

The Single Plan for Student Achievement

School: Harvest Elementary School
CDS Code: 10739650113993
District: Central Unified School District
Principal: Julie Shafer
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Harvest Elementary School's Vision and Mission Statements

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

Harvest Elementary School, named for the agriculture that is the economic base of the community, is located on the corner of Gettysburg and Bryan Ave. Built 11 years ago, Harvest currently educates approximately 744 students in grades Transitional Kindergarten through Sixth. Harvest is a Title 1 School with 67% of our students qualifying for free/reduced lunch. Harvest Elementary has 25 general education classrooms, 5 specialized academic instructors, one FCOE class and the only two Kindergarten SDC classes in the District. Staffing includes 30 classroom teachers, a Library Media Clerk, Psychologist, Nurse and Nurse Aide, three full time Custodians (1 day, 2 night), Principal Secretary, Clerk Typist II, Speech Teacher, 14 Instructional Aides, three Kitchen Staff, Technology Aide, two music instructors, a part time community liaison, Instructional Support Coach, Guidance Instructional Advisor and Principal.

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

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

GUIDING PRINCIPLES

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

School Profile

Progress Monitoring:

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

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Teacher survey: Teachers were given a needs survey on Math and ELA CCSS, and new EL standards. Teachers felt that they needed time with the new curriculum to learn components of each program. Teachers were in need of PD to support students' needs at their level indicated by PLC data and intervention strategies to help students improve. Teachers were also in need of planning time to develop units bundling Common Core State Standards to teach material in context and assess student knowledge in more authentic ways as well as learn the new curriculum. Further PD was requested for strategies to help our struggling and below grade level readers, servicing our English Learners, and increasing student questioning and discussion using higher levels of Depth of Knowledge (DOK).

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

The following assessments are used to monitor and report student and program improvement and or needs:

- Performance Level Reports from State testing (SBAC)
- District Grade Level Language, Writing and Math Benchmarks and Performance Tasks
- CELDT- California English Language Development Test (Fall for newcomers to school or the state) or ELPAC - English Language Proficiency Assessment for California (Spring for all EL students)
- DIBELS (3-6), Fountas & Pinnell (K-2 and students in reading intervention regardless of grade level), Lexia (all grade levels)
- Formative and summative assessments in the classrooms/Core curriculum embedded assessments

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

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

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

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

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

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

Staffing and Professional Development

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

All Central USD employees meet current requirements for employment. The term ‘highly qualified teacher’ was no longer applicable to districts as on May 2017. The district is currently waiting on approved language and definitions from both state and federal Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

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

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 40 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

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

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

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

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

R/LA:Core---Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

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

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

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

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

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

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

ELA

K-6 MaGraw Hill Wonders

ELD

K-6 MaGraw Hill Wonders

Social Studies

K-6 Houghton Mifflin

Mathematics

K-6 Pearson Envision

Pearson Investigation (K-5)

Carnegie (6th)

Science

K-6 Scott-Foresman

Goals for Materials:

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

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

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

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

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

According to the California Department of Education, the Academic Program Survey states that specific time should be made available for the following:

Math Core: kinder = 30 minutes, first-sixth = 60 minutes

Math Strategic: K-6 = additional 15-30 minutes (no more than two grade levels below)

RLA Core: kinder = 60 minutes, first-third = 2.5 hours, fourth-sixth = 2 hours

RLA Strategic: K-6 = additional 30 minutes (no more than two grade levels below)

ELD - Intensive English instruction at the English learner's level in K-6 = 15-30 minutes daily.

14. Research-based educational practices to raise student achievement

Research-based educational practices that are proven to be effective in raising student achievement are the foundation of the Central Way. Developed with input from every school team, the Central Way identifies key expectations for the practices of teachers as well as the practices of students that should be developed in order to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. The Central Way promotes teacher clarity, a research-based educational practice with the highest effect size (Hattie), through high-impact professional learning teams that rely on formative data to define progress and prescribe next steps for teaching and learning.

Parental Involvement

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

To assist our families, the school, and the community; parents are invited to participate in the following opportunities:

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

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

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

Funding

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

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

English Learners

Harvest Elementary School currently has over 108 designated English Learners (EL). All credentialed teachers hold a credential in LDS/CLAD/SDAIE/ELD to provide direct instruction to our English Language Learners. McGraw Hill Wonders ELD is our primary core ELD material used to address the needs of our EL students. English Language Development is mandatory for our EL students daily and instruction must be focused and specific to meet their targeted level of instruction. This is done by grouping similar levels of EL students and instruction is providing in their classroom by their homeroom teacher.

Educationally Disadvantaged Students

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

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

Gifted and Talented Education(GATE)

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

Categorical Funding

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

18. Fiscal support (EPC)

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

The SPSA is aligned with the goals and activities in the LEAP/LCAP Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEAP/LCAP Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Currently, there are over 744 students enrolled at Harvest. More than 108 students are identified as English Learners in CELDT stages 1-5. Additionally, 67% of our student population are identified as socio-economically disadvantaged, as determined by Harvest students' free and reduced lunch program. In addition, increased class sizes, technology and Common Core State Standards have created additional modifications to teaching and learning. Teacher capacity is consistently being built through staff development, coaching and observational feedback.

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	102	84	84	101	81	83	100	81	83	99.0	96.4	98.8
Grade 4	91	103	93	89	103	93	87	103	93	97.8	100	100
Grade 5	97	97	109	94	96	109	94	96	109	96.9	99	100
Grade 6	90	102	101	90	101	100	90	101	100	100.0	98.1	99
All Grades	380	386	387	374	381	385	371	381	385	98.4	98.4	99.5

* 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	2378.3	2403.4	2395.5	12	20	9.64	16	16	22.89	21	25	32.53	50	40	34.94
Grade 4	2418.9	2433.8	2448.1	8	19	13.98	21	16	30.11	20	20	23.66	48	45	32.26
Grade 5	2477.3	2477.8	2446.4	11	16	9.17	30	24	20.18	28	20	18.35	32	41	52.29
Grade 6	2490.0	2503.2	2500.7	6	10	14.00	29	27	19.00	38	35	40.00	28	29	27.00
All Grades	N/A	N/A	N/A	9	16	11.69	24	21	22.86	26	25	28.31	40	38	37.14

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	12	21	15.66	38	32	40.96	50	47	43.37	
Grade 4	13	16	19.35	32	37	45.16	55	48	35.48	
Grade 5	15	10	10.09	45	41	37.61	40	49	52.29	
Grade 6	10	11	13.00	43	39	56.00	47	50	31.00	
All Grades	12	14	14.29	40	37	44.94	48	49	40.78	

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	9	21	15.66	42	41	42.17	49	38	42.17
Grade 4	7	17	16.13	49	45	53.76	44	39	30.11
Grade 5	19	25	14.68	48	39	44.04	33	36	41.28
Grade 6	10	16	21.00	49	51	38.00	41	33	41.00
All Grades	11	19	16.88	47	44	44.42	42	36	38.70

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	10	10	12.05	54	72	68.67	36	19	19.28
Grade 4	7	13	10.75	66	71	66.67	28	17	22.58
Grade 5	9	10	12.84	63	64	55.05	29	26	32.11
Grade 6	7	13	9.00	69	69	66.00	24	18	25.00
All Grades	8	12	11.17	63	69	63.64	29	20	25.19

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	11	21	9.64	44	43	53.01	45	36	37.35
Grade 4	10	13	20.43	46	53	50.54	24	34	29.03
Grade 5	29	29	13.76	49	50	35.78	22	21	50.46
Grade 6	18	20	23.00	66	64	50.00	17	16	27.00
All Grades	17	20	16.88	51	53	46.75	27	26	36.36

Conclusions based on this data:

1. Fifth grade was the highest performing grade level with 40% achieving or surpassing standards for the overall student performance level. There is a great opportunity for our 6th graders this year to achieve standards by building on the foundation of their success last year.
2. Reading is the claim area needing the greatest improvement with 49% of 3-6th grade students scoring below standards. Our students need more opportunities working with non-fiction texts, academic vocabulary, and using literary features. Writing is the claim area that had the most growth for all grade levels with 63% of all students at or near the standard or exceeded the standard.
3. The listening domain was the area of the most success for students in grade 3-6th with 81% at or near the standard or exceeding the standard, which had a 10% increase from the previous year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

