

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Frances Ellen Watkins Harper Junior High School
<b>Address</b>	4000 East Covell Blvd. Davis, CA 95618
<b>County-District-School (CDS) Code</b>	57726780106674
<b>Principal</b>	Ms. Kerin Kelleher
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	May 9, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	June 22, 2017

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Stakeholder Involvement ..... 4
- School and Student Performance Data ..... 5
  - Student Enrollment.....5
  - CAASPP Results.....7
  - ELPAC Results ..... 11
  - Student Population ..... 13
  - Overall Performance ..... 14
  - Academic Performance ..... 15
  - Academic Engagement ..... 21
  - Conditions & Climate.....24
- Goals, Strategies, & Proposed Expenditures.....26
  - Goal 1 ..... 26
  - Goal 2..... 30
  - Goal 3..... 34
  - Goal 4..... 37
  - Goal 5..... 42
  - Goal 6..... 49
  - Goal 7 ..... 52
  - Goal 8..... 54
- Annual Review and Update ..... 56
  - Goal 1 ..... 56
  - Goal 2..... 61
  - Goal 3..... 64
  - Goal 4..... 67
  - Goal 5..... 71
  - Goal 6..... 77
  - Goal 7 ..... 79
  - Goal 8..... 81
- Budget Summary and Consolidation ..... 83
  - Budget Summary ..... 83
  - Allocations by Funding Source..... 83
  - Expenditures by Funding Source ..... 84

Expenditures by Budget Reference .....85  
Expenditures by Budget Reference and Funding Source .....86  
School Site Council Membership .....87  
Recommendations and Assurances .....88  
Addendum.....89  
Instructions: Linked Table of Contents .....89  
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....92  
Appendix B: Select State and Federal Programs.....94

# School Vision and Mission

In 2011, the staff revised the previous mission statement to: "Harper Junior High School: A caring community, inspiring everyone to learn, achieve, and thrive." Working in professional learning communities the staff is focused on each grade level's developmental stages and specific activities which are planned for each grade level. There is also a great deal of attention given to high academic achievement and college readiness for all students. We believe we are all literacy teachers at Harper! All freshmen complete the Freshman Showcase where they compile a portfolio that features samples of their work, assessments, artifacts from projects, and reflective writing. In the spring, students deliver a culminating presentation to a panel consisting of staff, parents and community members.

# School Profile

Frances Ellen Harper Junior High School is a comprehensive secondary school that serves students in grades 7-9. The school includes nearly 640 students, 42 teachers, 2 counselors, .5 librarian, 1 library tech, 4 office personnel and 18 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, cross-age tutoring, leadership and world language. Students may also enroll in special support classes such as AVID, Reading, Writing, Math Tech, ELD, and Bridge.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.2%	0.16%		1	1
African American	2.9%	2.7%	3.01%	18	17	19
Asian	16.6%	17.3%	16.80%	103	110	106
Filipino	1.1%	0.6%	0.95%	7	4	6
Hispanic/Latino	25.7%	28.1%	26.31%	160	179	166
Pacific Islander	%	0.3%	0.32%		2	2
White	48.9%	46.4%	46.91%	304	295	296
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				622	636	631

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	208	218	202
Grade 8	201	212	223
Grade 9	213	206	206
<b>Total Enrollment</b>	622	636	631

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	50	51	46	8.0%	8.0%	7.3%
Fluent English Proficient (FEP)	131	146	133	21.1%	23.0%	21.1%
Reclassified Fluent English Proficient (RFEP)	7	8	10	13.0%	16.0%	19.6%

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	215	223	203	204	210	195	202	209	195	94.9	94.2	96.1
Grade 8	198	212	219	189	204	203	189	204	203	95.5	96.2	92.7
All Grades	413	435	422	393	414	398	391	413	398	95.2	95.2	94.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2585.	2580.	2573.	28	25.84	23.59	37	41.15	43.08	23	16.27	13.85	12	16.75	19.49
Grade 8	2573.	2581.	2586.	19	23.04	26.60	35	35.78	34.98	24	20.10	16.75	22	21.08	21.67
All Grades	N/A	N/A	N/A	24	24.46	25.13	36	38.50	38.94	24	18.16	15.33	17	18.89	20.60

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	35	37.80	35.90	45	43.54	42.05	20	18.66	22.05	
Grade 8	31	35.29	33.00	46	40.69	41.50	23	24.02	25.50	
All Grades	33	36.56	34.43	46	42.13	41.77	22	21.31	23.80	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	42	42.58	37.95	44	41.63	43.08	14	15.79	18.97
Grade 8	29	35.47	37.00	46	43.84	42.50	25	20.69	20.50
All Grades	36	39.08	37.47	45	42.72	42.78	19	18.20	19.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	29	24.88	18.97	65	63.64	67.69	6	11.48	13.33
Grade 8	22	24.02	24.50	64	62.25	62.00	14	13.73	13.50
All Grades	25	24.46	21.77	64	62.95	64.81	10	12.59	13.42

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 7</b>	39	41.15	35.90	46	41.15	49.74	15	17.70	14.36
<b>Grade 8</b>	30	31.03	40.00	47	47.78	39.50	24	21.18	20.50
<b>All Grades</b>	35	36.17	37.97	46	44.42	44.56	19	19.42	17.47

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	215	223	203	205	218	197	205	218	197	95.3	97.8	97
Grade 8	198	212	219	196	206	205	195	206	205	99	97.2	93.6
All Grades	413	435	422	401	424	402	400	424	402	97.1	97.5	95.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2582.	2584.	2585.	35	35.78	37.06	25	23.85	26.40	20	22.02	14.72	19	18.35	21.83
Grade 8	2570.	2596.	2591.	34	35.92	39.02	17	20.87	16.59	16	16.99	18.05	32	26.21	26.34
All Grades	N/A	N/A	N/A	35	35.85	38.06	22	22.41	21.39	19	19.58	16.42	26	22.17	24.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	44	46.79	48.22	28	29.82	22.84	27	23.39	28.93
Grade 8	42	45.15	43.41	23	25.73	23.90	35	29.13	32.68
All Grades	43	45.99	45.77	26	27.83	23.38	31	26.18	30.85

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	42	38.99	39.59	44	37.61	44.16	14	23.39	16.24
Grade 8	32	34.47	40.00	42	40.78	38.05	27	24.76	21.95
All Grades	37	36.79	39.80	43	39.15	41.04	20	24.06	19.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	40	37.16	39.09	42	49.08	45.69	18	13.76	15.23
Grade 8	29	38.83	42.44	43	38.83	37.07	28	22.33	20.49
All Grades	35	37.97	40.80	42	44.10	41.29	23	17.92	17.91

**Conclusions based on this data:**

1.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1534.7	1525.4	1543.5	15
Grade 8	1503.5	1486.3	1520.1	13
Grade 9	1552.9	1553.3	1551.9	14
All Grades				42

