

The Single Plan for Student Achievement

School: Harloe Elementary School
CDS Code: 40-68759-6043053
District: Lucia Mar Unified School District
Principal: Peter Ponomaroff
Revision Date: October 09, 2017

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:

Contact Person: Peter Ponomaroff
Position: Principal
Phone Number: (805) 474-3710
Address: 901 Fair Oaks Ave.
Arroyo Grande, CA 93420
E-mail Address: peter.ponomaroff@lmusd.org

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
NWEA MAP.....	13
District Writing Assessment (DWA).....	14
ReadiStep College and Career Readiness	14
PSAT College and Career Readiness	14
School District Goals.....	15
Lucia Mar Unified School District Goals	15
Planned Improvements in Student Performance	16
School Goal #1.....	16
School Goal #2.....	21
School Goal #3.....	25
School Goal #4.....	27
School Goal: Non-Academic	28
School Goal: Non-Academic	31
Centralized Services: Preliminary Budget – District.....	32
Summary of Expenditures in this Plan.....	35
Total Allocations and Expenditures by Funding Source	35
Total Expenditures by Object Type.....	36
Total Expenditures by Object Type and Funding Source.....	37
Total Expenditures by Goal	38
School Site Council Membership.....	39
Recommendations and Assurances.....	40

School Vision and Mission

Harloe Elementary School's Vision and Mission Statements

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

Vision: To instill in our students that quality that makes a person think "I can" and give them the tools to make it true.

School Profile

At Harloe School, we believe all children can learn and we have the responsibility to ensure success. We believe that success is not only possible, but also expected for all students. We embrace the district mission to engage, challenge and inspire all students through the power of learning.

Harloe Elementary School was selected as a California Distinguished School in 1998, chosen as a Title 1 Achievement Award Winner in 2012 and is an ERP School Honor Roll Award recipient for the 2016. The school continues to perform near the top of district schools on both state and district wide assessments

Our current student enrollment of 653 students is based on the October of 2017 CBEDS report. Other important school data includes:

- 271 students or 41.5% are Socioeconomic Disadvantaged.
- 58 students or 8.9% are English Language Learners.
- 30 students or 4.6% are GATE students.
- 65 students or 9.9% are Special Ed students

We have 26 classroom teachers, a PE teacher, two full-time resource specialists, 1.6 FTE intervention teachers, a 40% professional development Teacher on Special Assignment (TOSA) and an 75% speech/language teacher. Special programs include five Literary Support Tutors (LSTs) for ELA, Mathematics, and English Language Learners. The RSP Special Education program serves 65 students. There are 29 speech/language students receiving services. The Kindergarten through Third Grade classes participate in the state class size reduction program and average 23.7 students. Technology services include two computer labs with 35 stations, the school library with 10 computer stations. In addition, the school has 109 ChromeBooks and school wide wi-fi access. The school library is staffed with one .75 FTE classified library technician. Services of a district nurse and school psychologist are also available. Students in grades 1-6 receive 100 minutes weekly of physical education instruction which is provided by a district funded, credentialed teacher and two instructional assistants. Individual credentialed teachers offer before and after school academic support and enrichment classes funded through the district and site. Support counseling is offered at the school and off-site through a .2 FTE LMUSD counselor, a .2 FTE counselor contracted through the Womens Shelter of San Luis Obispo, the SAFE consortium of county agencies and the Community Counseling Center of San Luis Obispo County.

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).

Visitors to the school's website have the opportunity to take a survey to provide input as to the programs available at Harloe, and to provide general feedback. The responses received are predominantly positive and any concerns expressed are addressed by the principal.

Classroom Observations

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

Probationary and temporary teachers are evaluated formally twice a year, permanent teachers once, with the right to waive the evaluation every other year. All classrooms are observed with less formal "walk through" observations on a regular basis. Teachers in their first two years of teaching are provided mentor teachers in the "TIP" program, who both observe and guide the beginning teacher.

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)

2014/15 saw a new state assessment, the CAASPP, as well as the CST science in 5th grade, and CELDT testing for English learners. New assessments for determining achievement levels include NWEA MAP and the District Writing Assessment.

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

Newly adopted ELA adoption includes assessments that teachers will use to monitor progress, especially with students identified as high need (intervention students).

Staffing and Professional Development

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

All teachers at Harloe 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 teachers have received and continue to receive professional development on the newly adopted curriculum.

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

Our "Late Start Monday" program provides teachers with ongoing professional development on ELL, CCSS, 21st Century Skills NWEA MAP assessment and Thinking Maps Writing.

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

Teachers receive instructional support through a variety of programs, including TIP (formerly BTSA) for beginning teachers, the TOSA for professional development and district TOSAs.

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

Teachers are given collaboration times supported by our late start Mondays program and meet regularly as grade levels.

Teaching and Learning

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

Harloe is working hard to align its curriculum to the new CCSS. New adoptions and pilots are aligned with CCSS and will aid in this effort.