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	102	84	84	102	83	83	100	83	83	100.0	98.8	98.8
Grade 4	91	103	93	89	103	93	89	103	93	97.8	100	100
Grade 5	97	97	109	94	96	109	94	96	109	96.9	99	100
Grade 6	90	103	101	90	102	100	90	102	100	100.0	98.1	99
All Grades	380	387	387	375	384	385	373	384	385	98.7	99	99.5

* 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	2410.8	2421.3	2424.9	12	11	16.87	21	29	26.51	33	29	28.92	32	31	27.71
Grade 4	2439.6	2448.9	2459.0	2	10	8.60	30	17	26.88	31	47	44.09	36	26	20.43
Grade 5	2467.8	2470.0	2459.7	7	17	9.17	12	9	13.76	40	28	22.94	40	46	54.13
Grade 6	2481.6	2494.8	2482.0	7	6	15.00	17	25	9.00	33	37	29.00	43	32	47.00
All Grades	N/A	N/A	N/A	7	11	12.21	20	20	18.44	35	36	30.91	38	34	38.44

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	24	25	27.71	34	40	39.76	42	35	32.53
Grade 4	17	19	21.51	36	32	37.63	47	49	40.86
Grade 5	7	20	16.51	33	27	22.02	60	53	61.47
Grade 6	9	18	20.00	28	37	23.00	63	45	57.00
All Grades	14	20	21.04	33	34	29.87	53	46	49.09

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	17	14	19.28	48	58	51.81	35	28	28.92
Grade 4	8	11	18.28	40	44	48.39	52	46	33.33
Grade 5	9	15	7.34	46	30	38.53	46	55	54.13
Grade 6	11	8	14.00	41	52	38.00	48	40	48.00
All Grades	11	12	14.29	44	46	43.64	45	43	42.08

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	13	20	25.30	65	59	46.99	22	20	27.71
Grade 4	8	16	18.28	40	44	51.61	52	41	30.11
Grade 5	9	10	10.09	51	46	33.03	40	44	56.88
Grade 6	10	10	16.00	48	55	34.00	42	35	50.00
All Grades	10	14	16.88	51	51	40.78	39	36	42.34

Conclusions based on this data:

1. A significant opportunity for growth exists in Mathematics for our students with 70% of them scoring nearly met or not met. Harvest had a 4% increase in overall performance with students who met or exceeded standards compared to the previous year.
2. Communicating Reasoning was the most successful claim area for 3-6th grade with 65% of the students scoring at or near standard or above standard.
3. Concepts and Procedures is the area that has the potential for the most improvement with 54% of the students in grades 3-6th scoring at or near the standard or above the standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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		20	33	40	20	11	40	40	44				20	20	11
1	5	26	26	38	41	32	29	30	37	29	4				5
2				14	14	10	43	57	60	43	21	30		7	
3				11	14	25	44	57	58	33	29	8	11		8
4	13		29	25	14	57	38	57		25	29	14			
5	14		14	57	50	29		30	43	14	10	14	14	10	
6	33			33	50	33		17	50			17	33	33	
Total	7	11	16	32	32	27	29	39	43	22	12	10	9	7	4

Conclusions based on this data:

1. In 2016-17, Harvest's largest group of English Learners is the Intermediate group with 43%, with 11 students being Long Term English Learners.
2. Harvest has the potential to reclassify 43% of our EL students this year from grades K-6th for students who scored Early Advanced or Advanced.
3. The data shows that the students who are in the beginning(4%) and early intermediate (10%) bands are a small percentage, but span all grade levels which requires intensive, consistent ELD time to help them acquire skills.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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		9		22	13		24	34		32	16		22	28	
1	9	25		35	39		30	32		26	4				
2				13	14		38	57		38	21		13	7	
3				10	18		50	55		30	27		10		
4	11			22	13		33	63		33	25				
5	13			50	50			30		25	10		13	10	
6	33	11		44	44			22					22	22	
Total	6	10		27	26		26	39		28	13		13	12	

Conclusions based on this data:

1. The majority of our English Learners are in primary, grades K-3 and are at the earlier CELDT stages.
2. Kindergarten has the majority of our English Learners at 41 students and has the greatest potential to reclassify students the following year by focusing on speaking and listening skills.
3. 9 of the 15 EL students in grades 4th-6th were reclassified based on their CELDT status of Early Advanced or Advanced along with satisfactory progress in class and teacher recommendation.

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By June 2018, Harvest will increase each student's growth in reading at least by one year as measured by Fountas and Pinnell, Smarter Balanced Assessments and Common Assessments created by PLCs.
Data Used to Form this Goal:
Fountas and Pinnell 2016-17 end of year reporting <ul style="list-style-type: none">TK - 4 students need short term intervention, 7 students met expectations, 11 students exceeded expectations Kinder - 21 students need intensive intervention, 19 students need short term intervention, 25 students met expectations, 40 students exceeded expectations <ul style="list-style-type: none">1st - 22 students need intensive intervention, 6 students need short term intervention, 13 students met expectations, 40 students exceeded expectations2nd- 22 students need intensive intervention, 11 students need short term intervention, 11 students met expectations, 44 students exceeded expectations Benchmark #3 from 2016-17 <ul style="list-style-type: none">Kinder 7.2% not met, 14.4% approaching, 78.4% satisfactory1st grade 2.4% far below, 2.4% below basic, 11.8% basic, 30.6% proficient, 52.9% advanced - Writing PT - 7.1% below, 21.2% approaching, 57.69% meets, 14.1% exceeds2nd grade 12.8% below, 11.5% approaching, 38.5% meets, 37.2% exceeds -Writing PT - 25.3% below, 21.5% approaching, 35.4% meets, 17.7% exceedsDIBELS Beginning of the Year 2017= (19 students) 19% of students in 3rd grade, (16 students) 18% of students in 4th grade, (13 students) 21% of students in 5th grade, (19 students) 17% of students in 6th grade scored Intensive InterventionSBA Data 16-17 3rd grade Not Met 35%, Nearly Met 33%, Met 22%, Exceeded 10% 4th grade Not Met 32%, Nearly Met 24%, Met 30%, Exceeded 14% 5th grade Not Met 51%, Nearly Met 19%, Met 21%, Exceeded 9% 6th grade Not Met 27%, Nearly Met 40%, Met 19%, Exceeded 14% English Learners 3.3% (1/30 students) met or exceeded standards <ul style="list-style-type: none">Anecdotal data from grade level PLCs, writing samples, common assessments, co-plan/co-teach, and drop in observations

Findings from the Analysis of this Data:
School wide literacy across disciplines is needed. Co-plan, co-teach with intentional lesson design and unit mapping of CCSS is crucial to infuse non-fiction text and performance tasks with increased critical thinking and synthesis of information. Common assessments need to have increased rigor to provide students more opportunities to respond to questions that require synthesis of information and justification. School wide data monitoring is essential to track the progress of students and re-evaluate the effectiveness of intervention and supports that students are receiving. Refocusing PLCs to use data and monitor all students as a grade level will assist with this process. Students also need to understand the success criteria for their learning, the importance of why they are learning it and how to monitor their own learning to take ownership and be active participants.
Means of evaluating progress & group data needed to measure gains:
<p>Means of evaluating progress: F&P data (3 marks this year for students in K-2) (every 8 weeks for students in intervention) AR STAR Diagnostic (4 times a year) Guided Reading Anecdotal Notes (taken weekly per student) DIBELS (3-6 beginning and end of the year, progress monitored quarterly) District Adopted Core Curriculum Informal Assessments Lexia - completion/status reports signifying areas of weakness</p> <p>Group data needed to measure gains: ELA common assessments created by Harvest teachers Data reports for Benchmark ELA Exams 1, 2 and 3 Formative and summative assessments in ELA Intervention Data in ELA AR goal attainment Fountas & Pinnell K-2 DIBELS 3-6 SBA Data</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Harvest will have full implementation of District adopted materials, resources, guided reading materials and books that will meet the needs of all staff, students and community members for Tier 1.	2017-18 school year	Librarian Administration Teachers Students	Library books and resources	4000-4999: Books And Supplies	LCFF	4,700
			Books/resources/supplies and materials	4000-4999: Books And Supplies	LCFF-SLIP	1,412.38
			Guided Reading Resources/materials/supplies	4000-4999: Books And Supplies	LCFF	2,100