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*	*	*	15
Grade 8	*	*	*	*	*	*	*	*	13
Grade 9	*	*	*	*	*	*	*	*	14
All Grades	14	33.33	11	26.19	*	*	*	*	42

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*	*	*	15
Grade 8	*	*	*	*	*	*	*	*	13
Grade 9	*	*	*	*	*	*	*	*	14
All Grades	21	50.00	*	*	*	*	*	*	42

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*	*	*	15
Grade 8	*	*	*	*	*	*	*	*	13
Grade 9			*	*	*	*	*	*	14
All Grades	*	*	*	*	15	35.71	13	30.95	42

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	*	*	15
Grade 8	*	*	*	*	*	*	13
Grade 9	*	*	*	*	*	*	14
All Grades	14	33.33	18	42.86	*	*	42

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	11	73.33	*	*	*	*	15
Grade 8	*	*	*	*	*	*	13
Grade 9	*	*	*	*	*	*	14
All Grades	27	64.29	*	*	*	*	42

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	*	*	15
Grade 8	*	*	*	*	*	*	13
Grade 9	*	*	*	*	*	*	14
All Grades	*	*	13	30.95	21	50.00	42

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	*	*	15
Grade 8	*	*	*	*	*	*	13
Grade 9	*	*	*	*	*	*	14
All Grades	*	*	26	61.90	*	*	42

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>631</b>	<b>28.5%</b>	<b>7.3%</b>	<b>0.2%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	7.3%
Foster Youth	1	0.2%
Homeless	2	0.3%
Socioeconomically Disadvantaged	180	28.5%
Students with Disabilities	70	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.0%
American Indian	1	0.2%
Asian	106	16.8%
Filipino	6	1.0%
Hispanic	166	26.3%
Two or More Races	35	5.5%
Pacific Islander	2	0.3%
White	296	46.9%

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Green</p>	<p><b>Chronic Absenteeism</b></p>  <p>Orange</p>	<p><b>Suspension Rate</b></p>  <p>Orange</p>
<p><b>Mathematics</b></p>  <p>Green</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 21.1 points above standard Maintained -2.4 points 385 students	<p><b>English Learners</b></p>  Red 75.4 points below standard Declined -5 points 59 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 66.8 points below standard Declined -13.5 points 107 students	<p><b>Students with Disabilities</b></p>  Red 108.1 points below standard Maintained 0.1 points 46 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">54.1 points below standard</span> Declined -20.1 points  16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1 students	 Green <span style="background-color: #e1eef6; padding: 2px;">50.1 points above standard</span> Declined -21.2 points  56 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e1eef6; padding: 2px;">42.7 points below standard</span> Declined -4.9 points  106 students	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">62.9 points above standard</span> Increased 7.5 points  27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2 students	 Blue <span style="background-color: #e1eef6; padding: 2px;">51.9 points above standard</span> Increased 12.2 points  172 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">118 points below standard</span> Increased 66.8 points  17 students	<span style="background-color: #e1eef6; padding: 2px;">58.2 points below standard</span> Declined -14.8 points  42 students	<span style="background-color: #e1eef6; padding: 2px;">38.6 points above standard</span> Maintained 1.5 points  279 students

**Conclusions based on this data:**

- 1.

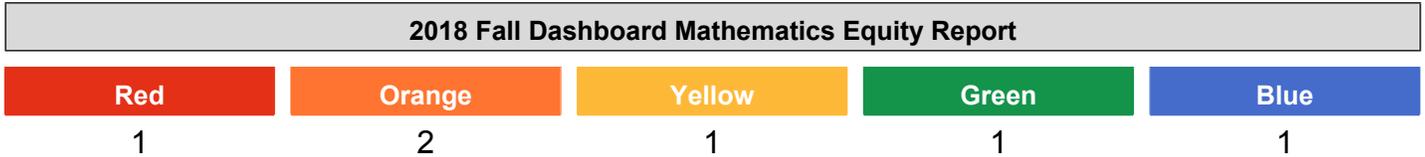
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 15.2 points above standard Declined -4 points 382 students	<p><b>English Learners</b></p>  Orange 76.3 points below standard Declined -5.8 points 58 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 90 points below standard Declined -11.8 points 105 students	<p><b>Students with Disabilities</b></p>  Red 131.9 points below standard Declined -39.1 points 45 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 91.4 points below standard Declined -41.8 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 75.5 points above standard Declined -10.7 points 56 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65.7 points below standard Increased 7.9 points 104 students	 No Performance Color 61.7 points above standard Declined -22.1 points 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 48 points above standard Increased 4.9 points 171 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.9 points below standard Increased 81.5 points 17 students	63.9 points below standard Declined -21.7 points 41 students	28.8 points above standard Declined -6.5 points 279 students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
42	33.3%	26.2%	21.4%	19%

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

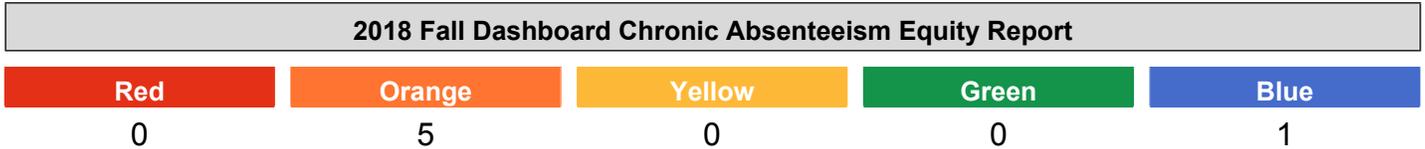
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7.7% chronically absent Increased 1.7% 439 students	<p><b>English Learners</b></p>  Orange 8.6% chronically absent Increased 6.1% 35 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 16.8% chronically absent Increased 3.3% 137 students	<p><b>Students with Disabilities</b></p>  Orange 17% chronically absent Increased 3.9% 53 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 11.8% chronically absent Increased 4.6% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 1.5% chronically absent Declined 0.8% 66 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.2% chronically absent Increased 3.6% 125 students	 No Performance Color 3.6% chronically absent Increased 3.6% 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 8.2% chronically absent Increased 1% 194 students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

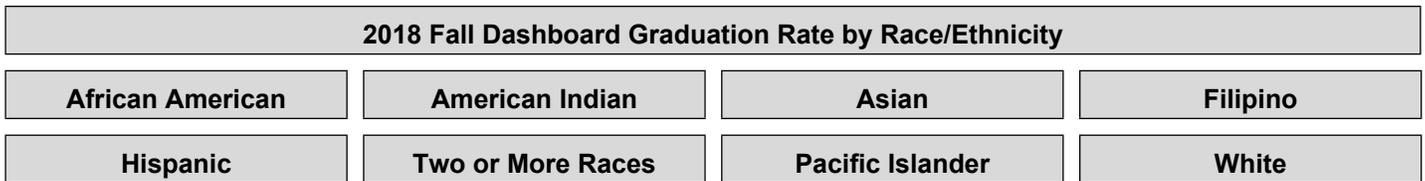
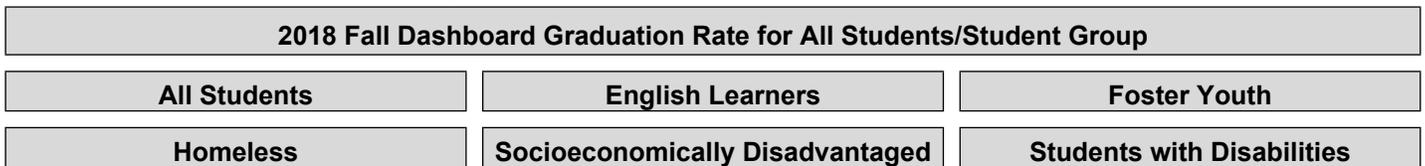
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