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

Harloe meets or exceeds all instructional minute requirements.

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

Harloe has full and part time Intervention teachers, with the responsibility to coordinate and deliver interventions along with our five credentialed LSTs.

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

Intervention materials were purchased that are aligned with our ELA program and are used in all intervention classes.

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)

All classroom instruction is delivered using district adopted curriculum which is aligned to state standards

Opportunity and Equal Educational Access

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

Harloe has a strong intervention system that works to provide supported interventions for students who are underperforming.

14. Research-based educational practices to raise student achievement

Teachers regularly participate in site based, teacher led PD on a weekly basis on research-based professional practices.

Parental Involvement

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

The YMCA is available on site and offers support to families of Harloe students. District provides a homeless coordinator to assist families in transition. The district also offers "Parent University" classes to help parents assist their students in their academics. The school also partners with SAFE and other county agencies which provide parenting classes and counseling.

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)

Harloe has an SAC, ELAC, School Site Council and PTO, all of which provide opportunities for parents and community members to provide input. There are also monthly "Principal's Coffee" open forums for parents to provide input, express concerns and ask questions about programs.

Funding

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

Categorical funds are used to provide small group instruction through the hiring of 1.6 FTE intervention teachers and 5 Literacy support teachers and the necessary materials to support student achievement.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Harloe was constructed in 1955 and has grown considerably since then. Portable classrooms were installed in the 1980s to handle the increased student population. These portable classrooms (which are near the end of their planned life) and the aging infrastructure of the permanent buildings have often been a barrier to providing state of the art instruction. A recently passed bond promises to address the aging classrooms and a new computer network infrastructure project was just completed which will alleviate many of the technical problems. It will take some time and additional site investment to provide the classroom equipment and teacher training to take advantage of this new technology. In addition, 41% of Harloe's 653 students are from socio-economically disadvantaged households. These students often begin their educational life already behind in learning experiences and educational behaviors. Considerable resources have to be dedicated to this population to bring them up to grade level and also to address their non-academic needs. Harloe has programs in place for early intervention in reading and mathematics as well as a counseling and PBIS programs to address these issues.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	110	94	94	101	93	94	101	93	98.9	91.8	98.9
Grade 4	94	94	101	92	92	99	92	92	99	97.9	97.9	98
Grade 5	95	98	100	94	94	99	94	94	99	98.9	95.9	99
Grade 6	84	97	107	83	95	105	83	95	105	98.8	97.9	98.1
All Grades	368	399	402	363	382	396	363	382	396	98.6	95.7	98.5

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2444.9	2455.5	2445.9	35	40	35.48	21	24	25.81	24	24	21.51	19	13	17.20
Grade 4	2464.4	2487.0	2489.4	24	34	31.31	22	23	26.26	28	25	26.26	26	18	16.16
Grade 5	2529.8	2522.2	2516.8	31	27	26.26	34	34	35.35	16	18	18.18	19	21	20.20
Grade 6	2522.0	2550.8	2546.1	10	22	16.19	35	41	37.14	37	25	33.33	18	12	13.33
All Grades	N/A	N/A	N/A	25	31	27.02	28	30	31.31	26	23	25.00	21	16	16.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	33	37.63	45	48	35.48	24	20	26.88
Grade 4	14	25	30.30	52	47	50.51	34	28	19.19
Grade 5	30	27	30.30	44	40	47.47	27	33	22.22
Grade 6	10	22	17.14	55	51	58.10	35	27	24.76
All Grades	21	27	28.54	49	46	48.23	30	27	23.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	36	32.26	61	43	46.24	15	22	21.51
Grade 4	27	37	32.32	50	47	47.47	23	16	20.20
Grade 5	34	34	34.34	50	50	49.49	16	16	16.16
Grade 6	17	37	34.29	60	47	48.57	23	16	17.14
All Grades	26	36	33.33	55	47	47.98	19	18	18.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	33	26.88	55	56	60.22	17	11	12.90
Grade 4	16	23	32.32	65	73	52.53	18	4	15.15
Grade 5	23	21	21.21	60	66	61.62	17	13	17.17
Grade 6	7	25	20.95	81	66	68.57	12	8	10.48
All Grades	19	26	25.25	65	65	60.86	16	9	13.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	39	32.26	49	46	48.39	20	16	19.35
Grade 4	24	33	26.26	50	52	62.63	26	15	11.11
Grade 5	44	39	29.29	49	52	45.45	7	9	25.25
Grade 6	17	26	23.81	70	62	58.10	13	12	18.10
All Grades	29	34	27.78	54	53	53.79	17	13	18.43

Conclusions based on this data:

