Consulting Services And	Title I Part A: Allocation	30,000.00
4000-4999: Books And Supplies	Title l Parent Involvement	1,841.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	100,993.20
Goal: Mathematics	73,946.40
Goal: English Language Development	3,640.00
Goal: School Culture	4,650.00
Goal: Parent Engagement	17,866.90

School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie Shafer	X				
Joy Ruiz		X			
Anne Franco		X			
Mariam Ogle		X			
Alberto Rico			X		
Michelle Mott				X	
Nettie Nishikawa				X	
Joseph Lopez				X	
Natasha Gridiron				X	
Leticia Simental				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	State Compensatory Education Advisory Committee	
		_____ Signature
X	English Learner Advisory Committee	
		_____ Signature
	Special Education Advisory Committee	
		_____ Signature
	Gifted and Talented Education Program Advisory Committee	
		_____ Signature
	District/School Liaison Team for schools in Program Improvement	
		_____ Signature
	Compensatory Education Advisory Committee	
		_____ Signature
	Departmental Advisory Committee (secondary)	
		_____ Signature
X	Other committees established by the school or district (list): Leadership Team PBIS Committee	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 10/18/2016.

Attested:

Julie Shafer	_____	10/18/16
Typed Name of School Principal	Signature of School Principal	Date

Anne Franco	_____	10/18/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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Julie Shafer
Harvest Elementary School

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2016 Single Plan For Student Achievement	2016-09-20		View	View	22

Previous Section	Current Section	Next Section
School Site Council Members	Recommendations and Assurances	

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The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

    ☑   State Compensatory Education Advisory Committee

    ☑   English Learner Advisory Committee   _____
                                                                              Signature

    ☐   Special Education Advisory Committee   _____
                                                                              Signature

    ☐   Gifted and Talented Education Program Advisory Committee   _____
                                                                              Signature

    ☐   District/School Liaison Team for schools in Program Improvement   _____
                                                                              Signature

    ☐   Compensatory Education Advisory Committee   _____
                                                                              Signature

    ☐   Departmental Advisory Committee (secondary)   _____
                                                                              Signature

    ☑   Other committees established by the school or district (list):   _____
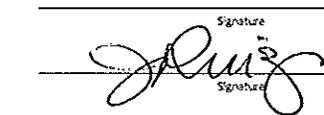   Leadership Team   Signature
        PBIS Committee

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

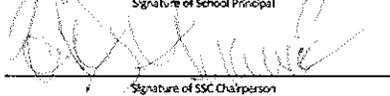6. This SPSA was adopted by the SSC at a public meeting on 9/20/2016 .

Attested:

Julie Shafer		
Typed Name of School Principal	Signature of School Principal	Date
Anne Franco		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Previous Section	Current Section	Next Section
School Site Council Members	Recommendations and Assurances	

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Budget By Expenditures

Harvest Elementary School

Funding Source: 21st Family Literacy Grant   **$16,025.90 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Cost of classes and parent workshops		$5,500.00		Parenting Classes FCOE - series of 14 classes for technology, 1 session on Internet Safety, Positive Discipline CLASS - English 2x/week for the year, 2hrs/dayLEAN Project - Nutrition
Hire bilingual interpreter for workshops and classes		$1,500.00		Parenting Classes FCOE - series of 14 classes for technology, 1 session on Internet Safety, Positive Discipline CLASS - English 2x/week for the year, 2hrs/dayLEAN Project - Nutrition
Provide educational family resources for attending		$1,025.90		Parenting Classes FCOE - series of 14 classes for technology, 1 session on Internet Safety, Positive Discipline CLASS - English 2x/week for the year, 2hrs/dayLEAN Project - Nutrition
Purchase books and resources for classes, other materials, food		$3,000.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
EWA for bilingual liaison to deliver training		$1,500.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
Provide educational family resources for attending		$1,000.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
Provide childcare for trainings		$500.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
College Visitation with families		$1,000.00		Lessons, activities, and projects to increase College/Career awareness.
College/Career Night - supplies		$500.00		Lessons, activities, and projects to increase College/Career awareness.
Primary Literacy Night Supplies for parents and students	4000-4999: Books And Supplies	$200.00		School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.
Adventure Day - Science, Math & Physical Activity Supplies	4000-4999: Books And Supplies	$200.00		School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.

