



Harloe Elementary School

901 Fair Oaks Ave. • Arroyo Grande, CA 93420 • (805) 474-3710 • Grades K-6

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<https://sites.google.com/a/lmusd.org/harloe/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Lucia Mar Unified School District

602 Orchard St.

Arroyo Grande, CA 93420

(805) 474-3000

www.luciamarschools.org

District Governing Board

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Colleen Martin, Vice President

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Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, to be issued annually by local school boards for each elementary and secondary school in the State, provides a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

At Harloe Elementary School, we believe "all children can learn and that we have a responsibility to ensure their success." The staff considers the most important outcome of the educational experience to be that each student attains maximum potential performance in all curricular areas. Because of the strong correlation between early reading and school success, we have chosen to focus on early reading interventions for all students. We believe that each student should acquire basic or support skills, including critical thinking skills, and apply these as tools for increased learning in all content areas.

If you have any questions about this report or Harloe Elementary School or, if you wish to be involved in any organized opportunities for parents or need further information, please call the school office at (805) 474-3710.

School Mission Statement

To engage, challenge, and inspire through the power of learning.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 78 |
| Grade 1 | 95 |
| Grade 2 | 95 |
| Grade 3 | 107 |
| Grade 4 | 94 |
| Grade 5 | 100 |
| Grade 6 | 98 |
| Total Enrollment | 667 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.6 |
| Filipino | 1.3 |
| Hispanic or Latino | 31.6 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 59.2 |
| Two or More Races | 4.8 |
| Socioeconomically Disadvantaged | 48.9 |
| English Learners | 10.5 |
| Students with Disabilities | 10.8 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Harloe Elementary School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 30 | 31 | 32 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Lucia Mar Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 572 |
| Without Full Credential | ♦ | ♦ | 14 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Harloe Elementary School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Lucia Mar Unified School District held a public hearing Sept. 20, 2016, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

| Textbooks and Instructional Materials | |
|---|--|
| Year and month in which data were collected: 2015-2016 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>McGraw-Hill - My Math (Grades K-5) Adopted in 2009</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016</p> <p>Kenyon - Understanding Basic Statistics (Grades 11-12) Adopted in 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: 2015-2016

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|---|
| Science | <p>Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008</p> <p>Holt - California Life Science (Grade 7) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9) Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9) Adopted in 2008</p> <p>Prentice Hall - Biology (Grade 9) Adopted in 2001</p> <p>Holt - Chemistry (Grade 10) Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008</p> <p>John Wiley & Sons - AP Physics (Grades 10-12) Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12) Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12) Adopted in 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: 2015-2016

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|---|
| History-Social Science | <p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7) Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8) Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10) Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11) Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11) Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11) Adopted in 2005</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Prentice Hall - Economics Principles in Action (Grade 12) Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p> <p>Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12) Adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |

| Textbooks and Instructional Materials Year and month in which data were collected: 2015-2016 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Foreign Language | McDougal Littell (Grades 9-12) Adopted in 2004 EMC Paradigm (Grades 9-11) Adopted in 2000 Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | McGraw-Hill/Glencoe - Teen Health (Grade 7) Adopted in 2000 Prentice Hall - Health (Grades 9-12) Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1954, Harloe Elementary School is situated on 8.9 acres. The school buildings span 41,911 square feet and consist of 30 classrooms, a well-equipped library, two 35-workstation computer labs, a multi-use cafeteria, and an office complex with areas for the nurse, staff workroom, lounge, and administrative staff. Improvement projects recently completed at the school include new kitchen flooring and equipment.

The facility strongly supports teaching and learning through its ample classroom and playground space.

Harloe Elementary School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation area, to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office 1 or at the District office.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/4/2016 | | | | |
|--|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | : Base loose, pinable torn under TV Boys Restroom Portable: Flooring old/loose Girls Restroom Portable: Flooring old/loose |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | Play Field: Gopher Holes |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/4/2016 | | | | |
|--|------------------|-------------|-------------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Room 10: D.F. not working |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Room 14: Ceiling Stained Room 4: Carpet wrinkles & light staining - ceiling tiles stained |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 53 | 61 | 45 | 50 | 44 | 48 |
| Math | 48 | 52 | 33 | 37 | 34 | 36 |

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

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 66 | 54 | 54 | 60 | 53 | 55 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 13.1 | 28.3 | 36.4 |