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Production of core materials	5000-5999: Services And Other Operating Expenditures	LCFF	4,000
Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.	2017-18 school year	Classroom Teachers Administration ISC Reading Intervention	Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	14,277
			Teaching Fellows to work with students under the supervision of our Reading Intervention Teacher to provide alternative supports based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	14,278
			Substitutes to provide release time for teachers to assess, review data, attend PD/Conferences/ coaching days /observations	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000
			Reading Intervention teacher to service identified students with alternative supports based on Tier 2 and Tier 3 student needs in 1st-6th	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,156
			Lexia purchased by After School Program (ASP) for intervention for K-6 along with guided reading groups from 3:15-6pm			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Partnership with high school for peer tutoring in Kinder classes in the afternoon to work on basic fundamentals of letter id, sounds, and sight words After school tutoring for Kinder in ELA for Tier 2 and 3 identified students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
Classified support staff to assist primary students (guided reading, small group instruction in ELA & Math, differentiation, and teacher support	2017-18 school year	Classroom Teacher Administration	Support staff for push in services in Kindergarten for 3 hours each day	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	50,000
Extend Library hours for the community and provide training to librarian to implement services	2017-18 school year	Administration	Library tech for extended hours to provide community access to books	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,160
			PD opportunities for librarian to provide extra support services	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	40
Technology to assist with instruction, progress monitoring and assessment to enhance student learning by providing equal access with presentations, research, and engagement opportunities.	2017-18 school year	Classroom Teachers Administration	Technology for the classrooms - to close achievement gap and provide interactive learning with technology integration.	4000-4999: Books And Supplies	Title I Part A: Allocation	28,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide Professional Development in the areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, and data teams/PLC's/planning days that will support building adult capacity when working with at risk and EL students.	2017-18 school year	Teachers Administration	Substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on a variety of topics all linking back to ELA or ELD	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,875
			Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,000
Professional development opportunities for administration and teachers to increase adult capacity with student engagement and ELA delivery.	2017-18 school year	Teacher Administration	Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	LCFF	2,000
			Purchase professional books/materials for adult learning	4000-4999: Books And Supplies	LCFF	280
			Substitutes for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF	2,000
Technology for the classrooms to implement instruction in Tier 1			Replacement technology	4000-4999: Books And Supplies	LCFF	4,000
			Technology for assessment	4000-4999: Books And Supplies	LCFF	4,000

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
Goal #1 - By June 2018, K-6 grade students will improve by a performance band in MATH as measured by SBAC, BMs and common assessments created by teachers and Admin for standards mastered. Goal #2 - By June 2018, K-6 grade students will increase their literacy in Math as measured by the justification provided in performance tasks using the District rubric on Benchmarks and SBAC.
Data Used to Form this Goal:
Benchmarks #3 16-17 school year <ul style="list-style-type: none">• Kinder - 4.0% needs improvement, 10.4% progressing, 85.6% satisfactory• 1st- 5.8% far below basic, 14.0% below basic, 18.6% basic, 19.8% proficient, 41.9% advanced• 2nd - 9.0% below, 19.2% approaching, 29.5% meets, 42.3% exceeds - Math PT - 35.4% not met, 20.3% nearly met, 5.1% met, 39.2% exceeds SBA Data 16-17 3rd grade Not Met 29%, Nearly met 27%, Met 27%, Exceeded 17% 4th grade Not Met 20%, Nearly Met 44%, Met 27%, Exceeded 9% 5th grade Not Met 53%, Nearly Met 24%, Met 14%, Exceeded 9% 6th grade Not Met 47%, Nearly Met 28%, Met 9%, Exceeded 16% English Learners 12.5% (4/29 students) Met or Exceeded Standards Common assessments, classroom observations, daily teacher monitoring, and performance tasks.
Findings from the Analysis of this Data:
Students need to become more literate in Math in order to justify their reasoning and articulate their procedural processes used to solve real world problems using the new common core standards. Students need a better understanding of the conceptual elements behind mathematical processes and a strong foundation in mathematical fluency and vocabulary in order to access the curriculum. Teachers also need to build their capacity in conceptualizing math concepts and how to facilitate math discourse in class.

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

Means of evaluating progress:

Assessments in Math - 80% or higher in school or classroom averages

- SBA
- District Benchmark Assessments
- Core Curriculum Embedded Assessments (created by teacher and admin)
- Formative Assessments daily/weekly show academic improvement
- Re-teaching in the classroom show academic improvement
- Progress Monitoring shows academic improvements in identified students
- Math fact fluency intervention

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implementation of Mind Institute ST Math and Brain Pop in grades TK-6. Progress Monitoring materials and rewards for ST Math milestones and program completion.	2017-18 school year	Classroom Teachers Instructional Coach Librarian Administration	Renew ST Math and Brain Pop	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6,092
			Provide progress monitoring materials and rewards for student completion.	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.	2017-18 school year	Instructional Coach Administration Teachers	Tutoring for identified students in Math by certificated staff	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,553
Target math fluency with school wide fluency time- first and second grade (addition/subtraction), third through sixth grade (multiplication/division)	2017-18 school year	Teachers Administration Instructional Coach	Provide flashcards to students and rewards for mastering math facts	4000-4999: Books And Supplies	Title I Part A: Allocation	2,300

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide Professional Development in Math for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, data teams/PLC's/planning days, and professional books that will support building adult capacity.	2017-18 school year	Administration ISC Teachers	Substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on literacy in math	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,500
			Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,000
Implement District adopted math curriculum, Pearson, utilize supplemental math materials to support common core and assessment.	2017-18 school year	Administration ISC Teachers	Production of supplemental math materials from Pearson	4000-4999: Books And Supplies	LCFF	4,575
Extended learning opportunities for identified students with coding to connect them to school and build technology literacy	2017-2018	Administration Technology Aide	Additional hours for Tech Aide to implement coding club	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,000

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
By June 2018, Harvest will move all students up at least one proficiency band as measured by CELDT/ELPAC, ELD Wonders assessments, and writing samples.
Data Used to Form this Goal:
CELDT Data 2017-18: Harvest has 67 EL students: 9 Beginners, 20 Early Advanced, 34 Intermediate, 4 Early Advanced - not including the 29 pending students (TK-6) SBAC - Compared to English Only Students - Average Performance Level of 3% <ul style="list-style-type: none">• English Learner average performance level 1.3 - ELA (22 students)• 5% standards met, 18% standards nearly met, 77% standards not met - ELA• English Learner average performance 1.4 - Math (22 students)• 5% standards exceeded, 0% standards met, 27% standards nearly met, 68% standards not met - Math Lesson design and planning specifically looking at EL supports and differentiation, classroom and ELD time observations, PLCs, F&P levels, DIBELS, EL Progress monitoring report and grades, SBAC, Reclassified progress monitoring and Long Term EL monitoring
Findings from the Analysis of this Data:
EL students met AMAO 1 targets but did not meet AMAO 2 targets last year. Students would benefit from more opportunities to speak, listen, read and write in class as well as in ELD instruction. Students and parents need to understand the CELDT and ELPAC systems and the requirements to exit. Staff needs a dedicated time to monitor EL students and discuss progress and intervention to accelerate English development.
Means of evaluating progress & group data needed to measure gains:
PLC meetings discussing EL students' data, CELDT training, ELD observations, Co-teach/co-plan, EL Professional Development, EL student goal setting with teachers and parents, EL PLCs

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Long term EL students will be in ASP program for literacy and math support and participate in additional opportunities/activities to develop English in school.	2017-18 school year	Administration Teachers Teaching Fellows/ASP	Supplemental materials for ELD instruction and materials for academically at risk study sessions	4000-4999: Books And Supplies	Title I Part A: Allocation	250
			Reading Intervention Teacher for extended learning opportunities with LTEL students on Wednesdays after school	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5783
EL students will take the CELDT/ELPAC to establish their level and look for growth.	2017-18 school year	Administration Teachers	Subs for CELDT/ELPAC training and testing, EL PD opportunities	1000-1999: Certificated Personnel Salaries	LCFF	3125
Communicate with families, goal setting with at risk students to understand criteria to be reclassified; ELD Parent Night.	2017-18 school year	Students Teachers Parents Administration	Materials for Parent Night, EL PDs	4000-4999: Books And Supplies	Title I Part A: Allocation	200
			Translator for ELD Parent Night, Parent Conferences or other school activities	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500
Provide rewards for students exiting the English Learner Program during Academic Awards Ceremony	2017-18 school year	Teachers Administration	Medals for students exiting the ELD program at each semester	4000-4999: Books And Supplies	Title I Part A: Allocation	200
Provide administration and teachers professional development opportunities to build adult capacity to work with at risk LTEL students	2017-18 school year	Teacher Administration	Substitutes for teachers to attend trainings/release time for teacher observation and planning	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			Professional development opportunities - registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
1. Create a safe learning environment and implement 3 tiers of PBIS as measured by Fresno County Office of Education rubric and surveys. 2. All students will participate in college, career, and community based activities and lessons. 3. Have all students participate in community service experiences for social emotional learning and creating positive impact for the community and school. 4. Raise and keep attendance percentages constant at 98% from 96.8%.
Data Used to Form this Goal:
Parent Survey Results <ul style="list-style-type: none">94.8% students feel safe at school94.3% students are recognized for their accomplishments93.9% parents feel welcomed on campus Attendance Data - lowest attended month =94%, highest attended month=96.8% Discipline - SWIS data referrals 2016-17 (top 3 offenses - defiance, disrespect, horseplay) Block H" award 23 students in 16-17 school year (criteria= athletics, academics, arts, community service available to 4-6th only) 2 school wide community service projects - Valley Children's Hospital and Letters to our Troops Student Leadership 28 students Bonner Character School, Healthy School Alliance/Let's Move Active School (Bronze), SMART ART Award (Bronze), PBIS Gold Level Class Observations, PLCs
Findings from the Analysis of this Data:
Teachers are implementing PBIS lessons in class monthly, school wide expectations are taught and being reinforced in Tier 1. Teachers are willing to try new strategies and need training on how to diffuse a situation along with Restorative Justice. The students now have a voice in how things are run at school with Student Leadership and Peer Mediation.