Harvest Elementary School

Resources	4000-4999: Books And Supplies	$100.00		To develop a Parent-EducationResource Section in the school libraryat Harvest. Parent-Educationresources would contain videos,books and other pertinent resourcesfor parents and the community.Resources would provide parentingskills, as well as, ways to help theirchild in school and at home.

21st Family Literacy Grant Total Expenditures: $16,025.90

21st Family Literacy Grant Allocation Balance: $0.00

Funding Source: LCFF $70,010.08 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire subs for teacher and student trainings and events/activities	1000-1999: Certificated Personnel Salaries	$500.00	School Culture	Implement Peer Mediation Program. Harvest will collaborate with Fresno State University.
Purchase materials to conduct Peer Mediation	4000-4999: Books And Supplies	$250.00	School Culture	Implement Peer Mediation Program. Harvest will collaborate with Fresno State University.
Motivational materials for perfect attendance and academics.	4000-4999: Books And Supplies	$200.00	School Culture	Public recognition for attendance and student achievement with prizes, drawings and motivational materials given to students.
Motivational materials for reclassified English learners	4000-4999: Books And Supplies	$100.00	School Culture	Public recognition for attendance and student achievement with prizes, drawings and motivational materials given to students.
Hire roving subs to meet with teachers for goal setting and allow coverage for teachers to do instructional rounds	1000-1999: Certificated Personnel Salaries	$1,000.00	School Culture	Support teacher professional development - goal setting for school wide goals and allow teachers opportunities to observe each other working to achieve the goal with instructional rounds
Hire support staff for PBIS Tier 2 and Tier 3	1000-1999: Certificated Personnel Salaries	$400.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Materials to implement school expectations	4000-4999: Books And Supplies	$200.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Motivational materials to acknowledge positive student behavior or goals met	4000-4999: Books And Supplies	$300.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.

Harvest Elementary School

Description	Object Code	Amount	Subject	Rationale
Library books andresources	4000-4999: Books And Supplies	$1,700.00	English Language Arts	Harvest will have full implementationof District adopted materials, resources and books that will meet the needs of allstaff, students and communitymembers.
Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5800: Professional/Consulting Services And Operating Expenditures	$12,500.00	English Language Arts	Provide Intervention Support foridentified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	$2,500.00	English Language Arts	Provide Intervention Support foridentified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Hire support staff to helpwith intervention, classroom support, tutoring, supervision	2000-2999: Classified Personnel Salaries	$2,840.00	English Language Arts	Provide Intervention Support foridentified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Substitutes for PD/Conferences/Coaching days/observationsetc.	1000-1999: Certificated Personnel Salaries	$4,000.00	English Language Arts	Provide Intervention Support foridentified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Production of core materials; Superkids, HM Journeys	5000-5999: Services And Other Operating Expenditures	$5,000.00	English Language Arts	Harvest will have full implementationof District adopted materials, resources and books that will meet the needs of allstaff, students and communitymembers.
Professionaldevelopmentopportunities for staff	5000-5999: Services And Other Operating Expenditures	$1,450.00	English Language Arts	Provide Professional Development inthe areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer
Purchase professional books for adult learning	4000-4999: Books And Supplies	$280.08	English Language Arts	Provide Professional Development inthe areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer
Hire technology aide to provide support and training for teachers and students	2000-2999: Classified Personnel Salaries	$1,500.00	English Language Arts	Create technology literacy in ELA
Renew ST Math	5800: Professional/Consulting Services And Operating Expenditures	$3,250.00	Mathematics	Full implementation of Mind Institute ST Math in grades TK-6.
Hire substitutes for datateam/planning, PLCs,observation, instructional rounds	1000-1999: Certificated Personnel Salaries	$5,000.00	Mathematics	1. Provide opportunities for teachersto observe other teachers at schooland in the district / instructional rounds. 2. Provide opportunities for teachersto become data teams and planstrategies for student achievementand intervention for at risk students.