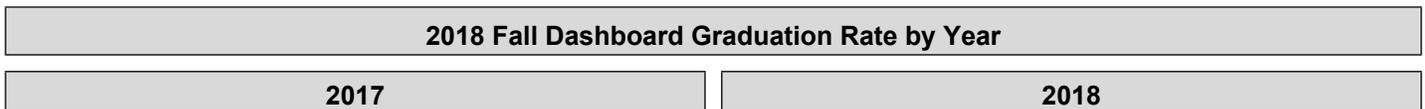
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

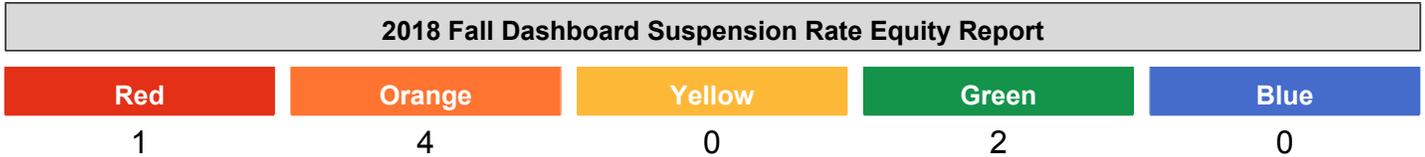
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 3.8% suspended at least once Increased 0.6% 661 students	<p><b>English Learners</b></p>  Orange 9.1% suspended at least once Increased 5.9% 55 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 5 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 8.3% suspended at least once Increased 2.4% 205 students	<p><b>Students with Disabilities</b></p>  Red 13% suspended at least once Increased 8.7% 77 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Declined -5.9% 21 students	 No Performance Color Less than 11 Students - Data 1 students	 Green 0.9% suspended at least once Maintained 0.1% 112 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6% suspended at least once Increased 1.3% 179 students	 Green 2.8% suspended at least once Declined -0.6% 36 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 3.9% suspended at least once Increased 0.6% 304 students

This section provides a view of the percentage of students who were suspended.

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
6% suspended at least once	3.2% suspended at least once	3.8% suspended at least once

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Development

### Goal Statement

2018 ELA Performance for All Students/Student Groups on the CDE Dashboard shows Harper's EL student group attaining status in the "Red" zone being 75.4 points below the standard and dropping 5 points from the prior year. RFEP students dropped 14.8 points and scored 58.2 points below the standard. In 2019-20 our goal is to significantly raise the English Language Arts proficiency of our English Learner and Redesignated students, as demonstrated by an increase of 20 points on the 2019 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will move from very low to medium status on the ELA CAASPP.

### LCAP Goal

All students will experience 21st Century Teaching and Learning.

### Basis for this Goal

CAASPP scores, EL and RFEP student grades & ELPAC scores

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide specially designed, differentiated instruction to EL students in support and sheltered classes. Implement courses/classes that address Long Term English Learners (LTELs), STEEL and Spanish for Native Spanish speakers.
2. More effectively utilize data to place EL students and guide instruction
  - a. Use at least 3 sources of data to utilize reading, vocabulary, language fluency
  - b. Conduct assessments on EL students before school concludes to be used in placing students in most relevant programs.
3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs.
4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. reduce class size in identified classes that have a high enrollment of EL students, provide Language Development classes (STEEL) for students needing front-loading of academic vocabulary

#### Students to be Served by this Strategy/Activity

#### Timeline

5/19/2013 - 6/14/20

### Person(s) Responsible

Kristen Tannyhill, Katie Herrick-Jasper, Rebecca Honig, Pernia Hassan, Liza Lopez, Adrienne Simon-Carlson, Harper Site Council

### Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Summer School Staff
Amount	2000
Source	Title I Part A: Allocation
Description	Summer School (Jump Start) - Supplies for Students

### Strategy/Activity 2

1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan.
2. Continue to research best practices for addressing the educational needs of long-term EL learners.
3. Provide professional development (PD) regarding ELD standards and instructional strategies:
  - A) Awareness/identification of ELs on Harper campus
  - B) Long term EL research & how to differentiate instruction for all learners
  - C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary /context /content, SDAIE strategies for implementing Common Core, strategies for helping ELs access content area knowledge and skills
  - D) AVID Strategies
4. Provide staff information and support staff in attending PD trainings, conferences, and/or university classes in ELD.
5. Provide a systematic method for conference attendees to share what they have learned with other staff.
6. Provide PD in a "coaching" model for teachers implementing SDAIE strategies in core curricular areas.

### Students to be Served by this Strategy/Activity

#### Timeline

12/7/2007 - 6/14/20

### Person(s) Responsible

Pernia Hassan, Kathy Romero, Katie Herrick-Jasper, Rebecca Honig, Kerin Kelleher

### Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF - Supplemental
Description	EL Conferences and release days for PD

### Strategy/Activity 3

1. Implement plan to inspire/motivate LTEL students

- a. Use data to guide specific student goal setting
- b. Record students speaking about their academic/vocabulary goals
- c. Establish mentoring program
  - i. Invite staff to work as mentor for one or two EL students
  - ii. Provide incentives to staff and students to participate
  - iii. Recruit Bridge tutors who may be interested
- 2. Get kids talking!
  - a. All teachers emphasize speaking skills in all classes
  - b. School-wide oral presentation expectations and common rubric

**Students to be Served by this Strategy/Activity**

**Timeline**

5/19/2014 - 6/14/20

**Person(s) Responsible**

Liza Lopez, Adrienne Simon-Carlson, Katie Herrick-Jasper, Rebecca Honig, Site Council

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Mentoring Activities

**Strategy/Activity 4**

- 1. Certificated ELD Department Chairperson who will
  - a) assist with scheduling students and serve as an advocate for the needs of the school's ELD students
  - b) schedule and facilitate ELAC meetings
  - c) work with classified coordinator to test and monitor progress of ELs on campus
- 2. Conduct in-depth review of EL performance data.
- 3. Retain paraeducator / classified staff member to coordinate annual testing, record-keeping, data-entry, and reclassification of ELs.
- 4. Hire and/or retrain paraeducators and volunteers to:
  - a) interpret for beginning-level students,
  - b) translate daily bulletin and other school correspondence for Spanish families
  - c) communicate with EL families and increase EL parent participation
  - d) provide direct assistance to EL students in content-area classes on a "push-in" model.