Continued improvement is needed to refine all Tiers of PBIS and support our neediest students.

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

PLCs, PD, District collaboratives, attendance data, drop in observation data, character education lessons and displays in classrooms, FCOE surveys and rubrics for implementation of PBIS, and parent surveys about the school.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Leadership Group (4-6th grade) to plan character lessons, during school activities, monthly school and community service projects.	2017-18 school year	Students Teachers Administration	Purchase materials for character lessons, school activities and supplies to build student capacity of leadership	4000-4999: Books And Supplies	LCFF	500
			Transportation to community service locations - Art of Life Healing Garden, Valley Children's Hospital	5000-5999: Services And Other Operating Expenditures	LCFF	500
Block "H" Award for 4-6 students - developing the whole student emphasizing academics, athletics, arts and community service.	2017-18 school year	Students Administration Block H Coordinator	Materials for Block H Award and ceremony	4000-4999: Books And Supplies	LCFF	1000
Implement Peer Mediation Program. Harvest will collaborate with Fresno State University.	2017-18 school year	Administration Christina Cisneros PBIS Team Peer Mediation Coordinators	Subs for teacher and student training and events/activities	1000-1999: Certificated Personnel Salaries	LCFF	375
			Purchase materials to conduct Peer Mediation	4000-4999: Books And Supplies	LCFF	100
Public recognition for attendance and student achievement with rewards and materials given to students.	2017-18 school year	Administration Teachers Leadership Students	Rewards for perfect attendance	4000-4999: Books And Supplies	LCFF	1000
			Provide rewards for students meeting and exceeding expectations with AR reading goals, ST Math.	4000-4999: Books And Supplies	LCFF	1000
Support safety plan with the purchase of communication devices, and safety materials	2017-18 school year	Administration Teachers	Safety equipment: radios, flashlights, first aid equipment, penny vests	4000-4999: Books And Supplies	LCFF	1850

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Support teacher professional development - goal setting for school wide goals and allow teachers opportunities to observe each other working to achieve the goal	2017-18 school year	Administration Teachers ISC	Roving subs to meet with teachers for goal setting	1000-1999: Certificated Personnel Salaries	LCFF	375
			Substitutes for teacher release to observe other teachers on site to work on goal areas	1000-1999: Certificated Personnel Salaries	LCFF	1000
Support PBIS expectations and recognition for all students. Provide intervention support for identified students.	2017-18 school year	Administration Teachers PBIS Team	Support staff for PBIS Tier 2 and Tier 3 behavior intervention	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500
			Materials to implement school expectations - Tier 1	4000-4999: Books And Supplies	LCFF	500
			Reward to acknowledge positive student behavior or goals met - Tier 1	4000-4999: Books And Supplies	LCFF	500
			Utilize the SWIS system to track behavior data - Tier 2 and 3	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	700
			Implement class circles in all 6th grade classes for social emotional learning - Tier 1	4000-4999: Books And Supplies	LCFF	200
Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground.	2017-18 school year	Administration	Classified support staff for supervision	2000-2999: Classified Personnel Salaries	LCFF	20,000
Provide opportunities for identified students (foster, at risk, LTEL, migrant, SED) students to participate in activities to develop the whole student to be prepared for college, career and community.	2017-18 school year	Administration	Transportation and or admission to provide educational experiences for students to provide equity	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
Create learning environments for students in the classroom for small group instruction and storage for	2017-18 school year	Administration	Furniture for classrooms - new or replacement	4000-4999: Books And Supplies	LCFF	1079.95

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
belongings.						
Provide community functions to increase involvement, school spirit and promote Health and Wellness	2017-18 school year	Administration	Supplies for community events	4000-4999: Books And Supplies	LCFF	1600

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By June of 2018, Harvest will increase parent participation in school events, school committees, and parent education classes by 20% as measured by sign in sheets and parent surveys.
Data Used to Form this Goal:
Observations, sign-in sheets for school functions, last year's activity list, parents surveys, teacher feedback, and SSC, ELAC, PTA notes and recommendations on the School's SPSA goals.
Findings from the Analysis of this Data:
Harvest needs more opportunities for parents to provide input, volunteer work, and classes to build their capacity and increase their involvement. Parents want to help their students at home but are unable to due to the CCSS shifts and need resources to assist them.
Means of evaluating progress & group data needed to measure gains:
Staff Survey Student Survey SWIS data collection Sign-in sheets Notes collected from meetings Activity List and School Functions Feedback and Evaluations from previous parent trainings

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parenting Classes ESL, Latino Literacy Project, PBS Family Nights, Internet Safety, Nutrition	2017-18 school year	Administration Community Liaison Parents	Purchase materials for parent workshops	4000-4999: Books And Supplies	Title I Parent Involvement	300

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Cost of classes and parent workshops		21st Family Literacy Grant	5500
			Hire bilingual interpreter for workshops and classes	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1171
			Provide educational family resources for attending classes to implement at home		21st Family Literacy Grant	1025
Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)	2017-18 school year	Administration Community Liaison Parents	Purchase books and resources for classes, other materials, food		21st Family Literacy Grant	1500
			EWA for bilingual liaison to deliver training		21st Family Literacy Grant	1500
			Provide educational family resources for attending		21st Family Literacy Grant	1000
			Provide childcare for trainings		21st Family Literacy Grant	500
			Provide refreshments for trainings		21st Family Literacy Grant	500
Lessons, activities, and projects to increase College/Career awareness.	2017-18 school year	Administration Teachers Community	Materials for lessons plans created for college and career awareness.	4000-4999: Books And Supplies	Title I Parent Involvement	241
			College Visitation to FSU with families - transportation, food, tour/class fee with ELF		21st Family Literacy Grant	3000
			College/Career Night - supplies		21st Family Literacy Grant	500
School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.	2017-18 school year	Administrations Teachers Parents Community Liaison	Materials and supplies for community events.	4000-4999: Books And Supplies	Title I Parent Involvement	300
			Primary Literacy Night Supplies for parents and students	4000-4999: Books And Supplies	21st Family Literacy Grant	200

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Adventure Day - Science, Math & Physical Activity Supplies	4000-4999: Books And Supplies	21st Family Literacy Grant	304
			Bricks for Kidz - STEM nights	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	1500
To develop a Parent-Education Resource Section in the school library at Harvest. Parent-Education resources would contain videos, books and other pertinent resources for parents and the community. Resources would provide parenting skills, as well as, ways to help their child in school and at home.	2017-18 school year	Administration Librarian	Resources for parent education	4000-4999: Books And Supplies	21st Family Literacy Grant	200