1. The data shows that 58% of Harloe students either met or exceeded standards overall and another 25% nearly met the standards. This leaves 17% of students who did not meet nor were close to meeting standards. The highest percentage of these students were 5th graders.
2. Among the skills tested, Harloe students are best at listening with 86% near, at or above the standard, closely followed by research/inquiry with 81.5%.
3. Harloe's reading scores show that this is an area that needs to be improved, as 23.3% of students scored below standard. This number has improved the past two years, but is still an area for improvement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	110	94	94	101	93	94	101	93	98.9	91.8	98.9
Grade 4	94	94	101	93	92	99	93	92	99	98.9	97.9	98
Grade 5	95	98	100	94	94	98	94	94	98	98.9	95.9	98
Grade 6	84	97	107	83	95	105	83	95	105	98.8	97.9	98.1
All Grades	368	399	402	364	382	395	364	382	395	98.9	95.7	98.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2446.0	2457.1	2451.6	18	30	27.96	37	32	30.11	22	24	25.81	22	15	16.13
Grade 4	2483.3	2491.8	2488.5	18	22	28.28	30	35	27.27	40	30	25.25	12	13	19.19
Grade 5	2519.6	2508.1	2511.5	30	17	19.39	18	22	30.61	26	36	25.51	27	24	24.49
Grade 6	2524.1	2555.4	2543.8	17	25	18.10	22	24	27.62	37	35	34.29	24	16	20.00
All Grades	N/A	N/A	N/A	21	24	23.29	27	28	28.86	31	31	27.85	21	17	20.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	41	39.78	35	36	37.63	27	24	22.58
Grade 4	26	38	37.37	49	35	31.31	25	27	31.31
Grade 5	32	26	27.55	34	33	35.71	34	41	36.73
Grade 6	19	38	28.57	41	39	42.86	40	23	28.57
All Grades	29	36	33.16	40	36	36.96	31	29	29.87

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	38	32.26	50	44	48.39	20	19	19.35
Grade 4	22	23	33.33	52	60	42.42	27	17	24.24
Grade 5	26	17	19.39	44	52	51.02	31	31	29.59
Grade 6	20	27	18.10	47	49	60.00	33	23	21.90
All Grades	24	26	25.57	48	51	50.63	27	23	23.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	39	33.33	47	47	49.46	22	15	17.20
Grade 4	23	30	32.32	52	47	41.41	26	23	26.26
Grade 5	26	20	20.41	48	50	52.04	27	30	27.55
Grade 6	17	29	22.86	48	54	45.71	35	17	31.43
All Grades	24	30	27.09	49	49	47.09	27	21	25.82

Conclusions based on this data:

1. 20% of our students in all grades scored below standard. This compares to 17% for last year. We will continue to focus on reducing this number.
2. Problem solving was Harloe's strongest performing area, with 76% of students near, at, or above standard. Concepts and procedures was the weakest area with only 70% near, at, or above. It will be interesting to see the impact of our new curriculum, which focuses on concepts.
3. 5th grade continues to be an area of concern. This year the class sizes were lowered after two years of very large class sizes. It will be interesting to see if this investment makes a significant difference.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***		50			25			25		
1	27	20		27	30	50	18	30	33	27		17		20	
2				9	13	22	18	25	33	45	50	33	27	13	11
3					9		75	45	67	13	27	22	13	18	11
4	7			33	22	10	40	67	70	7	11	20	13		
5		17	10		33	50	***	42	30	***	8	10			
6			10		***	20	***	***	40	***		20			10
Total	8	8	4	17	25	24	38	42	46	25	17	20	13	9	6

Conclusions based on this data:

1. This data shows that we are reducing the percentage of students in Beginning and Early Intermediate and increasing the percentage in Adv, Early Adv. and Intermediate.
2. This data shows the need of continuing our ELD support programs to move EL and LEP students to reclassification.
3. Cohort data showed a strong movement of students from early intermediate to intermediate and early advanced.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					25		54	25	14	31	25	57	15	25	29
1	29	15		21	38	50	29	31	33	21		17		15	
2		8		8	25	25	25	25	33	42	33	25	25	8	17
3					17		70	42	67	20	25	22	10	17	11
4	6			38	22	8	38	67	58	6	11	17	13		17
5	25	15	9	25	31	55	25	38	27	25	8	9		8	
6			9	25	***	27	25	***	36	50		18			9
Total	8	7	3	16	28	24	40	38	40	25	16	22	11	12	12

Conclusions based on this data:

1. Changes in the way CELDT is delivered prevent any conclusions at this time.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
3	185.5	34	199.9	58	14.4	10.5	70
4	185.6	34	201.3	70	15.8	9.7	75
5	199.5	58	208.5	69	9	7.1	57
6	205.5	49	214	67	8.5	5.6	66

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
1	165.9	73	181.2	66	15.2	16.1	51
2	185.6	93	198.4	90	12.8	13.3	53
3	187.4	30	202.2	53	14.8	11.2	75
4	201.8	49	213	56	11.1	10	60
5	212.9	58	221.9	59	8.9	8.7	47
6	215.2	37	224.8	53	9.6	6.5	67

District Writing Assessment (DWA)