**Students to be Served by this Strategy/Activity**

**Timeline**

10/1/2008 - 6/15/2020

**Person(s) Responsible**

Katie Herrick-Jasper, Liza Lopez and Kathy Romero, and counselor- Adrienne Simon-Carlson

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	14,000
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	EL Para-educator support
<b>Amount</b>	60,000
<b>Source</b>	District Funded
<b>Description</b>	Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits
<b>Amount</b>	400
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Multiple language translators for caregiver events

### Strategy/Activity 5

Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.

### Students to be Served by this Strategy/Activity

#### Timeline

7/1/2010 - 6/30/2020

#### Person(s) Responsible

Assistant Superintendent of Instructional Services, Ricardo Perez, Katie Herrick-Jasper, Kathy Romero, Kerin Kelleher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,500
<b>Source</b>	District Funded
<b>Description</b>	EL Para for tracking mandates (VSA)
<b>Description</b>	Professional Development for Site Staff.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Reading/Language Arts

### Goal Statement

By March 2020, Harper students will increase their score according to 2019 CAASSP results, showing an increase of at least 20 points for the EL Learners who have declined overall by 5 points placing the score in the "Red" on the English Language Arts Dashboard, for the Socio-Economically Disadvantaged students whose decline into the "Orange" was 13.9 points and for the RFEPs who declined 14.8 points when compared to other students. This requires that identification and response to the reading and writing needs for these students and others are necessarily requiring the use of universal screening tools such as the SRI, site-based writing assessments and other informal, ongoing assessments to review continuing growth over time and prioritize instructional strategies for these students. This may result in placement for specific ELs into classes including EL 1A, EL 1B and STEEL for reading and referral to the new MTSS model for individual case review.

### LCAP Goal

DJUSD educators will close the achievement gap.

### Basis for this Goal

Student assessment reports

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Select prompts for the Writing Samples for all three grade levels.
2. Administer the Writing Samples at the beginning and near end of the year.
3. Use available PLC / academic counseling release days to score selected writing samples.

#### Students to be Served by this Strategy/Activity

#### Timeline

12/10/2008 - 5/30/20

#### Person(s) Responsible

Members of the English Department

### Proposed Expenditures for this Strategy/Activity

Amount	2,400
Source	District Funded
Description	Release days for scoring writing assessments

### Strategy/Activity 2

Continue to implement the language development and vocabulary programs concentrating on Latin and Greek roots in all English classes, introducing all students to vocabulary and the etymology of words. Draw relationships to words used in content areas, implementing the language/vocabulary building program across disciplines.

### Students to be Served by this Strategy/Activity

#### Timeline

9/5/2008 - 6/14/20

#### Person(s) Responsible

ELA teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Provide assistance and support in reading instruction for all students who are reading below grade level; ensure accurate identification of students reading below grade level including planned, periodic formative assessments such as the SRI and/or other informal assessments to ascertain continuing progress in reading throughout the 7th, 8th and 9th grade providing students with applicable reading support as appropriate according to data from administered assessments.

### Students to be Served by this Strategy/Activity

#### Timeline

7/1/2010 - 6/14/20

#### Person(s) Responsible

Kristen Tannyhill, ELA Department, Adrienne Simon-Carlson, Kerin Kelleher

### Proposed Expenditures for this Strategy/Activity

Amount	19,000
Source	District Funded
Description	Reading Intervention Teacher, .2 FTE

### Strategy/Activity 4

1. Identify Common Core Standards to be met by 7th and 8th graders in preparation for the Freshman Showcase. Develop appropriate rubrics for assessing these standards.
2. Communicate these CCSS to all 8th and 9th grade teachers
3. Collaborate with English teachers and entire staff in providing instruction to students for the CCSS in reading, writing and communicating.

4. Identify departmental accountability for the assessment of the CCSS in English, math, science and social studies classes.
5. Monitor and adjust as students complete departmental assessments and the components of the Freshman Showcase.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

5/9/2012 - 6/14/20

#### **Person(s) Responsible**

All staff, led by English teachers and Freshman Showcase Advisors

### **Proposed Expenditures for this Strategy/Activity**

#### **Strategy/Activity 5**

1. Align Common Core Standards to Harper ELA curriculum.
2. Collaborate on developing common assessments for classes at each grade level.
3. Implement new assessments as needed for measuring student performance on the standards.
4. Review assessment results for effectiveness. Modify instruction as needed.
5. Collaborate and plan projects, including the application of research methods, that align from 7th to 9th grade.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

5/19/2013 - 6/15/2020

#### **Person(s) Responsible**

### **Proposed Expenditures for this Strategy/Activity**

#### **Strategy/Activity 6**

Support the implementation of Common Core Standards in the ELA classrooms

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

5/12/2017 - 6/14/20

#### **Person(s) Responsible**

Kerin Kelleher

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	12,500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Paraeducator FTE

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Mathematics

### Goal Statement

On the 2018 CAASPP Math exam, Harper's 105 socioeconomically disadvantaged students showed a decline of 11.8 points, placing these students in the Orange range on the 2018 Fall CDE Dashboard. In 2019-20 Harper's socioeconomically disadvantaged students will demonstrate growth of 15 or more points on the 2019 CAASPP Math exam, increasing from Orange to Yellow status.

### LCAP Goal

All classrooms and school communities will be safe and inclusive environments.

### Basis for this Goal

Students' academic grades in math, CAASP scores

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Teachers will research CCSS and will collaborate in developing common benchmark tests and performance tasks to determine students' progress toward meeting the math standards.
2. Teachers will collaborate in developing a pacing guide to implement new CCSS.

#### Students to be Served by this Strategy/Activity

#### Timeline

1/6/2010 - 6/14/20

#### Person(s) Responsible

Common Core Math instructors

#### Proposed Expenditures for this Strategy/Activity

Amount

3,500

Source

District Funded

**Description**

Release days to develop and analyze math benchmark assessments

**Strategy/Activity 2**

1. Ask teachers to identify students who are in need of supplemental math instruction.
2. Identify additional students by reviewing district test scores.
3. Implement delivery models for improving math performance, as needed.
4. Place identified students in appropriate programs.

**Students to be Served by this Strategy/Activity**

**Timeline**

1/26/2010 - 6/14/20

**Person(s) Responsible**

Christine Hopper, Jennifer Fung, Patty Latham, Yves Bouyssounouse, Jack Dapkewicz

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	8700
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	After school interventions to support students VSA
<b>Amount</b>	17,500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	School day math intervention class
<b>Amount</b>	600
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	School day math intervention class supplies
<b>Amount</b>	12,018
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Spanish Bilingual Paraeducator FTE
<b>Amount</b>	500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	After school supplies & food

**Strategy/Activity 3**

1. Align current Harper math curriculum to Common Core Standards

2. Establish PLC meetings for Harper math teachers and 6th grade teacher representatives from each feeder elementary school twice per year. In support of the site MTSS goals, collaboration with the elementary math specialists, teachers will identify the essential standards students must reach to achieve success in Integrated Math 1 by the end of their freshman year.
3. Collaborate on developing common assessments for classes at each grade level.
4. Implement new assessments for measuring student performance on the standards.
5. Review assessment results for effectiveness.
6. Teachers will monitor and adjust instruction as needed to ensure students are meeting the benchmarks.
7. Implement interventions as needed.