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	62,359.95	0.00
21st Family Literacy Grant	17,229.00	0.00
LCFF-SLIP	1412.38	0.00
Title I Part A: Allocation	211864.00	0.00
Title I Parent Involvement	2012.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	17,229.00
LCFF	62,359.95
LCFF-SLIP	1,412.38
Title I Part A: Allocation	211,864.00
Title I Parent Involvement	2,012.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,500.00
1000-1999: Certificated Personnel Salaries	87,242.00
2000-2999: Classified Personnel Salaries	26,831.00
4000-4999: Books And Supplies	63,392.33
5000-5999: Services And Other Operating Expenditures	94,095.00
5800: Professional/Consulting Services And Operating	8,292.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	21st Family Literacy Grant	13,525.00
	21st Family Literacy Grant	1,500.00
4000-4999: Books And Supplies	21st Family Literacy Grant	704.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF	6,875.00
2000-2999: Classified Personnel Salaries	LCFF	20,000.00
4000-4999: Books And Supplies	LCFF	28,984.95
5000-5999: Services And Other Operating	LCFF	6,500.00
4000-4999: Books And Supplies	LCFF-SLIP	1,412.38
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	80,367.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,660.00
4000-4999: Books And Supplies	Title I Part A: Allocation	31,450.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	87,595.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	6,792.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,171.00
4000-4999: Books And Supplies	Title I Parent Involvement	841.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	172,278.38
Goal: Mathematics	53,520.00
Goal: English Language Development	14,058.00
Goal: School Culture	35,779.95
Goal: Parent Engagement	19,241.00

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie Shafer	X				
Matt Pendola		X			
Anne Franco		X			
Dawn Donat		X			
Thidavone Torres			X		
Sarah Ruiz				X	
Jenna Bea				X	
Joseph Lopez				X	
Natasha Gridiron				X	
Raquel Flores				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)**:

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): Leadership Team PBIS Committee	_____ 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 10/17/2017.

Attested:

Julie Shafer _____
 Typed Name of School Principal Signature of School Principal Date

Anne Franco _____
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Name _____ Grade _____

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

Teacher's Pledge: I will

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

Teacher's Signature

Date

Student's Pledge: I will

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

Student's Signature

Date

Parent's Pledge: I will

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

Parent's Signature

Date

Harvest Elementary School 2017-2018
Title I School-Level Parental Involvement Policy

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

Involvement of Parents in the Title I Program Harvest

School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program
 - Parent Night on Thursday, September 7th @ 6pm
2. Offers a flexible number of meetings:
 - SSC- 4 times a year
 - ELAC-4 times a year
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of its Title I programs and the Title I parental involvement policy**
 - At SSC and ELAC meetings we discuss the parental policy and gather input
4. Provides parents of Title I students with timely information about Title I programs
 - Monthly School Newsletter
 - Phone dialers, text messages, emails
 - Fliers / Peachjar
 - Coffee with the Principal
 - Facebook
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
 - Back to School Night
 - Parent Conferences
 - SST meetings
 - Report Cards/Parent Portal/Feedback on Assessments/Rubrics
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
 - SSC
 - ELAC
 - Annual Title 1 Parent Meeting
 - Coffee with the Principal

*It may be helpful to include the policy review in the annual review of the Single Plan for Student Achievement.

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

School-Parent Compact

Harvest Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

Approved 9/19/17 SSC

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

Building Capacity for Involvement

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

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parent Conference Meeting
 - SST Meeting
 - Annual Title 1 Parent Meeting
 - Coffee with the Principal
 - Parent Portal training & access
 - Literacy and Math Nights
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
 - Provide parent computer training classes
 - English as a Second Language Class for Adults
 - Latino Literacy Project to assist with support reading in the home
 - Parenting classes – Internet Safety, Homework Help, Motivation, Positive Discipline, Nutrition
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
 - Teacher professional development
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - Parent Resource center in library
 - Community Liaison
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Newsletters, fliers, bulletins and E-Chalk are translated in other languages
6. Provides support for parental involvement activities requested by Title I parents.
 - Flexible scheduling
 - Classes and activities based on parent need and input
 - Interpreter
 - Child Care
 - Food

Accessibility

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

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

Parent Information and Resource Centers (PIRCs)

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

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

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at <http://www.bilingualeducation.org/programs/parent.php>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

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

<http://www.calpirc.org/>

Name _____ Grade _____

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

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- Make sure all students get help as soon as it's needed
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- Provide opportunities for parent volunteers and participation in their child's education
- Send home school information promptly

Teacher's Signature

Date

Student's Pledge: I will

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

Student's Signature

Date

Parent's Pledge: I will

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

Parent's Signature

Date

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	<i>Carolina Zandate</i> _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): Leadership Team PBIS Committee	<i>[Signature]</i> _____ 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 10/17/2017.

Attested:

Julie Shafer	<i>Julie Shafer</i>	10/10/17
Typed Name of School Principal	Signature of School Principal	Date
Anne Franco	<i>A. Franco</i>	10/10/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**Harvest Elementary ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 9/19/17**

Total Number of ELAC Members:

- _____ ELAC parents/guardians of English learners
- _____ ELAC parents/guardians of other students
- _____ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 6 ELAC parents/guardians of English learners
- _____ ELAC parents/guardians of other students
- 5 School staff

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is 11:

- Has been met
- Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9/19/17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:

The meeting was called to order at (time) 5:11 p.m. by (name)
Ms. Wendy Slack.

A quorum of the members was present. The principal welcomed all ELAC representatives as well as (names of guests).

2. Changes/Additions to the Meeting Agenda:

The following changes/additions were made to the agenda: No changes were made.

3. Secretary's Report:

No secretaries report due to this being the first meeting.

4. Committee Reports:

5. Public Comments:

*The following public comments were presented to the ELAC
Carolyn Zandate-What tests do the kinder and 1st grade students take, if all other grade levels are taking the SBAC?*

6. Unfinished Business:

7. New Business

- A. Guiding Principles
- B. Elect New Members-
 - Chairperson-Carolyn Zandate
 - Vice Chairperson- Lupe Chavarin
 - Secretary-Lisa Dauer
 - DELAC person-Eshrag Alzamzami
- C. Review of Bylaws
- D. Review of Officer Duties
- E. Programs
- F. SBAC
- G. Dates of meetings-10/17, 2/20, 5/22
- H. CELDT/LPAC-new incoming students take CELDT, existing students take LPAC
- I. ELD times-kinder 20 minutes daily, 1-6 30 minutes daily
- J. EL Goals-grow students 1 level in each area
- K. ELCAP-survey-this is for parents to have a voice
- L. Parent Involvement-we want to encourage parents to be involved in many different areas
- M. District parent education opportunities

8. Evaluation:

The chairperson or principal asks what the members liked and what the members would like to change about the meeting. Record member statements here.

9. Adjournment

The meeting was adjourned at __5:51p.m._____, with a reminder that our next ELAC meeting is on_10/17 @ 5:00_____.

Respectfully submitted,

Lisa Dauer

ELAC Secretary
9/25/17

(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)



Harvest
 English Learner Advisory Committee (ELAC) Meeting
 1st Quarter

Date of Posting: September 15, 2017 Meeting Date: September 19, 2017

Location: Library

Start time 5:00 pm

Ending Time: 6:00 pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members (Wendy Slack, Lisa Dauer, TBD, TBD, TBD). All staff, parents, and members of the public are invited to attend the meeting.

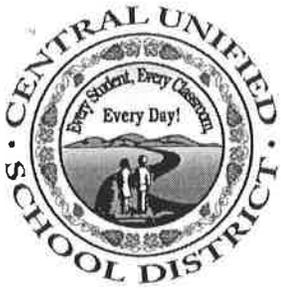
Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Slack	2 minutes
Roll Call—establish quorum	None	Slack	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Slack	1 minute
Secretary's Report	Approval/Amendments	Slack	0 minutes
Report of Officers, Standing & Special Committees	TBD	Slack	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Slack	10 minutes
Unfinished Business	TBD	Slack	0 minutes

<p>New Business</p> <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP k. CELDT review & student goal setting l. Parent Involvement Policy/Compact current year m. District Parent Education Opportunities n. Discuss future meeting dates, training, and agenda items. 	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion</p>	<p>Slack</p>	<p>2 min 2 min 2 min 2 min 5 min 2 min 2 min 5 min 5 min 2 min 2 min 1 min 2 min 2 min</p>
<p>Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn</p>	<p>Slack</p>	<p>1 minute</p>

List of handouts: e.g. Guiding Principles, by-laws, Site plan EL goals, .

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.