Harvest Elementary School

Description	Object Code	Amount	Program	Purpose
Technology for assessment - keyboards, headphones, tablets, laptops.	4000-4999: Books And Supplies	$3,500.00	English Language Arts	Technology to assist with instruction and assessment and provide equal access to all students.
Provide motivational materials for classrooms and individual students.	4000-4999: Books And Supplies	$200.00	Mathematics	Teachers and administration provide motivational materials for math fluency and ST Math program completion.
Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5000-5999: Services And Other Operating Expenditures	$2,500.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Production of supplemental math materials from Pearson	4000-4999: Books And Supplies	$2,500.00	Mathematics	Utilize supplemental math materials to support common core and assessment.
Hire technology aide to provide support and training to teachers and students	2000-2999: Classified Personnel Salaries	$2,400.00	Mathematics	Create technology literacy in mathematics
Supplemental materials for ELD instruction	4000-4999: Books And Supplies	$140.00	English Language Development	Long term EL students will be in ASP program for literacy and math support and participate in additional opportunities/activities to develop English in school.
Hire support staff for intervention and/ small group LTEL for academically at risk bootcamp/skills support	2000-2999: Classified Personnel Salaries	$2,100.00	English Language Development	Long term EL students will be in ASP program for literacy and math support and participate in additional opportunities/activities to develop English in school.
Hire subs for CELDT training and testing, ELD Benchmarks, EL PD opportunities	1000-1999: Certificated Personnel Salaries	$500.00	English Language Development	EL students will take the CELDT to establish their level and ELD BMs at the end of each trimester for progress monitoring.
EL PD opportunities for teachers - registration	5000-5999: Services And Other Operating Expenditures	$500.00	English Language Development	EL students will take the CELDT to establish their level and ELD BMs at the end of each trimester for progress monitoring.
Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5800: Professional/Consulting Services And Operating Expenditures	$12,500.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Translator for ELD Parent Night, Parent Conferences or other school activities	2000-2999: Classified Personnel Salaries	$200.00	English Language Development	Communicate with families, goal setting with students to understand criteria to be reclassified; ELD Parent Night.

LCFF Total Expenditures: $70,010.08

LCFF Allocation Balance: $0.00

Harvest Elementary School

Funding Source: LCFF-SLIP   **$13,748.52 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials for Character Counts lessons	4000-4999: Books And Supplies	$500.00	School Culture	Create character lessons with teachers that include writing and use of literature.
Materials for Block H Award and ceremony	4000-4999: Books And Supplies	$1,000.00	School Culture	Block "H" Award for 4-6 students.
Materials for Parent Night, EL PDs	4000-4999: Books And Supplies	$200.00	English Language Development	Communicate with families, goal setting with students to understand criteria to be reclassified; ELD Parent Night.
Hire library tech for extended hours	2000-2999: Classified Personnel Salaries	$2,160.00	English Language Arts	Extend Library hours for the community and provide training to librarian to implement services
Provide PD training for librarian	5000-5999: Services And Other Operating Expenditures	$40.00	English Language Arts	Extend Library hours for the community and provide training to librarian to implement services
Technology resourcesand materials - Nearpod	5000-5999: Services And Other Operating Expenditures	$2,100.00	English Language Arts	Harvest will have full implementationof District adopted materials, resources and books that will meet the needs of allstaff, students and communitymembers.
Books/resources/supplies and materials	4000-4999: Books And Supplies	$6,048.52	English Language Arts	Harvest will have full implementationof District adopted materials, resources and books that will meet the needs of allstaff, students and communitymembers.
Safety equipment: radios, flashlights, first aid equipment	4000-4999: Books And Supplies	$200.00	School Culture	Support safety plan with the purchase of communication devices, and safety materials
Technology for theclassrooms - replacement	4000-4999: Books And Supplies	$1,500.00	English Language Arts	Technology to assist with instruction and assessment and provide equal access to all students.