### Students to be Served by this Strategy/Activity

#### Timeline

5/9/2012 - 6/14/20

#### Person(s) Responsible

Yves Bouyssounouse, Patty Latham, Jack Dapkewicz, Counselors, Grade 5 & 6 teachers at Korematsu, Montgomery, and Pioneer

#### Proposed Expenditures for this Strategy/Activity

##### Source

District Funded

##### Description

Academic Conferencing/PLC release days for staff

### Strategy/Activity 4

1. Ensure equal access to Common Core Math 2 for all 6th graders.
2. Ensure students are receiving effective direct instruction in math at all grade levels
3. Collaborate with all Harper math teachers and grades 5 & 6 elementary feeder school teachers in backwards mapping math instruction for all students from grades 9 to 5, relative to ensuring all students' enrollment in higher level math classes.
4. Incorporate STEM concepts and activities into 6th, 7th, and 8th grade math classes.

### Students to be Served by this Strategy/Activity

#### Timeline

5/19/2012 - 6/14/20

#### Person(s) Responsible

Harper math department, Korematsu, Montgomery and Pioneer 5th and 6th grade teachers, math specialists and principals

#### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

School Climate

### Goal Statement

Learning is accelerated when a campus climate supports students feeling safe and having strong connections to their peers, teachers and other adults. Harper will foster student connections, increasing understanding and respect for all individuals within the diverse school community, as reported by students in the annual school climate survey and anecdotal reports. Students will also increase their overall school performance and express satisfaction with Harper Junior High through interviews recording students' voices.

### LCAP Goal

### Basis for this Goal

Climate survey; Healthy Kids Survey and the Youth Truth Survey

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination.
2. Collaborate on integration of curriculum across departments in completing projects for the portfolio.
3. Expand components of the Showcase to 7th grade, as appropriate.
4. Continue to seek community and parent support for the program.

#### Students to be Served by this Strategy/Activity

#### Timeline

5/9/2012 -6/14/20

#### Person(s) Responsible

All staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,900
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Freshman Showcase Coordinator
<b>Amount</b>	850
<b>Source</b>	LCFF - Base
<b>Description</b>	Freshman Showcase Coordinator
<b>Amount</b>	1,900
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Freshman Showcase Coordinator
<b>Amount</b>	1,900
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	8th Grade Advisory Coordinator
<b>Amount</b>	850
<b>Source</b>	LCFF - Base
<b>Description</b>	8th Grade Advisory Coordinator
<b>Amount</b>	1,900
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	7th Grade Advisory Coordinator
<b>Amount</b>	850
<b>Source</b>	LCFF - Base
<b>Description</b>	7th Grade Advisory Coordinator

## Strategy/Activity 2

1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days.
2. Support 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.
3. Provide release time and/or planning time for 7th grade core courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.
4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.
5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.

## Students to be Served by this Strategy/Activity

### Timeline

5/9/2012 - 6/14/20

### Person(s) Responsible

Jesse Kermit, Julie Shelton, Yves Bouyssounouse, Jonathan Dunsworth, Mike Tobey, Rebecca Honig, Patty Latham, James Shimek, Adrienne Simon-Carlson, Kerin Kelleher, Katie Sluis

### Proposed Expenditures for this Strategy/Activity

Amount	600
Source	LCFF - Base
Description	Supplies and resources
Amount	2,500
Source	LCFF - Base
Description	Collaboration Time
Amount	672
Source	LCFF - Base
Description	School Loop Trainer

### Strategy/Activity 3

- 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.
- 2) Continue to implement anti-bullying assemblies and other "safe school" activities.
- 3) Provide targeted interventions with students who may be victimizing or victims of bullying.
- 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.
- 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition.
- 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.
- 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.
- 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year.

Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.

- 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.
- 10) Expand the use of SchoolLoop in facilitating communication between students and teachers.

## Students to be Served by this Strategy/Activity

### Timeline

12/1/2008 - 6/14/20

### Person(s) Responsible

Adrienne Simon-Carlson, Katie Sluis, Briana Sanchez, Darcie Thurman

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,200
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	WEB Advisor VSA (1)
<b>Amount</b>	1,200
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	WEB Advisor VSA (1)
<b>Amount</b>	750
<b>Source</b>	LCFF - Base
<b>Description</b>	Recreational supplies and equipment for Wednesday morning and lunchtime activities
<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	WEB Advisory Training Follow-ups
<b>Amount</b>	750
<b>Source</b>	LCFF - Base
<b>Description</b>	Student Recognition for achievement
<b>Amount</b>	600
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	WEB Activities 18-19 Costs

### Strategy/Activity 4

Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.

### Students to be Served by this Strategy/Activity

#### Timeline

12/15/2008 - 6/14/20

### Person(s) Responsible

Adrienne Simon-Carlson

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	400
<b>Source</b>	LCFF - Base

<b>Description</b>	Newcomer Activity Supplies
<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Assemblies/Speakers - Motivational
<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Diversity Days
<b>Amount</b>	400
<b>Source</b>	LCFF - Base
<b>Description</b>	Introduction to new school year supplies

### Strategy/Activity 5

Counselor - School Climate support

### Students to be Served by this Strategy/Activity

#### Timeline

8/2018-6/2019

#### Person(s) Responsible

Adrienne Simon-Carlson, Beth Merrill

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6500
<b>Source</b>	District Funded
<b>Amount</b>	6500
<b>Source</b>	Title I Part A: Allocation

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

College and Career Readiness

### Goal Statement

At least 80% of all freshmen will demonstrate college readiness scores on the 8/9 PSAT exam given in the fall. In addition, at least 70% of all students in the identified subgroups will achieve a college-ready score of 35-39 on at least two of the three PSAT subsections. First generation college students and students from under-represented groups in college will earn a GPA of 2.5 or better and will be recruited and enrolled in AVID classes whenever possible.

### LCAP Goal

### Basis for this Goal

PSAT results and other college and career-readiness research.

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Maintain strategic academic interventions that address the needs of struggling learners.
2. Utilize Illuminate and the Q student information system to generate a list of all students needing interventions, based on ELPAC scores, and each quarter's academic grades
3. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes.
4. Utilize MTSS/RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student.
5. Place qualifying students in appropriate, strategic program(s).
6. Monitor students' progress.