Harvest
Comité Asesor para Aprendices de Inglés (ELAC)
 1er Trimestre

Fecha de Publicación: Septiembre 15, 2017 Fecha de la Reunión: Septiembre 19, 2017
 Sitio: Biblioteca

Hora de Inicio: 5:00 pm

Hora de aplazamiento: 6:00 pm

Resultados: Los participantes podrán:

- Reconocer la importancia del los Principios Rectores de CUSD
- Explicar el propósito de ELAC
- Explicar las funciones y responsabilidades de los miembros de ELAC
- Elegir oficiales y representantes de DELAC
- Definir horarios y fechas de reuniones
- Recibir información de los estatutos, medidas de rendición de cuentas, Póliza de Participación de Padres, Oportunidades Educativas para Padres

Representantes y Personal: Miembros de ELAC: Wendy Slack, Lisa Dauer, TBD, TBD, TBD . Todo el personal, padres, y miembros del público están invitados a asistir a la reunión.

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Slack	2 minutos
Pasar lista- establecer quórum	Ninguna	Slack	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Slack	1 minuto
Reporte de la Secretaria	Enmiendas / Aprobación	Slack	0 minutos
Reportes de Oficiales del Comité	Pendiente	Slack	0 minutos
Comentarios del Publico (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión. Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Slack	10 minutos
Asuntos Pendientes	Pendiente	Slack	0 minutos

**SSC Member Sign In
Tuesday, September 19, 2017**

School Site: Harvest

DATE: 9/19/2017

	Name	Position	Sign In
1	Julie Shafer	Principal	<i>Julie Shafer</i>
2	Matt Pendola	Teacher-4 th Gr	<i>Matt Pendola</i>
3	Dawn Donat	Teacher- 5 th Gr	<i>Dawn Donat</i>
4	Anne Franco	Teacher-SDC K	<i>Anne Franco</i>
5	Pink Torres	ASP Director	

Parent Name	Sign In	Email
1 Natasha Gridiron		
2 Joseph Lopez	<i>Joseph Lopez</i>	
3 Jenna Bea	<i>Jenna Bea</i>	<i>jsbea@csufresno.edu</i>
4 Raquel Flores	<i>Raquel Flores</i>	<i>thefam7@sbcglobal.net</i>
5 Sarah Ruiz	<i>Sarah Ruiz</i>	<i>Sarah.Ruiz8@gmail.com</i>

Harvest Elementary

School Site Council (SSC) 1st Quarter Meeting/s

Date of Posting: 9/15/17

Meeting Date: 9/19/17

Location: Library

Starting Time: 4:00pm

Ending Time: 5:00pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members: Joseph Lopez, Natasha Gridiron, Jenna Bea, Sara Ruiz, Raquel Flores, Anne Franco, Matt Pendola, Dawn Donat, Julie Shafer, Thiadavone Torres Guests: Aiden Flores, Wendy Slack All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal until election of secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	TBD minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal until election of chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal until election of chairperson	0 minutes

<p>New Business</p> <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the SSC c. Review the duties of SSC members. d. By-laws e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: (see site bylaws) <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DAC representative o DAC alternate f. Academic progress report & discussion g. LCAP engagement, purpose, priorities & progress measures h. SPSA goals and results i. Review responsibility to seek input from ELAC for SPSA programs for ELs j. Receive input on Title I 1% parent involvement funding k. Advise on SPSA goals, tasks & expenditures l. District & Site parent education opportunities m. Review Parent Involvement Policy & Compact for current year n. School update o. Discuss future meeting dates, training, and agenda items. 	<p>Information & discussion.</p> <p>Discuss</p> <p>Discussion, nomination and election of officers.</p> <p>Information, discussion & approval.</p> <p>Information and discussion</p>	<p>Principal until chairperson is elected</p>	<p>45 minutes</p>
<p>Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn</p>	<p>Principal until election of chairperson</p>	<p>1 minute</p>

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Harvest ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
9/19/2017

1. Call the Meeting to Order:

- The meeting was called to order at 4:00pm by Julie Shafer. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Natashia Gridiron		1	Dawn Donat	Teacher	x
2	Joseph Lopez	x	2	Anne Franco	Teacher	x
3	Jenna Bea	x	3	Matt Pendola	Teacher	x
4	Raquel Flores	x	4	Thidavone Torres	Other	x
5	Sarah Ruiz	x	5	Julie Shafer	Principal	x

	Guest		Non member staff	Position
1	Aiden Flores (student)	1		
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 8 members are present, 2 members are absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.
 - Motion made to approve the agenda by Anne Franco
 - Second by Matt Pendola
 - Agenda approved – no modifications

4. Secretary's Report:

- No secretary report due to first meeting

5. Committee Reports:

- None at this time

6. Public Comment:

- Mr. Lopez – There isn't enough shade structures and it is a struggle for teachers and students to find a place to sit. What do we need to do to expand the shade structures?

7. Unfinished Business:

- No unfinished business

8. New Business

- a. CUSD Guiding Principles – Julie Shafer reviewed the District's Guiding Principles and the alignment across the District and how they impact decision making. (handout provided)
- b. Review the purpose of SSC – serves as the school community representative body for determining the focus of the school's academic instructional program, provides input on services and resources with the SPSA, required by ED Code with Title 1 funding
- c. Review the duties of SSC
 - Chairperson – presides over the SSC meetings, signs on behalf of SSC for communication
 - Vice Chairperson – completes duties of the chairperson in the event that they are unable to perform their duties
 - Secretary – keeps minutes over all meetings for SSC, furnish minutes and reports at meetings, keeps records and register of SSC members

- DAC representative – attends 4 District meetings to represent Harvest and reports information back to site from the meetings
 - DAC alternate – attends meetings if DAC representative is unable to perform duties
- d. Election of Officers
- Chairperson – Anne Franco – self nominated
 - Vice Chairperson – Jenna Bea– self nominated
 - Secretary – Julie Shafer – nominated by Jenna Bea
 - DAC rep – Sarah Ruiz – self nominated
 - Alternate DAC rep – Dawn Donat– self nominated
- e. By Laws – were reviewed and discussed – importance of attending the meetings was emphasized since a quorum is needed in order to vote. Changes can be made to the bylaws if the SSC deems there is a need to amend them but must have a quorum to do so (hand out given). Robert's Rules of Order were also given as a handout and explained that these were the guidelines on how to run a meeting with the verbage on how to make a motion.
- f. Academic progress report and discussion – Mrs. Shafer reported that the District was mailing the SBAC scores home. The SBAC test is much more comprehensive and requires students to do more in-depth analysis and synthesizing information along with justification to complete tasks instead of recalling information like CSTs. Mrs. Shafer also explained that SBAC requires students to continue to grow more each year academically. If a student grew 14 points in 3rd grade they could be proficient, but if they only grew 14 points in 4th grade they may fall to approaching standards.
- g. LCAP engagement, purpose, priorities and progress measures – Mrs. Shafer reported that each year the District looks for input from the community as stakeholders. It's an important meeting to help the District make goals for the year and allocate money to fund those goals. This past year there were community meetings held at site and at each middle school along with an emailed survey. Mrs. Shafer reported that turnout was low on site with only 4 parents and 1 at the middle school. Mrs. Flores stated that there are so many dialers and things coming home that parents are overwhelmed. She appreciates all forms of communication. Need to educate the community about what LCAP is and why the turnout is important. Is it possible about move the date of the meeting earlier in the year?
- h. Single Plan for Student Success - SPSA- Mrs. Shafer explained that this was a living document and that at each meeting we will review the Single Plan for Student Achievement. The SSC has an important role in the SPSA – input and feedback are essential to help guide what programs, resources and incentives the school will have. There are 5 main areas– ELA, Math, English Learners, Parent Engagement and School Culture – Title 1 status and data was reviewed in the SPSA to help give background information about where student achievement currently was at. Mrs. Shafer stated that the staff and parents at PTA provided initial input and currently money was earmarked for usage. Mr. Pendola stated that having a social worker a couple days of the week on site to help work with students who have high needs with social skills would be good to have for school culture. Mrs. Shafer stated that if there were ever any questions to please feel free to email or ask. The document will change throughout the year based on student needs.
Motion made by Anne Franco to approve the SPSA, seconded by Dawn Donat to accept SPSA.
Motion carried.
- i. Review responsibility to seek input form ELAC for SPSA programs for EL students – Mrs. Shafer went over the fact that ELAC meets after SSC and input is gathered from them on programs that they would like, parenting classes and incentives for our EL students. For example, last year parents wanted to recognize students for their hard work and a certificate was given at the end of the year. We have also talked about getting medals for the students. Our community liaison also helps parents communicate with families for conferences and does interpreting.
- j. Receive input on Title 1 – parent involvement funding – Currently the classes that are being offered were based off of input from ELAC as well as a survey that Yanet Gallegos administered to parents via phone along with dates and times that worked best. ESL and Latino Literacy classes are being offered this semester and parenting classes with PBS will be held in the Spring. Our hope is since PBS is well known more parents will get involved. Ms. Slack stated that Teague has had good success with their PBS classes. Mrs. Flores wondered why their turnout was different. Mrs. Shafer stated we will try and advertise it and get feedback, if it's unsuccessful we can try something else the following year. ESL has 15 parents enrolled and the Financial planning class that was held earlier in the year also had a good turnout.
- k. Safety Plan was given as a handout, in compliance with State and Federal laws. The Safety Plan is also available in the office for anyone to see. Most things are the same in the Safety Plan district wide but our evacuation sites vary. Harvest's primary evacuation site is to Glacier Point and our secondary site is to Koligian Stadium. We also conduct fire drills monthly, lockdown and earthquake