LCFF-SLIP Total Expenditures:	$13,748.52	
LCFF-SLIP Allocation Balance:	$0.00	

Funding Source: SES-Tutoring   **$17,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Harvest Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Student Nest including Live Tutor Hours	5000-5999: Services And Other Operating Expenditures	$5,386.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Provide tutoring from staff before and after school to help identified students.	1000-1999: Certificated Personnel Salaries	$11,694.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.

SES-Tutoring Total Expenditures:	$17,080.00	
SES-Tutoring Allocation Balance:	$0.00	

Funding Source: Title I Part A: Allocation   **$82,391.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide tutoring from staff before and after school to help identified students.	1000-1999: Certificated Personnel Salaries	$1,681.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Provide coaching support from staff after-school to help students with academic projects- History Day/Science Fair and tutoring	1000-1999: Certificated Personnel Salaries	$3,900.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5800: Professional/Consulting Services And Operating Expenditures	$15,000.00	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Hire substitutes forteachers to attendprofessionaldevelopmentopportunities (conferences, peerobservations, coachingdays, planning days, anddata analysis days) on avariety of topics alllinking back to ELA or ELD	1000-1999: Certificated Personnel Salaries	$6,000.00	English Language Arts	Provide Professional Development inthe areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer
Professionaldevelopmentopportunities for staff	5000-5999: Services And Other Operating Expenditures	$2,600.00	English Language Arts	Provide Professional Development inthe areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer

Harvest Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire Teaching Fellows to allow classroom teacher time to provide differentiated instruction based on Tier 2 and Tier 3 student needs.	5000-5999: Services And Other Operating Expenditures	$5,435.40	Mathematics	Provide intervention support for identified students (foster, migrant, LTEL, at risk, SED) during the school day, before school and after school.
Resources/materials/supplies	4000-4999: Books And Supplies	$1,839.20	English Language Arts	Harvest will have full implementationof District adopted materials, resources and books that will meet the needs of allstaff, students and communitymembers.
Resources andmaterials for ELA/ELD, AR materialsand assessments.	5000-5999: Services And Other Operating Expenditures	$5,000.00	English Language Arts	Supplemental curriculum for ELAand/or ELD, leveled books,intervention curriculum, ELA/ELDassessments and software forstudents to use in English-LanguageArts and/or English LanguageDevelopment for English Learners.
Technology for the classrooms - mounted projectors to close achievement gap and provide interactive learning with technology integration.	4000-4999: Books And Supplies	$18,000.00	English Language Arts	Technology to assist with instruction and assessment and provide equal access to all students.
Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5800: Professional/Consulting Services And Operating Expenditures	$15,000.00	English Language Arts	Provide Intervention Support foridentified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Hire Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	$5,435.40	English Language Arts	Provide Intervention Support foridentified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Hire substitutes forteachers to attendprofessionaldevelopmentopportunities (conferences, peerobservations, coachingdays, planning days, anddata analysis days) on literacy in math	1000-1999: Certificated Personnel Salaries	$2,500.00	Mathematics	1. Provide opportunities for teachersto observe other teachers at schooland in the district / instructional rounds. 2. Provide opportunities for teachersto become data teams and planstrategies for student achievementand intervention for at risk students.

Title I Part A: Allocation Total Expenditures: $82,391.00

Title I Part A: Allocation Allocation Balance: $0.00

Funding Source: Title l Parent Involvement   **$1,841.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Harvest Elementary School

Materials and supplies for community events.	4000-4999: Books And Supplies	$300.00	School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.
Purchase materials for parent workshops	4000-4999: Books And Supplies	$1,300.00	Parenting Classes FCOE - series of 14 classes for technology, 1 session on Internet Safety, Positive Discipline CLASS - English 2x/week for the year, 2hrs/dayLEAN Project - Nutrition
Materials for lessons plans created for college and career.	4000-4999: Books And Supplies	$241.00	Lessons, activities, and projects to increase College/Career awareness.