#### Students to be Served by this Strategy/Activity

#### Timeline

9/15/2008 - 6/14/20

#### Person(s) Responsible

Yves Bouyssounouse, Liza Lopez, Adrienne Simon-Carlson, Special Education teachers, members of RTI

### Proposed Expenditures for this Strategy/Activity

Amount	1,512
Source	Title I Part A: Allocation
Description	Title I Coordinator VSA

### Strategy/Activity 2

1. Provide para-educator and tutor support in classes with a high concentration of intervention-eligible students
2. Review class lists of students and decide where the greatest concentration of eligible students are enrolled.
3. Place Para-educator support in the identified classes
4. Monitor student support and adjust para-educator placement as needed
5. Provide intervention-eligible students access to computers in special education classes and Study Skills classes

### Students to be Served by this Strategy/Activity

#### Timeline

9/18/2008 - 6/14/20

#### Person(s) Responsible

Kerin Kelleher, Special education instructors, Caroline Wilson, Counselors

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

1. Schedule parent meeting/workshop dates, times and places.
2. Translate and send notice of meetings/workshops to parents in native language.
3. Hire personnel to provide childcare and language translation services.
4. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services.
5. Present information and answer any parent questions at meeting.
6. Seek input from parents regarding needs of their students
7. Provide ongoing communication to the parents regarding student progress
8. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.

### Students to be Served by this Strategy/Activity

#### Timeline

10/1/2008 - 6/14/20

#### Person(s) Responsible

Liza Lopez, Kerin Kelleher, Katie Herrick-Jasper, PTO President, Adrienne Simon-Carlson

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	ELAC food and supplies
<b>Amount</b>	250
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Postage
<b>Amount</b>	1100
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Bridge Parent Nights Food & Supplies

### Strategy/Activity 4

1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies.
2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program.
3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate.
4. Contact students and parents and enroll students in appropriate, desired program.
5. Track daily student attendance and notify parents of non-attendees as necessary.

### Students to be Served by this Strategy/Activity

#### Timeline

10/1/2008 - 6/14/20

#### Person(s) Responsible

Adrienne Simon-Carlson, Liza Lopez, Kerin Kelleher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,600
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Bridge Tutors for first 27 days, when UCD breaks
<b>Amount</b>	900
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Bridge Student Supplies (Calculators)
<b>Amount</b>	8,000

<b>Source</b>	District Funded
<b>Description</b>	Bridge UCD Work Study Costs (benefits)
<b>Amount</b>	450
<b>Source</b>	District Funded
<b>Description</b>	Bridge Mentor Program T-shirts
<b>Amount</b>	1,500
<b>Source</b>	District Funded
<b>Description</b>	Bridge Tutoring Supplies
<b>Amount</b>	300
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Bridge Tutoring Supplies
<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Description</b>	Bridge T-Shirts

## Strategy/Activity 5

Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program

1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites.
2. Substitute teachers for AVID meetings and field trips
3. Provide ongoing professional development to teachers at Summer Institute

## Students to be Served by this Strategy/Activity

### Timeline

9/5/2008 - 6/30/20

### Person(s) Responsible

Adrienne Simon-Carlson, Jennifer Fung, Nick Gallaudet

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,300
<b>Source</b>	District Funded
<b>Description</b>	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)
<b>Amount</b>	4,000

<b>Source</b>	District Funded
<b>Description</b>	AVID Summer Institute (5 participants, including administrator)
<b>Amount</b>	3,500
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	AVID Summer Institute (additional participants)
<b>Amount</b>	600
<b>Source</b>	District Funded
<b>Description</b>	Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)

### Strategy/Activity 6

Coordinate successful implementation of AVID program

#### Students to be Served by this Strategy/Activity

#### Timeline

7/1/2010 - 6/30/20

#### Person(s) Responsible

Principal, AVID Coordinator, AVID Site Team-Jennifer Fung and Nick Gallaudet

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	District Funded
<b>Description</b>	.2 FTE AVID Coordinator
<b>Amount</b>	6,400
<b>Source</b>	District Funded
<b>Description</b>	AVID Tutors
<b>Amount</b>	500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	AVID Parent Nights

### Strategy/Activity 7

1. Staff will be provided training on how to effectively use data to differentiate and scaffold instruction.
2. Staff will be trained how to utilize Illuminate to develop and score benchmark assessments.

3. Staff will participate in Professional Learning Communities (PLC) that analyze assessment data for each individual child and ensure that all students are receiving the instruction and interventions they need to be successful.

### Students to be Served by this Strategy/Activity

#### Timeline

7/1/2010 - 6/30/20

#### Person(s) Responsible

Principal, all staff members

#### Proposed Expenditures for this Strategy/Activity

Amount	506
Source	LCFF - Base
Description	PLC, RTI, Differentiation Planning

### Strategy/Activity 8

Conduct regular Site Council meetings to analyze data, assess school performance and recommend needed changes or actions. Monitor progress of students learning by observing, researching and assessing the effectiveness of school-wide intervention programs. Prioritize resources in closing the achievement gap for Harper students.

### Students to be Served by this Strategy/Activity

#### Timeline

6/1/2010 - 6/30/20

#### Person(s) Responsible

Harper Site Council

#### Proposed Expenditures for this Strategy/Activity

Amount	1,150
Source	LCFF - Base
Description	Release time for teachers to attend SSC meetings

### Strategy/Activity 9

1. Provide collaboration time and support for teachers of STEM and PBL American Studies.
2. Provide information about enrichment classes and support to students who wish to pursue advanced level or more rigorous classes.

### Students to be Served by this Strategy/Activity

#### Timeline

5/9/2012 - 6/30/20

#### Person(s) Responsible

James Shimek, Nick Gallaudet, Pernia Hassan, Rebecca Honig, Mike Tobey, Ken Mc Kim, Adrienne Simon-Carlson, Jonathan Dunsworth, Tom Taylor

## **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 10**

1. Continue to provide instruments and resources to EL and low SES students at each elementary feeder school that may not otherwise participate in an instrumental music program.
2. Increase the types of music performed by Harper music groups to include a greater variety of cultures.
3. Support Harper Junior High and elementary feeder school connections through articulation and alignment efforts.

## **Students to be Served by this Strategy/Activity**

### **Timeline**

5/26/2012 - 6/30/20

### **Person(s) Responsible**

Greg Brucker, Nancy Sanchez, Adrienne Simon-Carlson, Elementary principals and identified elementary teachers

## **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Library Improvement

### Goal Statement

The Harper Junior High School Library will provide information, books and materials in print, electronic and other media forms which promote reading and literacy, provide opportunities for learning and research, and assist teachers in educating students in all subject areas.

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles.
2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program.
3. Maintain website access to library resources 24/7.
4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily.
5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.