drills quarterly. The staff also participates in Run, Hide, Fight training for an active shooter. All staff on site have been trained in the safety plan. Each classroom has an emergency folder by the door with a roster, contacts, a first aid kit, radio and flashlight. Mrs. Flores asked in the event something happens can parents come and pull their students? Mrs. Shafer stated that a command center would be set up and the students would be released in an orderly fashion after the police gave us permission to do so. Mr. Pendola asked if inhalers were taken by the medical staff during an evaluation. Mrs. Shafer stated that she would follow up the nursing staff at the District and add this to the unfinished business section at the next meeting. A motion was made by Anne Franco, second by Dawn Donat to approve the Safety Plan. Motion carried.

- l. District & Site Parent Education Opportunities – Currently ESL classes are held on site on Tuesdays and Thursdays from 12-2pm in room 24. Free to all adults in our community. Mrs. Flores inquired how this was being communicated home. Mrs. Shafer stated that Yanet Gallegos, our community liaison calls families directly to invite them to attend. We are currently sending things out bilingually in Spanish. We are utilizing texts, phone dialers, emails, fliers.
- m. Parent Involvement Policy and Home School Parent Compact – handout given – changes were highlighted and pointed out that were new this year based off of feedback from the previous year's SSC meeting. Parent Involvement Policy is in our handbook and is available online and the compact is signed each year during Parent Teacher Conferences in October. Please review it. At the 3rd Quarter meeting we will look at any revisions that need to be made and approve it during the 4th quarter meeting.
- n. School Update – by student, Aiden Flores – XC, VB, football and cheer are going on right now for sports. Goodies with Grandparents is this Friday. We are also selling cookie dough for our PTA fundraiser. The school is participating in a community service project collecting books for Reading Heart. At the end of our collection each student will get to choose a book from the Reading Heart bus to take home as a thank you. Picture day is also next week Thursday.
- o. Future meeting dates were on the handout – All meetings will be at 4pm in the library
 - Oct. 17, 2017
 - Feb. 20, 2018
 - May 28, 2018

9. Evaluation & Adjournment:

- Participants completed the meeting evaluation form
- The Harvest SSC meeting was adjourned by Julie Shafer at 5:04pm

Respectfully submitted,

Julie Shafer

Julie Shafer
SSC Secretary
9/19/17

Budget By Expenditures

Harvest Elementary School

Funding Source: 21st Family Literacy Grant

\$17,229.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide educational family resources for attending classes to implement at home		\$1,025.00		Parenting Classes ESL, Latino Literacy Project, PBS Family Nights, Internet Safety, Nutrition
Purchase books and resources for classes, other materials, food		\$1,500.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
EWA for bilingual liaison to deliver training		\$1,500.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
Provide educational family resources for attending		\$1,000.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
Provide childcare for trainings		\$500.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
Provide refreshments for trainings		\$500.00		Parent Literacy classes provided by Latino Literacy Project (12 week course - 6 in Fall and 6 in Spring)
Cost of classes and parent workshops		\$5,500.00		Parenting Classes ESL, Latino Literacy Project, PBS Family Nights, Internet Safety, Nutrition
College Visitation to FSU with families - transportation, food, tour/class fee with ELF		\$3,000.00		Lessons, activities, and projects to increase College/Career awareness.
College/Career Night - supplies		\$500.00		Lessons, activities, and projects to increase College/Career awareness.
Primary Literacy Night Supplies for parents and students	4000-4999: Books And Supplies	\$200.00		School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.
Adventure Day - Science, Math & Physical Activity Supplies	4000-4999: Books And Supplies	\$304.00		School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.

Harvest Elementary School

Bricks for Kidz - STEM nights	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.
Resources for parent education	4000-4999: Books And Supplies	\$200.00	To develop a Parent-Education Resource Section in the school library at Harvest. Parent-Education resources would contain videos, books and other pertinent resources for parents and the community. Resources would provide parenting skills, as well as, ways to help their child in school and at home.
21st Family Literacy Grant Total Expenditures:		\$17,229.00	
21st Family Literacy Grant Allocation Balance:		\$0.00	

Funding Source: LCFF

\$62,359.95 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library books and resources	4000-4999: Books And Supplies	\$4,700.00	English Language Arts	Harvest will have full implementation of District adopted materials, resources, guided reading materials and books that will meet the needs of all staff, students and community members for Tier 1.
Materials to implement school expectations - Tier 1	4000-4999: Books And Supplies	\$500.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Reward to acknowledge positive student behavior or goals met - Tier 1	4000-4999: Books And Supplies	\$500.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Implement class circles in all 6th grade classes for social emotional learning - Tier 1	4000-4999: Books And Supplies	\$200.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Classified support staff for supervision	2000-2999: Classified Personnel Salaries	\$20,000.00	School Culture	Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground.
Furniture for classrooms - new or replacement	4000-4999: Books And Supplies	\$1,079.95	School Culture	Create learning environments for students in the classroom for small group instruction and storage for belongings.
Supplies for community events	4000-4999: Books And Supplies	\$1,600.00	School Culture	Provide community functions to increase involvement, school spirit and promote Health and Wellness

Harvest Elementary School

Guided Reading Resources/materials/supplies	4000-4999: Books And Supplies	\$2,100.00	English Language Arts	Harvest will have full implementation of District adopted materials, resources, guided reading materials and books that will meet the needs of all staff, students and community members for Tier 1.
Production of core materials	5000-5999: Services And Other Operating Expenditures	\$4,000.00	English Language Arts	Harvest will have full implementation of District adopted materials, resources, guided reading materials and books that will meet the needs of all staff, students and community members for Tier 1.
Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Professional development opportunities for administration and teachers to increase adult capacity with student engagement and ELA delivery.
Purchase professional books/materials for adult learning	4000-4999: Books And Supplies	\$280.00	English Language Arts	Professional development opportunities for administration and teachers to increase adult capacity with student engagement and ELA delivery.
Substitutes for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	Professional development opportunities for administration and teachers to increase adult capacity with student engagement and ELA delivery.
Replacement technology	4000-4999: Books And Supplies	\$4,000.00	English Language Arts	Technology for the classrooms to implement instruction in Tier 1
Technology for assessment	4000-4999: Books And Supplies	\$4,000.00	English Language Arts	Technology for the classrooms to implement instruction in Tier 1
Production of supplemental math materials from Pearson	4000-4999: Books And Supplies	\$4,575.00	Mathematics	Implement District adopted math curriculum, Pearson, utilize supplemental math materials to support common core and assessment.
Subs for CELDT/ELPAC training and testing, EL PD opportunities	1000-1999: Certificated Personnel Salaries	\$3,125.00	English Language Development	EL students will take the CELDT/ELPAC to establish their level and look for growth.
Purchase materials for character lessons, school activities and supplies to build student capacity of leadership	4000-4999: Books And Supplies	\$500.00	School Culture	Student Leadership Group (4-6th grade) to plan character lessons, during school activities, monthly school and community service projects.
Transportation to community service locations - Art of Life Healing Garden, Valley Children's Hospital	5000-5999: Services And Other Operating Expenditures	\$500.00	School Culture	Student Leadership Group (4-6th grade) to plan character lessons, during school activities, monthly school and community service projects.
Materials for Block H Award and ceremony	4000-4999: Books And Supplies	\$1,000.00	School Culture	Block "H" Award for 4-6 students - developing the whole student emphasizing academics, athletics, arts and community service.
Subs for teacher and student training and events/activities	1000-1999: Certificated Personnel Salaries	\$375.00	School Culture	Implement Peer Mediation Program. Harvest will collaborate with Fresno State University.