Title l Parent Involvement Total Expenditures: $1,841.00

Title l Parent Involvement Allocation Balance: $0.00

Harvest Elementary School Total Expenditures: $201,096.50

Harvest Elementary School
Title I School-Level Parental Involvement Policy

Harvest Elementary School has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. High Achieving Elementary/Middle/High School's policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program Harvest
School does the following:
1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program
   - Parent Night on Thursday, September 8th @ 6pm

2. Offers a flexible number of meetings:
   - SSC- 4 times a year
   - ELAC-4 times a year

3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of its Title I programs and the Title I parental involvement policy**
   - At SSC and ELAC meetings we discuss the parental policy and gather input

4. Provides parents of Title I students with timely information about Title I programs
   - Monthly School Newsletter
   - E-Chalk phone dialers, text messages, emails
   - Fliers
   - Coffee with the Principal
   - Facebook

5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
   - Back to School Night
   - Parent Conferences
   - SST meetings
   - Report Cards/Parent Portal/Feedback on Assessments/Rubrics

6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
   - SSC
   - ELAC
   - Annual Title 1 Parent Meeting
   - Coffee with the Principal

*It may be helpful to include the policy review in the annual review of the Single Plan for Student Achievement.
**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318(c) (3)]

School-Parent Compact
Harvest Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach

proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program
   - School Compact Agreement is developed with Title 1 parent input in ELAC and SSC meetings. School Compact form is distributed at Parent Conference.

Building Capacity for Involvement
Harvest Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
   - Parent Conference Meeting
   - SST Meeting
   - Annual Title 1 Parent Meeting
   - Coffee with the Principal
   - Parent Portal training & access

2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
   - Provide parent computer training classes
   - English as a Second Language Class for Adults
   - Latino Literacy Project to assist with support reading in the home
   - Parenting classes – Internet Safety, Homework Help, Motivation, Positive Discipline, Nutrition

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
   - Teacher professional development

4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
   - Parent Resource center in library
   - Community Liaison

5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
   - Newsletters, fliers, bulletins and E-Chalk are translated in other languages

6. Provides support for parental involvement activities requested by Title I parents.
   - Flexible scheduling
   - Classes and activities based on parent need and input
   - Interpreter
   - Child Care
   - Food

Accessibility

Harvest Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- All materials are interpreted into Spanish
- School Liaison to assist and understanding of reports and assessments
- EL Family Night – education in CELDT levels, scores, goal setting with students

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

http://www.nationalpirc.org/directory/CA-7.html

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 201 1. A list of workshop topics and a brochure in English and Spanish that describes services are available at *http://www.bilingualeducation.org/programs* *parent.php.* are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 201 1.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

http://www.calpirc.org/

Name_____**Grade**_____

Harvest Elementary School
SCHOOL-FAMILY COMPACT TO LEARNING
Three-Way School Pledge

Teacher's Pledge: I will
- Create a partnership with every family in my class and develop a relationship with my students
- Explain my approach to teaching, expectations, and grading system to students and their families
- Monitor student progress in academics and behavior, updating parents regularly
- Make sure all students get help as soon as it's needed
- Continually work on my teaching strategies so that I can successfully teach all children
- Make sure students understand the assignment, what they'll learn from it, and grade it promptly and provide feedback to students and families
- Provide opportunities for parent volunteers and participation in their child's education
- Send home school information promptly

_____

Teacher's Signature   Date

Student's Pledge: I will
- Be on time to class
- Be prepared for class with materials and a positive attitude
- Let my teacher know if I need help
- Read on my own and with my family every day
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework every day, and turn it in when it's due
- Participate in all intervention programs that are offered to me
- Take school information home to parents
- Follow District policies regarding technology
- I will let my teacher know if I feel unsafe or I am being bullied
- Follow the school rules and uphold our Hawk's Honor

_____

Student's Signature   Date

Parent's Pledge: I will
- Let the teacher know if my child has any problems with learning
- Attend parent conferences and meetings, staying informed about my child's progress
- Ensure my child reads or is read to daily
- Provide a quiet place/time for my children to complete homework
- Ensure my child is at school on time each and every day
- Read school information nightly and return any necessary forms by their deadline
- I will inform the school if my child feels unsafe or is being bullied
- Reinforce school and classroom expectations

_____

Parent's Signature   Date