#### Students to be Served by this Strategy/Activity

#### Timeline

12/17/2007 - 6/30/20

#### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4070
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Collection Development Support
<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Library collection to support reading materials in languages other than English
<b>Amount</b>	2580
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Chromebooks - required research on electronic databases requires devices
<b>Amount</b>	500
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Summer Reading program - closing the achievement gap - replacement materials
<b>Amount</b>	3300
<b>Source</b>	Title I Part A: Allocation
<b>Description</b>	Curriculum Support - Electronic apps/Magazines/Videos
<b>Amount</b>	3100
<b>Source</b>	LCFF - Base
<b>Description</b>	GoGuardian - computer monitoring software
<b>Amount</b>	718
<b>Source</b>	LCFF - Base
<b>Description</b>	Library materials for readers of other languages

### Strategy/Activity 2

The Harper Librarian will collaborate with each academic department chairperson to provide structured lessons on information literacy as an integral part of specific projects in required courses (American Studies, Science 8, Freshman English and Humanities). Lessons will focus on the American Association of School Librarians' standards for the 21st century learner ([http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL\\_Learning\\_Standards\\_2007.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf)) as well as the information literacy and inquiry standards embedded in the Common Core Standards.

### Students to be Served by this Strategy/Activity

#### Timeline

5/22/2012 - 6/14/20

**Person(s) Responsible**

Librarian-Elizabeth Merrill, Tom Taylor, Ken Mc Kim, Katie Herrick-Jasper, Pernia Hassan, Nick Gallaudet, Mike Tobey, Jonathan Dunsworth, Rebecca Honig

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

Science

### Goal Statement

At least 80% of all subgroups will score 70% or above on the 8th grade 2018-19 CAST assessment.

### LCAP Goal

### Basis for this Goal

Grades earned in science

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Science teachers will:

1. Research CCSS / Next Generation Science Standards (NGSS) and align Harper curriculum to standards.
2. Collaborate on developing common assessments for classes at each grade level.
3. Implement new assessments for measuring student performance on the standards.
4. Review assessment results for effectiveness. Modify instruction as needed.

#### Students to be Served by this Strategy/Activity

#### Timeline

2/1/2009 - 6/14/20

#### Person(s) Responsible

Science department members

#### Proposed Expenditures for this Strategy/Activity

**Description**

Professional development for implementing CCSS and NGSS

**Strategy/Activity 2**

1. Research and implement best practices in science instruction
2. Implement STEM and other proven models for enhancing student interest in science.
3. Provide opportunities for students to integrate science, technology, math and engineering into projects.
4. Expand opportunities for students to work in the Harper garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines.
5. Utilize physical education class to engage in STEM concepts.

**Students to be Served by this Strategy/Activity****Timeline**

5/9/2012 - 6/14/20

**Person(s) Responsible**

Ken McKim, James Shimek, Jolanda Blackwell, Yves Bouyssounouse, Julie Lohr-Shelton

**Proposed Expenditures for this Strategy/Activity****Amount**

1,500

**Source**

Title I Part A: Allocation

**Description**

Developer of Outdoor Educational Spaces Coordinator

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

History/Social Science

### Goal Statement

At least 80% of all subgroups will score 70% or above on the site developed academic social studies assessment.

### LCAP Goal

### Basis for this Goal

Site level benchmark assessments by grade level

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Research Common Core Standards and align Harper curriculum to standards.
2. Collaborate on developing common assessments for classes at each grade level.
3. Implement new assessments for measuring student performance on the standards.
4. Review assessment results for effectiveness. Modify instruction as needed.
5. Collaborate and plan projects, including the application of research methods, that align from 7th to 9th grade, along with the English Department and with the Librarian, who will help design curriculum.

#### Students to be Served by this Strategy/Activity

#### Timeline

1/6/2008 - 6/14/20

#### Person(s) Responsible

Jesse Kermit, Tom Taylor, Nick Gallaudet, Mike Tobey, Beth Merrill, English Department

#### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.

### Students to be Served by this Strategy/Activity

#### Timeline

4/17/2012 - 6/14/20

#### Person(s) Responsible

Nick Gallaudet, Pernia Hassan, Jonathan Dunsworth, Mike Tobey

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,200
<b>Source</b>	District Funded
<b>Description</b>	Professional Collaboration release days
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Base
<b>Description</b>	PBL supplies, materials, fieldtrips
<b>Amount</b>	1,200
<b>Source</b>	LCFF - Base
<b>Description</b>	Informational Literacy Planning-release time-English/S.S

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

2016 ELA CAASPP data shows Harper's EL student group attaining a status of Very Low, -77 below Met, declining 3.2 points. In 2017-18 our goal is to significantly raise the English Language Arts proficiency of our English Learner and Redesignated students, as demonstrated by an increase of 25 points on the 2017 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will move from very low to medium status on the ELA CAASPP.

### Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Provide specially designed, differentiated instruction to EL students in support and sheltered classes. Implement courses / classes that address Long Term English Learners (LTELS), STEEL and Spanish for Native Spanish speakers.</p> <p>2. More effectively utilize data to place EL students and guide instruction</p> <p>a. Select at least 3 sources of data to utilize reading, vocabulary, language fluency</p> <p>b. Conduct assessments on EL students before school concludes to be used in placing students in most relevant programs.</p> <p>3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs.</p>	<p>The team has reviewed the strategies implemented, the data supporting the instructional decisions and how to continue to align strategies and interventions to provide support in the 2019-20 school year.</p>	<p>Summer School Staff District Funded</p> <p>Summer School (Jump Start) - Supplies for Students Title I Part A: Allocation 2000</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. 2-week intensive summer course addressing academic language development &amp; successful skills for school; reduce class size in identified classes that have high enrollment of EL student, provide Language Development classes (STEEL) for students needing front-loading of academic vocabulary</p>			
<p>1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan.</p> <p>2. Continue to research best practices for addressing the educational needs of long-term EL learners.</p> <p>3. Provide professional development (PD) regarding ELD standards and instructional strategies:  A) Awareness/identification of ELs on Harper campus  B) Long term EL research &amp; how to differentiate instruction for all learners  C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary</p>	<p>The team has made progress in updating instruction to match new standards for English Learners and to incorporate strategies and methods into all classrooms, particularly those with English Language Learners.</p>	<p>EL Conferences and release days for PD  LCFF - Supplemental  1,500</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>/context /content, SDAIE strategies for implementing Common Core, strategies for helping ELs access content area knowledge and skills D) AVID Strategies</p> <p>4. Provide staff information and support staff in attending PD trainings, conferences, and/or university classes in ELD.</p> <p>5. Provide a systematic method for conference attendees to share what they have learned with other staff.</p> <p>6. Provide PD in a “coaching” model for teachers implementing SDAIE strategies in core curricular areas.</p>			
<p>1. Implement plan to inspire/motivate LTEL students</p> <ul style="list-style-type: none"> <li>a. Use data to guide specific student goal setting</li> <li>b. Record students speaking about their academic/vocabulary goals</li> <li>c. Establish mentoring program <ul style="list-style-type: none"> <li>i. Invite staff to work as mentor for one or two EL students</li> <li>ii. Provide incentives to staff and students to participate</li> <li>iii. Recruit Bridge tutors who may be interested</li> </ul> </li> </ul> <p>2. Get kids talking!</p> <ul style="list-style-type: none"> <li>a. All teachers emphasize speaking skills in all classes</li> </ul>	<p>Ongoing efforts have been provided and will continue to incorporate mentoring opportunities and to include daily activities that will enhance opportunities for oral speech and presentations.</p>	<p>Mentoring Activities LCFF - Supplemental 500</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
b. School-wide oral presentation expectations and common rubric			
<p>1. Certificated ELD Department Chairperson who will</p> <p>a) assist with scheduling students and serve as an advocate for the needs of the school's ELD students</p> <p>b) schedule and facilitate ELAC meetings</p> <p>c) work with classified coordinator to test and monitor progress of ELs on campus</p> <p>2. Conduct in-depth review of EL performance data.</p> <p>3. Retain paraeducator / classified staff member to coordinate annual testing, record-keeping, data-entry, and reclassification of ELs.</p> <p>4. Hire and/or retrain paraeducators and volunteers to:</p> <p>a) interpret for beginning-level students,</p> <p>b) translate daily bulletin and other school correspondence for Spanish families</p> <p>c) communicate with EL families and increase EL parent participation</p> <p>d) provide direct assistance to EL students in content-area classes on a "push-in" model.</p>	<p>Critical to the progress of the students and to the program are the personnel who interact with the students, teachers, paraeducators, parents and administrators and who fulfill the requirements of the program and the State. The Team has discussed these ongoing needs in order to properly implement required programming.</p>	<p>EL Para-educator support LCFF - Supplemental 14,000</p> <p>Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits District Funded 60,000</p> <p>Multiple language translators for caregiver events LCFF - Supplemental 400</p>	
Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the	The EL program involves significant communication, follow-through and coordination of time, people and details; this requires an ongoing commitment from	EL Para for tracking mandates (VSA) District Funded 1,500	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.	staff to maintain the records necessary to document the instruction and progress of English Language learners.	Professional Development for Site Staff.	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