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 98 | 90 | 91.8 | 54.4 |
| Male | 50 | 48 | 96.0 | 58.3 |
| Female | 48 | 42 | 87.5 | 50.0 |
| Hispanic or Latino | 26 | 23 | 88.5 | 34.8 |
| White | 57 | 52 | 91.2 | 57.7 |
| Socioeconomically Disadvantaged | 53 | 48 | 90.6 | 41.7 |
| English Learners | 13 | 11 | 84.6 | 27.3 |
| Students with Disabilities | 14 | 13 | 92.9 | 30.8 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 110 | 101 | 91.8 | 63.4 |
| | 4 | 94 | 92 | 97.9 | 56.5 |
| | 5 | 98 | 94 | 95.9 | 60.6 |
| | 6 | 97 | 95 | 97.9 | 63.2 |
| Male | 3 | 59 | 52 | 88.1 | 63.5 |
| | 4 | 56 | 55 | 98.2 | 50.9 |
| | 5 | 50 | 49 | 98.0 | 55.1 |
| | 6 | 42 | 41 | 97.6 | 58.5 |
| Female | 3 | 51 | 49 | 96.1 | 63.3 |
| | 4 | 38 | 37 | 97.4 | 64.9 |
| | 5 | 48 | 45 | 93.8 | 66.7 |
| | 6 | 55 | 54 | 98.2 | 66.7 |
| Hispanic or Latino | 3 | 42 | 40 | 95.2 | 45.0 |
| | 4 | 27 | 27 | 100.0 | 48.1 |
| | 5 | 26 | 25 | 96.2 | 36.0 |
| | 6 | 22 | 21 | 95.5 | 38.1 |
| White | 3 | 57 | 51 | 89.5 | 76.5 |
| | 4 | 55 | 53 | 96.4 | 62.3 |
| | 5 | 57 | 54 | 94.7 | 66.7 |
| | 6 | 69 | 68 | 98.5 | 67.7 |
| Socioeconomically Disadvantaged | 3 | 61 | 57 | 93.4 | 50.9 |
| | 4 | 47 | 46 | 97.9 | 39.1 |
| | 5 | 53 | 50 | 94.3 | 48.0 |
| | 6 | 40 | 40 | 100.0 | 52.5 |

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| English Learners | 3 | 12 | 12 | 100.0 | 33.3 |
| | 5 | 13 | 13 | 100.0 | 7.7 |
| Students with Disabilities | 3 | 16 | 14 | 87.5 | 35.7 |
| | 5 | 14 | 13 | 92.9 | 38.5 |
| | 6 | 12 | 12 | 100.0 | 25.0 |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 110 | 101 | 91.8 | 61.4 |
| | 4 | 94 | 92 | 97.9 | 56.5 |
| | 5 | 98 | 94 | 95.9 | 39.4 |
| | 6 | 97 | 95 | 97.9 | 49.5 |
| Male | 3 | 59 | 52 | 88.1 | 67.3 |
| | 4 | 56 | 55 | 98.2 | 54.5 |
| | 5 | 50 | 49 | 98.0 | 40.8 |
| | 6 | 42 | 41 | 97.6 | 51.2 |
| Female | 3 | 51 | 49 | 96.1 | 55.1 |
| | 4 | 38 | 37 | 97.4 | 59.5 |
| | 5 | 48 | 45 | 93.8 | 37.8 |
| | 6 | 55 | 54 | 98.2 | 48.1 |
| Hispanic or Latino | 3 | 42 | 40 | 95.2 | 40.0 |
| | 4 | 27 | 27 | 100.0 | 44.4 |
| | 5 | 26 | 25 | 96.2 | 16.0 |
| | 6 | 22 | 21 | 95.5 | 23.8 |
| White | 3 | 57 | 51 | 89.5 | 80.4 |
| | 4 | 55 | 53 | 96.4 | 67.9 |
| | 5 | 57 | 54 | 94.7 | 48.1 |
| | 6 | 69 | 68 | 98.5 | 57.4 |
| Socioeconomically Disadvantaged | 3 | 61 | 57 | 93.4 | 50.9 |
| | 4 | 47 | 46 | 97.9 | 37.0 |
| | 5 | 53 | 50 | 94.3 | 28.0 |
| | 6 | 40 | 40 | 100.0 | 40.0 |

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| English Learners | 3 | 12 | 12 | 100.0 | 33.3 |
| | 5 | 13 | 13 | 100.0 | 7.7 |
| Students with Disabilities | 3 | 16 | 14 | 87.5 | 35.7 |
| | 5 | 14 | 13 | 92.9 | 23.1 |
| | 6 | 12 | 12 | 100.0 | 25.0 |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the program at Harloe Elementary School. Parents may become involved in their child’s education in numerous ways such as volunteering in the classroom, tutoring students, working on campus beautification projects, and chaperoning field trips. Organized groups for parent involvement include the Parent-Teacher Organization (PTO), the School Site Council (SSC) and the English Learners Advisory Committee (ELAC).