Grade	Average Score
4	6.17
5	7.21
6	7.27

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Harloe's Single Plan for Student Achievement is strictly aligned to LMUSD's goals. Harloe's categorical and LCAP budgets reflect that our use of those funds are directly aligned with meeting those goals.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
1a) READING K-2 By June 2018, 60% of K-2nd grade students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell (F&P) Benchmark Assessment System (BAS). (Achievement Goal) In addition, 65% of K-2nd grade students will make at least one year's growth or more as measured by F&P BAS. (Growth Goal)
3-6 By June 2018, 51% of 3-6th grade students will reach or exceed projected growth goals in reading as measured by fall to spring grade level NWEA MAP assessments. (Growth Goal)
1b) WRITING K-2 By June 2018, 60% of K-2nd grade students will demonstrate grade-level proficiency or above in writing as measured by their appropriate district assigned Writing Rubric. (Achievement Goal)
3-6 By June 2018, 60% of 3-6th grade students will demonstrate grade-level proficiency or above in writing as measured by their appropriate district assigned Writing Rubric. (Achievement Goal)
1c) MATHEMATICS 1-6 By June 2018, 51% of 1-6th grade students will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level NWEA MAP Assessments. (Growth Goal)

CAASPP

By June 2018, all grade levels will score proficient or above in their average scores in ELA and Math as measured by CAASPP. (Achievement Goal)

In addition, all grade level cohorts with prior scores (4th-6th) will increase the percentage of students scoring in the exceeded, met and nearly met categories by 5% in overall ELA and overall math. (Growth Goal)

Data Used to Form this Goal:

Fountas & Pinnell Benchmark Assessment System, NWEA MAP assessments in reading and math, Wonders, WFB&B, and SAT writing Rubrics and the CAASPP.

Findings from the Analysis of this Data:

Kindergarten data is difficult to include in K-2 grade averages because in the fall all students are considered proficient regardless of their level of understanding of letter sounds. Therefore an approximation is used that at the end of Kindergarten, the percentage of students proficient will match the beginning proficient number for first grade. Using this with our 1st and 2nd grade fall data, the target of 60% proficiency by year end was created.

NWEA gave us guidance as to how to create a growth goal using their data. Any number over 50% for students achieving growth targets would be a significant sign of growth, and as numbers increase any number larger than 50% becomes more difficult to reach.

How the School will Evaluate the Progress of this Goal:

A mid-year benchmarks and MAP assessments will be given in so that progress in reading can be measured and adjustments made.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5 Literary Support Teachers (LSTs) to conduct small group interventions. Professional Development for K-2 teachers in the use of F&P Professional Development for 3-6 teachers on the use of MAP to differentiate instruction. Small group instruction for at-risk students EL instruction both differentiated and integrated After and before school tutoring/homework support Integration of 21st Century Skills instruction (ie: PBL) in all grade levels	Interventions started Fall 2017 through June of 2018	5 Literary Support Teachers	1.5 FTE Literacy Support Teachers	1000-1999: Certificated Personnel Salaries	3010	27523
			2.5 FTE Literacy Support Teachers	1000-1999: Certificated Personnel Salaries	0709	45872
			1 FTE Literacy Support Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
			Small group instruction using research based curriculum to assist EL students in gaining language fluency.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Kindergarten through 6 grade guided reading in small groups to raise the reading levels of students reading below grade level. SmallGroup Math interventions in upper grades. Materials to supplement LST instruction	4000-4999: Books And Supplies	3010	2500
Wonders and WonderWorks online resources will be downloaded and printed to supplement curriculum provided as hardcopies	August 2017 - June 2018	Regular ed teachers	Workbooks and supplemental resources available online only for teachers to run off and use in the classroom will be used as needed by teachers to supplement the hard copy resources provided by the curriculum department.	4000-4999: Books And Supplies	0709	830
Before and after school interventions	August 2017 - June 2018	Regular ed teachers and LSTs	Tutoring and Homework clubs at each grade level above Kindergarten Supplemental materials for intervention	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	0709 3010	800 1000
CARE/PBIS teams to support lowest intervention students	August 2017 - June 2018	Intervention teachers, Resource teachers, SST Coordinator, School psychologist, School Nurse, Principal	The CARE team will determine additional resources to be directed to students who do not respond to regular intervention. Team will be eligible for extra duty pay. Supplemental materials for PBIS	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Other 0709	800 100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplemental materials for PBIS	4000-4999: Books And Supplies	3010	300
EL Support	August 2017 - June 2018	EL LSTs	EL LST will provide before, during and after school tutoring for EL students.	1000-1999: Certificated Personnel Salaries	4203	1420
			Supplemental materials for EL support	4000-4999: Books And Supplies	4203	1333
Whole staff EL Training	August 2017 - June 2018	Teachers, principal, EL Rep	Teachers will attend training on EL program, delivered by trained EL Rep	1000-1999: Certificated Personnel Salaries	4035	200
Teachers will be provided appropriate technology to access supplemental material provided on the Wonder and Wonderworks web sites.	August 2017 - June 2018	Principal, Purchasing Dept., IT Dept.	Technology and materials to support supplemental materials and instruction.	4000-4999: Books And Supplies	Donations	2800
New Teachers and teachers with improvement plans will be provided release time and/or extra hours for collaboration	August 2017 - June 2018	Teachers, principal, HR	Either substitute teachers for release or extra duty pay for classroom teachers.	1000-1999: Certificated Personnel Salaries	4035	400
Grade Level teams will be given 2 release days per year for coordinating instruction with each other with a focus on the new math curriculum (Investigations).	August 2017 - June 2018	Teachers, principal, HR	Substitute teachers for 2 grade level release days for 28 teachers.	1000-1999: Certificated Personnel Salaries	0709	6210
Supplemental materials will be used to support math instruction	August 2017 - June 2018	principal, secretaries, teachers	Supplemental materials to support instruction	4000-4999: Books And Supplies	0709	200
					3010	1850
Supplemental materials will be used to support language instruction	August 2017 - June 2018	principal, secretaries, teachers	Supplemental materials to support instruction	4000-4999: Books And Supplies	0709	233
					3010	1855