Harvest Elementary School

Purchase materials to conduct Peer Mediation	4000-4999: Books And Supplies	\$100.00	School Culture	Implement Peer Mediation Program. Harvest will collaborate with Fresno State University.
Rewards for perfect attendance	4000-4999: Books And Supplies	\$1,000.00	School Culture	Public recognition for attendance and student achievement with rewards and materials given to students.
Provide rewards for students meeting and exceeding expectations with AR reading goals, ST Math.	4000-4999: Books And Supplies	\$1,000.00	School Culture	Public recognition for attendance and student achievement with rewards and materials given to students.
Safety equipment: radios, flashlights, first aid equipment, penny vests	4000-4999: Books And Supplies	\$1,850.00	School Culture	Support safety plan with the purchase of communication devices, and safety materials
Roving subs to meet with teachers for goal setting	1000-1999: Certificated Personnel Salaries	\$375.00	School Culture	Support teacher professional development - goal setting for school wide goals and allow teachers opportunities to observe each other working to achieve the goal
Substitutes for teacher release to observe other teachers on site to work on goal areas	1000-1999: Certificated Personnel Salaries	\$1,000.00	School Culture	Support teacher professional development - goal setting for school wide goals and allow teachers opportunities to observe each other working to achieve the goal

LCFF Total Expenditures: \$62,359.95

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,412.38 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books/resources/supplies and materials	4000-4999: Books And Supplies	\$1,412.38	English Language Arts	Harvest will have full implementation of District adopted materials, resources, guided reading materials and books that will meet the needs of all staff, students and community members for Tier 1.

LCFF-SLIP Total Expenditures: \$1,412.38

LCFF-SLIP Allocation Balance: \$0.00

Harvest Elementary School

Funding Source: Title I Part A: Allocation

\$211,864.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize the SWIS system to track behavior data - Tier 2 and 3	5800: Professional/Consulting Services And Operating Expenditures	\$700.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Transportation and or admission to provide educational experiences for students to provide equity	5000-5999: Services And Other Operating Expenditures	\$1,000.00	School Culture	Provide opportunities for identified students (foster, at risk, LTEL, migrant, SED) students to participate in activities to develop the whole student to be prepared for college, career and community.
Support staff for PBIS Tier 2 and Tier 3 behavior intervention	1000-1999: Certificated Personnel Salaries	\$2,500.00	School Culture	Support PBIS expectations and recognition for all students. Provide intervention support for identified students.
Materials for Parent Night, EL PDs	4000-4999: Books And Supplies	\$200.00	English Language Development	Communicate with families, goal setting with at risk students to understand criteria to be reclassified; ELD Parent Night.
Translator for ELD Parent Night, Parent Conferences or other school activities	2000-2999: Classified Personnel Salaries	\$500.00	English Language Development	Communicate with families, goal setting with at risk students to understand criteria to be reclassified; ELD Parent Night.
Medals for students exiting the ELD program at each semester	4000-4999: Books And Supplies	\$200.00	English Language Development	Provide rewards for students exiting the English Learner Program during Academic Awards Ceremony
Substitutes for teachers to attend trainings/release time for teacher observation and planning	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Development	Provide administration and teachers professional development opportunities to build adult capacity to work with at risk LTEL students
Professional development opportunities - registration	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Development	Provide administration and teachers professional development opportunities to build adult capacity to work with at risk LTEL students
Additional hours for Tech Aide to implement coding club	2000-2999: Classified Personnel Salaries	\$2,000.00	Mathematics	Extended learning opportunities for identified students with coding to connect them to school and build technology literacy
Supplemental materials for ELD instruction and materials for academically at risk study sessions	4000-4999: Books And Supplies	\$250.00	English Language Development	Long term EL students will be in ASP program for literacy and math support and participate in additional opportunities/activities to develop English in school.
Reading Intervention Teacher for extended learning opportunities with LTEL students on Wednesdays after school	1000-1999: Certificated Personnel Salaries	\$5,783.00	English Language Development	Long term EL students will be in ASP program for literacy and math support and participate in additional opportunities/activities to develop English in school.

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Renew ST Math and Brain Pop	5800: Professional/Consulting Services And Operating Expenditures	\$6,092.00	Mathematics	Implementation of Mind Institute ST Math and Brain Pop in grades TK-6. Progress Monitoring materials and rewards for ST Math milestones and program completion.
Provide progress monitoring materials and rewards for student completion.	4000-4999: Books And Supplies	\$500.00	Mathematics	Implementation of Mind Institute ST Math and Brain Pop in grades TK-6. Progress Monitoring materials and rewards for ST Math milestones and program completion.
Tutoring for identified students in Math by certificated staff	1000-1999: Certificated Personnel Salaries	\$33,553.00	Mathematics	Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Provide flashcards to students and rewards for mastering math facts	4000-4999: Books And Supplies	\$2,300.00	Mathematics	Target math fluency with school wide fluency time- first and second grade (addition/subtraction), third through sixth grade (multiplication/division)
Substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on literacy in math	1000-1999: Certificated Personnel Salaries	\$2,500.00	Mathematics	Provide Professional Development in Math for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, data teams/PLC's/planning days, and professional books that will support building adult capacity.
Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Mathematics	Provide Professional Development in Math for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, data teams/PLC's/planning days, and professional books that will support building adult capacity.
Teaching Fellows to allow classroom teachers time to provide differentiated instruction based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	\$14,277.00	English Language Arts	Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Teaching Fellows to work with students under the supervision of our Reading Intervention Teacher to provide alternative supports based on Tier 2 and Tier 3 student needs	5000-5999: Services And Other Operating Expenditures	\$14,278.00	English Language Arts	Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Substitutes to provide release time for teachers to assess, review data, attend PD/Conferences/ coaching days /observations	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Reading Intervention teacher to service identified students with alternative supports based on Tier 2 and Tier 3 student needs in 1st-6th	1000-1999: Certificated Personnel Salaries	\$20,156.00	English Language Arts	Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.

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After school tutoring for Kinder in ELA for Tier 2 and 3 identified students	1000-1999: Certificated Personnel Salaries	\$5,000.00	English Language Arts	Provide Intervention Support for identified students (foster, at risk, LTEL, migrant, SED students) during the school day, and before and after-school.
Support staff for push in services in Kindergarten for 3 hours each day	5000-5999: Services And Other Operating Expenditures	\$50,000.00	English Language Arts	Classified support staff to assist primary students (guided reading, small group instruction in ELA & Math, differentiation, and teacher support
Library tech for extended hours to provide community access to books	2000-2999: Classified Personnel Salaries	\$3,160.00	English Language Arts	Extend Library hours for the community and provide training to librarian to implement services
PD opportunities for librarian to provide extra support services	5000-5999: Services And Other Operating Expenditures	\$40.00	English Language Arts	Extend Library hours for the community and provide training to librarian to implement services
Technology for the classrooms - to close achievement gap and provide interactive learning with technology integration.	4000-4999: Books And Supplies	\$28,000.00	English Language Arts	Technology to assist with instruction, progress monitoring and assessment to enhance student learning by providing equal access with presentations, research, and engagement opportunities.
Substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on a variety of topics all linking back to ELA or ELD	1000-1999: Certificated Personnel Salaries	\$4,875.00	English Language Arts	Provide Professional Development in the areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, and data teams/PLC's/planning days that will support building adult capacity when working with at risk and EL students.
Professional development opportunities for staff	5000-5999: Services And Other Operating Expenditures	\$4,000.00	English Language Arts	Provide Professional Development in the areas of ELA/ELD for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, and data teams/PLC's/planning days that will support building adult capacity when working with at risk and EL students.

Title I Part A: Allocation Total Expenditures: \$211,864.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$2,012.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials for parent workshops	4000-4999: Books And Supplies	\$300.00		Parenting Classes ESL, Latino Literacy Project, PBS Family Nights, Internet Safety, Nutrition

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Materials and supplies for community events.	4000-4999: Books And Supplies	\$300.00	School activities to increase community involvement. Have family science, math, literacy and physical activity events throughout the year to increase parents' ability to work with students at home.
Hire bilingual interpreter for workshops and classes	2000-2999: Classified Personnel Salaries	\$1,171.00	Parenting Classes ESL, Latino Literacy Project, PBS Family Nights, Internet Safety, Nutrition
Materials for lessons plans created for college and career awareness.	4000-4999: Books And Supplies	\$241.00	Lessons, activities, and projects to increase College/Career awareness.

Title I Parent Involvement Total Expenditures:	\$2,012.00
Title I Parent Involvement Allocation Balance:	\$0.00
Harvest Elementary School Total Expenditures:	\$294,877.33