Parents and community members are invited to many school activities and events held throughout the year. Events include Back-to-School Night, Open House, Parent-Teacher Conferences, Fall and Spring Barbecues, Margaret Harloe Day, Read-a-thon/Dr. Seuss Day, Math Night, Art Night, and Principal’s Coffees. The school keeps parents apprised of school activities through a monthly newsletter and monthly calendars posted on the school’s Web site.

PTO fundraisers and other contributions from the community greatly enhance the educational program at the school. Fundraisers are conducted entirely on the behalf of students and support classroom activities, field trips, enrichment activities, assemblies, and numerous other programs. Community organization support for the school is strong with numerous contributors.

Parents who wish to volunteer or participate in Harloe Elementary School’s committees and school activities may contact PTO President Jamie Rogers via e-mail at jamierogers1@gmail.com.

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October, 2016.

Suspensions and Expulsions

| School | 2013-14 | 2014-15 | 2015-16 |
|------------------|---------|---------|---------|
| Suspensions Rate | 1.2 | 1.2 | 1.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 2.8 | 3.3 | 3.3 |
| Expulsions Rate | 0.2 | 0.2 | 0.2 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2010-2011 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | 12 | |
| Percent of Schools Currently in Program Improvement | 85.7 | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0.0 |
| Counselor (Social/Behavioral or Career Development) | .4 |
| Library Media Teacher (Librarian) | 0.75 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.20 |
| Social Worker | 0.00 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist | 0.00 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K | 14 | 15 | 15 | 6 | 6 | 6 | | 1 | 1 | | | |
| 1 | 26 | 26 | 26 | | | | 4 | 3 | 3 | | | |
| 2 | 24 | 26 | 26 | | | | 4 | 4 | 4 | | | |
| 3 | 31 | 24 | 24 | | | | 3 | 4 | 4 | | | |
| 4 | 118 | 32 | 32 | | | | 3 | 2 | 2 | 1 | 1 | 1 |
| 5 | 40 | 32 | 32 | | | | 3 | 3 | 3 | 1 | | |
| 6 | 35 | 27 | 27 | | | | 7 | 7 | 7 | 1 | | |

Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement. During the 2015-16 school year, our professional development focused on California Common Core State Standards, 21st Century Skills, English Learners, Project-based Learning, and best practices in instruction/ assessment, with a focus on Thinking Maps Writing.

Professional development opportunities are provided in a variety of ways — Two district-wide staff development days, weekly late-start Mondays, staff meetings, release time, Saturday trainings, and summer and winter institutes. Over the last three years, teachers have received at least 24 days of professional development in each school.

In the 14-15 school year LMUSD created a research driven professional development model. Each school site has a Late Start Monday, an Instructional Leadership Team comprised of teachers and administrators, and a Teacher Support TOSA. The combination of these three has resulted in high quality, weekly professional development.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$42,946 | \$44,958 |
| Mid-Range Teacher Salary | \$61,512 | \$70,581 |
| Highest Teacher Salary | \$83,409 | \$91,469 |
| Average Principal Salary (ES) | \$102,900 | \$113,994 |
| Average Principal Salary (MS) | \$101,255 | \$120,075 |
| Average Principal Salary (HS) | \$114,543 | \$130,249 |
| Superintendent Salary | \$175,069 | \$218,315 |
| Percent of District Budget | | |
| Teacher Salaries | 41% | 38% |
| Administrative Salaries | 6% | 5% |

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 3684.54 | 89.77 | 3594.77 | \$57,689 |
| District | ◆ | ◆ | 75 | \$63,452 |
| State | ◆ | ◆ | \$5,677 | \$74,216 |
| Percent Difference: School Site/District | | | 4693.0 | -9.1 |
| Percent Difference: School Site/ State | | | -36.7 | -22.3 |

* Cells with ◆ do not require data.

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

Types of Services Funded

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

DataQuest

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

Internet Access

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