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be provided professional development to assist them in helping students reach their learning targets	August 2017 - June 2018	District Curriculum TOSAs, PD TOSA, ILT leadership, principal	District TOSAs will supervise site PD TOSAs in delivering PD to teachers on Late Start Mondays. ILT site team will meet weekly to determine additional PD areas and who will deliver the content	1000-1999: Certificated Personnel Salaries	District Funded	
			Intervention TOSA will be paid hourly to attend ILT meetings and to deliver PD	1000-1999: Certificated Personnel Salaries	4035	400
			Teachers who deliver PD will be paid hourly for preparation, if they are not on ILT.	1000-1999: Certificated Personnel Salaries	Other	300
			Materials to supplement teacher PD	4000-4999: Books And Supplies	Other	250
Teachers will be compensated for time required to get Google Docs Certification.	August 2017 - June 2018	Principal, Teachers	Teachers will be paid hourly for time to complete Google Certification process. Teachers can also get salary credit (hours).	1000-1999: Certificated Personnel Salaries	4035	658
				1000-1999: Certificated Personnel Salaries	Other	1000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
Harloe Elementary will support the growth of the whole child and their families by providing on-site counseling, character education in the classroom, nutritional education, physical education including the promotion of a healthy and active lifestyle, and offering parents and students after school education opportunities.
Data Used to Form this Goal:
Harloe believes in supporting the growth of the whole child. Counseling hours provided, materials and lessons on character education and before and after school learning opportunities for parents and students.
Findings from the Analysis of this Data:
Harloe currently provides a .2 FTE district councilor and CCC provides another .2 FTE equivalent counselor. SAFE services are also used. Before and after school classes included EL language support, reading support, math support, homework support, and enrichment opportunities (past examples: computer coding, chess club, rocketry, and robotics.)
How the School will Evaluate the Progress of this Goal:
Data to inform progress towards this goal will include the number of students serviced by councilors

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th - 6th grade Math enrichment groups	September 2017 - June 2018	1 LST	Edgenuity Pathblazer math program offered weekly in computer lab. (Concurrent with RAZ Kids)	1000-1999: Certificated Personnel Salaries	None Specified	0
Materials to support math enrichment group	September 2017 - June 2018	Site Secretary, principal, Site technical advisor	Materials to support supplemental instruction, .	4000-4999: Books And Supplies	Other	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th - 6th grade Math support groups	September 2017 - June 2018	LSTs	Pathblazer math offered weekly in Lab. concurrent with RAZ Kids	1000-1999: Certificated Personnel Salaries	None Specified	0
Materials for Math support groups	September 2017 - June 2018	Site Secretary, principal, Site technical advisor	Materials to support supplemental instruction, .	4000-4999: Books And Supplies	Other	500
			Materials to support supplemental instruction, .	4000-4999: Books And Supplies	3010	400
Parent Involvement Activities	September 2017- June 2018	All Staff	Math night	1000-1999: Certificated Personnel Salaries	3010	200
			Math Night Materials	4000-4999: Books And Supplies	3010	150
			Parent Liason	2000-2999: Classified Personnel Salaries	3010	120
			Back to School night Homelink signups			0
			Conference night Homelink signups			0
			After School Homework Club		PTO	0
			After School supplemental materials	4000-4999: Books And Supplies	3010	50
SST parent liason to assist parents in participation in SSTs	August 2017 - June 2018	SST Liason, Resource Teachers, Principal	SST meetings	2000-2999: Classified Personnel Salaries	Other	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Liason will organize Saturday and summer schools	August 2017 - June 2018	Parent Liason, principal, Saturday/summer school lead teacher, teachers, intervention teachers	Parent Liason will coordinate with teachers, intervention teachers, Saturday/summer school lead teacher and the principal on selecting candidates from among intervention students	2000-2999: Classified Personnel Salaries	0709	500
Enrichment Programs	August 2017 - June 2018	Assistant Principal, GATE coordinator, teachers, LSTs	Enrichment options will be offered to GATE students first and then opened to all students. These will be funded through non-categorical means up to \$5000 Robotics program Chess Club GATE Stem Lessons Coding Class Rocketry Class		District Funded	5000
Bike or Walk to school activities (in conjunction with YMCA & PTO)	August 2017 - June 2018	Principal, Assistant Principal, Teachers, YMCA staff, PTO	Bike and Walk to school Monthly promotions (funded by a grant from safe rides to schools) Bike to School Week (funded by a grant from safe rides to schools)	4000-4999: Books And Supplies	Donations	600
				4000-4999: Books And Supplies	Donations	200
Healthy and Active lifestyle promotions	August 2017 - June 2018	Principal, Assistant Principal, Classroom and PE Teachers, YMCA staff, PTO, One Cool Earth	Nutritional education, funded outside of categoricals from donations.	4000-4999: Books And Supplies	Donations	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Healthy lifestyle education funded outside of categoricals from donations.	4000-4999: Books And Supplies	Donations	200
			Gardening, recycling, composting, Ecology education	4000-4999: Books And Supplies	Donations	200
Character Ed program	August 2017 - June 2018	Principal, Assistant Principal, Character Ed Teacher(s)	Character Assemblies Character Building Activities (including Red Apple Awards and Grade Level Awards)		District Funded	2000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
Harloe Elementary will expand our future-ready technological capabilities and future-ready teaching/learning by moving toward a 1 to 1 ratio of students to smart devices in grades 5 & 6 and increasing the tech capacity of teachers.
Data Used to Form this Goal:
An increase in the number of smart devices (to 232) and an increase in the number of teachers who are Google certified.
Findings from the Analysis of this Data:
The technology backbone at Harloe is now sufficient to provide the future ready experience we would like in classrooms. Classrooms are ready, but the limited number of devices on campus prevents multiple teachers accessing the opportunities simultaneously. An increase in devices will allow teachers to plan consistent technology integration with their day to day lesson plans.
How the School will Evaluate the Progress of this Goal:
The number of smart devices dedicated to 5th and 6th grades will equal the number of students in those grades. 100% of ILT members will be Google level one certified by June 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Smart Device Acquisition	August 2017 - June 2018	Principal	ChromeBooks, mice, headsets, charging stations and carts.	4000-4999: Books And Supplies	0709	1000
				4000-4999: Books And Supplies	Other	20000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incentivise teachers to get Google Certification	August 2017 - June 18	Principal	Google Certification	1000-1999: Certificated Personnel Salaries	0709	500
				1000-1999: Certificated Personnel Salaries	3010	500
Maintain minimum technology for 21st century classroom: doc camera, projector or large screen display, wireless keyboard, speakers.	August 2017 - June 18	principal, Site IT tech	Maintain technology as needed	4000-4999: Books And Supplies	0709	1389
			Maintain or replace large screen displays, mounts, wireless keyboards, doc cams, and necessary cables and computer display cards in classrooms as needed.	4000-4999: Books And Supplies	Other	5000
Additional Hours for Site Technology Assistant	August 2017 - June 18		STA to support teachers in labs with desktops and in classrooms with Chromebooks. STA will also serve as CAASPP and MAP assessment coordinator and will aggregate and disseminate that data. STA will provide ongoing teacher PD.	2000-2999: Classified Personnel Salaries	Other	7028

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
Harloe Elementary will review and/or inact policies and procedures to assure that they support increased efficiencies, student learning, as well as student and staff safety.
Data Used to Form this Goal:
ILT will periodically review site policies and procedures to insure student and staff safety.
Findings from the Analysis of this Data:
Lockdown procedures were coordinated with the district.
How the School will Evaluate the Progress of this Goal:
Monthly fire drills, quarterly lock down and earthquake drills, periodic evacuation drills will be held and evaluated. ILT will review procedures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Safety plan to be evaluated, reviewed and updated as needed.	August-November, 2017	Principal, SSC.	Safety Plan updated and approved	None Specified		0
Principal will attend training on district policies and school safety.	August 2017 - June 2018	Principal, District Office	Safety training, policy trainings	None Specified		0
Crossing guards will be provided light reflective gear for both good weather (vests) and bad weather (raincoats) and highly visible stop signs	August 17 - June 2018	Principal	Highly reflective Vests and Raincoats will be acquired as needed	4000-4999: Books And Supplies	Other	0
Safety audits will be conducted by district personnel	August 2017 - June 2018		Hazards will be identified and rectified	4000-4999: Books And Supplies	District Funded	0

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Parent Involvement
Lucia Mar Unified School District Goal:
LMUSD will increase parent and community involvement in our schools and improve our communication with all stakeholder groups.
SCHOOL GOAL:
Harloe Elementary will continue to partner with our parents and our community to ensure effective and regular communication, ensure that all of our stakeholders have knowledge of and input into site decisions, ensure transparency, and work together to ensure our facilities and technology promote 21st Century learning for all students.
Data Used to Form this Goal:
Harloe will increase parent involvement and communications as measured by attendance at back to school night, parent conferences, open house, and parent surveys.
Findings from the Analysis of this Data:
Attendance at Harloe parent events has a very active and involved parent community.
How the School will Evaluate the Progress of this Goal:
Progress this year will be evaluated using prior year attendance numbers and by a parent survey taken at the end of the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Harloe will keep it's website up to date with useful information for parents.	August 2017 through June 2018	Site Technology Assistant and parent volunteers	Harloe's website will contain current information in the form of a calendar that will be updated throughout the year so as to be useful to parents	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A monthly newsletter will be available electronically to parents with useful information for parents and students. Hard copies will be kept in the office for parents who cannot access the internet.	September 2017 through June 2018	Principal, Site Technology Assistant and Parent volunteers	A monthly newsletter will be sent home to parents with useful information for parents and students. Costs will be duplication and paper.	4000-4999: Books And Supplies	3010	119
The auto dialer will be used in both English and Spanish to remind parents of important events.	August 2017 through June 2018	Secretaries	The auto dialer will be used in both English and Spanish to remind parents of important events	None Specified	None Specified	0
Teachers will have a page linked to Harloe's web site where they will list important information for parents.	August 2017 through June 2018	Teachers and Site Technology Assistant	Teachers will have a page linked to Harloe's web site where they will list important information for parents.	None Specified	None Specified	0
The principal will have a monthly "Principal's Coffee" event where parents can learn of important school information and have questions answered.	August 2017 through June 2018	Principal	Principal will order coffee and refreshments through district food service and meet with parents one Friday per month prior to school. No cost to school as donation dollars will be used.	4000-4999: Books And Supplies	Donations	500
ELAC meetings	First Friday, Every other month, September 2016 through June 2017	Principal, EL LST	ELAC meetings will be held 5 times per year to coincide with Principal's coffee's District translation services will be used to conduct meeting. EL parents will be informed about programs and will be asked for input on future expenditures.	None Specified	None Specified	0
				None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Coffee and snack will be served using donated dollars. No cost to the school.			
A staff member will serve as parent liaison to help coordinate SSTs	August 2016 through June 2017	Nanci Gasparra	The parent liaison will coordinate the SST schedule and contact parents to help increase parent involvement in the SST process.	2000-2999: Classified Personnel Salaries	0709	546
			The parent liaison will coordinate the SST schedule and contact parents to help increase parent involvement in the SST process.	2000-2999: Classified Personnel Salaries	3010	100
Math Night, a parent involvement event, will be held each year	October, 2016	Teacher Math Night Coordinator	Teacher's supervise math games that students can play with their parents.	1000-1999: Certificated Personnel Salaries	3010	100
					Donations	200

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	36767	0.00
4035	1658	0.00
4203	2753	0.00
0709	58180	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	58,180.00
3010	36,767.00
4035	1,658.00
4203	2,753.00
District Funded	7,000.00
Donations	4,900.00
None Specified	0.00
Other	35,778.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	86,883.00
2000-2999: Classified Personnel Salaries	8,694.00
4000-4999: Books And Supplies	40,554.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0709	53,382.00
2000-2999: Classified Personnel Salaries	0709	1,046.00
4000-4999: Books And Supplies	0709	3,752.00
	3010	3,705.00
1000-1999: Certificated Personnel Salaries	3010	28,323.00
2000-2999: Classified Personnel Salaries	3010	220.00
4000-4999: Books And Supplies	3010	4,519.00
1000-1999: Certificated Personnel Salaries	4035	1,658.00
1000-1999: Certificated Personnel Salaries	4203	1,420.00
4000-4999: Books And Supplies	4203	1,333.00
	District Funded	7,000.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
	Donations	200.00
4000-4999: Books And Supplies	Donations	4,700.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	2,100.00
2000-2999: Classified Personnel Salaries	Other	7,428.00
4000-4999: Books And Supplies	Other	26,250.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,834.00
Goal 2	11,220.00
Goal 3	35,417.00
Goal 4	0.00
Goal 5	1,565.00

School Site Council Membership

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
Peter Ponomaroff	X				
Trina Clark			X		
Angie King		X			
Eileen Sverchek		X			
Ann Flores		X			
Mike Marsden				X	
Ralph Perez				X	
Shannon Hlrise				X	
Nicole Byram				X	
Shannon Aguirre				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) 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

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

Other committees established by the school or district (list):

Signature

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 11/2/17.

Attested:

Peter Ponomaroff

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

HARLOE ELEMENTARY SCHOOL
SCHOOL SITE COUNCIL (SSC) MEETING
November 2, 2017

Attendance:

Peter Ponomaroff, Principal
Shannon Hirase, Parent member
Nicole Byram, Parent member
Ralph Perez, Parent member
Trina Clark, Classified staff member
Angie King, Certificated staff member
Eileen Sverchek, Certificated staff member
Sandee Sisteck, Certificated staff member

Meeting called to order at 7:30 am by P. Ponomaroff. Introductions of members.

School Advisory Council: T. Clark moved to delegate School Advisory Council (SAC) responsibilities to SSC. S. Sisteck 2nd motion. Motion approved.

Election of Officers: President, R. Perez; Vice-President, S. Hirase, Secretary, T. Clark

Annual Notifications: Copies of all policies (Board Policy, Administrative Regulations (AR 1312.3 and 1313.4), Uniform complaint procedure, Williams Uniform complaint procedures) are available on the LMUSD website. All SSC members notified.

Reviews and Approvals

Bylaws: N. Byrum moved, S. Sisteck 2nd, motion approved
Parent Involvement Policy: (see handbook) add on line above box to check that policy was seen. R. Perez moved, E. Svercheck 2nd, motion approved.
Safety Plan: N. Byrum moved, S. Hirase 2nd, motion approved.

Review and explanation of plan and budget development.

Future meeting dated to be determined and e-mailed to members.. 7:30 am start time. Meeting adjourned at 8:15 am.

Prepared by T. Clark, Secretary

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature
Alexandra F Cuellar
Signature

Signature

Signature

Signature

Signature

Signature

Signature

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 11/2/17.

Attested:

Peter Ponomaroff
Typed Name of School Principal

Peter Ponomaroff
Signature of School Principal

11/2/17
Date

RALPH PEREZ
Typed Name of SSC Chairperson

Ralph Perez
Signature of SSC Chairperson

11/2/17
Date

Harloe School Site Council Meeting

Agenda 11/2/17 7:30 AM

Members present (please initial)

Peter Ponomaroff, Principal UP

Shannon Aguire, Parent Member

Nicole Byram, Parent Member CNB

Shannon Hirase, Parent Member SH

Mike Marsden, Parent Member

Ralph Perez, Parent Member RP

Tina Clark, Classified Member TC

Ann Flores, Certificated Member

Angie King, Certificated Member AK

Eileen Sverchek ES

Sandee Sistek SS

School Advisory Council

Vote to delegate responsibilities to SSC

Results: T. Clark moved; S. Sistek 2nd; Motion approved

Election of SSC Officers

SSC President: ~~Mr. Ponomaroff~~ Mr. Perez

SSC Vice-President: Mrs. Hirase

SSC Secretary: Mrs. Clark

Annual Notifications

The packet is delivered to all parents at start of the year. Copies of all policies (Board Policy, Administrative Regulations (AR 1312.3 and 1312.4), Uniform complaint procedure, Williams Uniform complaint procedures) are available on the LMUSD website.

Review and Approvals

Bylaws Perez moved; ~~Byram~~ Byram moved; Sistek 2nd; approved

Parent Involvement Policy (See Handbook) Perez moved; Sverchek 2nd; approved

Safety Plan Byram moved; Sistek 2nd; approved

SPSA Byram moved; Hirase 2nd; approved

Plan and budget development explanation and review

Future meeting Dates (minimum of three additional dates)

7:30 a.m.

email dates

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Alejandra F Cuellar
Signature

Signature

Signature

Signature

Signature

Signature

Signature

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 11/2/17.

Attested:

Peter Ponomaroff
Typed Name of School Principal

Peter Ponomaroff
Signature of School Principal

11/2/17
Date

RALPH PEREZ
Typed Name of SSC Chairperson

Ralph Perez
Signature of SSC Chairperson

11/2/17
Date

HARLOE ELEMENTARY SCHOOL
SCHOOL SITE COUNCIL (SSC) MEETING
November 2, 2017

Attendance:

Peter Ponomaroff, Principal
Shannon Hirase, Parent member
Nicole Byram, Parent member
Ralph Perez, Parent member
Trina Clark, Classified staff member
Angie King, Certificated staff member
Eileen Sverchek, Certificated staff member
Sandee Sisteck, Certificated staff member

Meeting called to order at 7:30 am by P. Ponomaroff. Introductions of members.

School Advisory Council: T. Clark moved to delegate School Advisory Council (SAC) responsibilities to SSC. S. Sisteck 2nd motion. Motion approved.

Election of Officers: President, R. Perez; Vice-President, S. Hirase, Secretary, T. Clark

Annual Notifications: Copies of all policies (Board Policy, Administrative Regulations (AR 1312.3 and 1313.4), Uniform complaint procedure, Williams Uniform complaint procedures) are available on the LMUSD website. All SSC members notified.

Reviews and Approvals

Bylaws: N. Byram moved, S. Sisteck 2nd, motion approved

Parent Involvement Policy: (see handbook) add on line above box to check that policy was seen. R. Perez moved, E. Svercheck 2nd, motion approved.

Safety Plan: N. Byram moved, S. Hirase 2nd, motion approved.

Review and explanation of plan and budget development.

Future meeting dated to be determined and e-mailed to members.. 7:30 am start time. Meeting adjourned at 8:15 am.

Prepared by T. Clark, Secretary