**SPSA Year Reviewed: 2018-19**

## Goal 2

By March 2019, 75% of all Harper students will score at least 2 or above on the district writing assessment, as measured by a pre- and post-assessment.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Select prompts for the Writing Samples for all three grade levels.</p> <p>2. Administer the Writing Samples at the beginning and near end of the year.</p> <p>3. Use available PLC / academic counseling release days to score selected writing samples.</p>	<p>The team has reviewed the strategies implemented, the data supporting the instructional decisions and how to continue to align strategies and interventions to provide support in the 2019-20 school year.</p>	<p>Release days for scoring writing assessments District Funded 2,400</p>	
<p>Continue to implement the language development and vocabulary programs concentrating on Latin and Greek roots in all English classes, introducing all students to vocabulary and the etymology of words. Draw relationships to words used in content areas, implementing the language/vocabulary building program across disciplines.</p>	<p>Curriculum addressing root vocabulary development continues across all grade levels 7 through 9.</p>		
<p>Sustain reading instruction and support for all students who read below grade level. Ensure accurate identification of students reading below grade level, enrolling</p>	<p>The team has reviewed the strategies implemented, the data supporting the instructional decisions and how to continue to align strategies and</p>	<p>Reading Intervention Teacher, .2 FTE District Funded 19,000</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
them in the reading support class as appropriate.	interventions to provide support in the 2019-20 school year.		
<p>1. Identify Common Core Standards to be met by 7th and 8th graders in preparation for the Freshman Showcase. Develop appropriate rubrics for assessing these standards.</p> <p>2. Communicate these CCSS to all 8th and 9th grade teachers</p> <p>3. Collaborate with English teachers and entire staff in providing instruction to students for the CCSS in reading, writing and communicating.</p> <p>4. Identify departmental accountability for the assessment of the CCSS in English, math, science and social studies classes.</p> <p>5. Monitor and adjust as students complete departmental assessments and the components of the Freshman Showcase.</p>	<p>The team has reviewed the strategies implemented, the data supporting the instructional decisions and how to continue to align strategies and interventions to provide support in the 2019-20 school year.</p>		
<p>1. Align Common Core Standards to Harper ELA curriculum.</p> <p>2. Collaborate on developing common assessments for classes at each grade level.</p> <p>3. Implement new assessments as needed for measuring student performance on the standards.</p>	<p>The team has reviewed the strategies implemented, the data supporting the instructional decisions and how to continue to align strategies and interventions to provide support in the 2019-20 school year.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>4. Review assessment results for effectiveness. Modify instruction as needed.</p> <p>5. Collaborate and plan projects, including the application of research methods, that align from 7th to 9th grade.</p>			
<p>Support the implementation of Common Core Standards in the ELA classrooms</p>	<p>Additional support is required for students; strategic placement of additional paraeducator services helps to meet this need.</p>	<p>Paraeducator FTE Title I Part A: Allocation 12,500</p>	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

On the 2016 CAASPP Math exam, Harper's 101 socioeconomically disadvantaged students attained Very Low proficiency status and showed a significant decline of 20 points. In 2017-18 Harper's socioeconomically disadvantaged students will demonstrate growth of 20 or more points on the 2018 CAASPP Math exam, increasing from Very Low/Red status to Low/Yellow status.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Teachers will research CCSS and will collaborate in developing common benchmark tests and performance tasks to determine students' progress toward meeting the math standards.</p> <p>2. Teachers will collaborate in developing a pacing guide to implement new CCSS.</p>	<p>Continuing collaboration on developing instructional strategies to meet the needs of the students is occurring.</p>	<p>Release days to develop and analyze math benchmark assessments District Funded 3,500</p>	
<p>1. Ask teachers to identify students who are in need of supplemental math instruction.</p> <p>2. Identify additional students by reviewing district test scores.</p> <p>3. Implement delivery models for improving math performance, as needed.</p> <p>4. Place identified students in appropriate programs.</p>	<p>Communication between programs and support efforts is critical to placing and supporting students both during school and after school. These efforts reflect continuous assessment and progress monitoring for appropriate interventions to take place.</p>	<p>After school interventions to support students VSA Title I Part A: Allocation 8000</p> <p>School day math intervention class Title I Part A: Allocation 17,500</p> <p>School day math intervention class supplies Title I Part A: Allocation 600</p> <p>Spanish Bilingual Paraeducator FTE Title I Part A: Allocation 12,018</p> <p>After school supplies &amp; food Title I Part A: Allocation 500</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Align current Harper math curriculum to Common Core Standards</p> <p>2. Establish PLC meetings for Harper math teachers and 6th grade teacher representatives from each feeder elementary school twice per year. In collaboration with the elementary math specialists, teachers will identify the essential standards students must reach to achieve success in Integrated Math 1 by the end of their freshman year.</p> <p>3. Collaborate on developing common assessments for classes at each grade level.</p> <p>4. Implement new assessments for measuring student performance on the standards.</p> <p>5. Review assessment results for effectiveness.</p> <p>6. Teachers will monitor and adjust instruction as needed to ensure students are meeting the benchmarks.</p> <p>7. Implement interventions as needed.</p>	<p>Communication between programs and support efforts is critical to placing and supporting students both during school and after school. These efforts reflect continuous assessment and progress monitoring for appropriate interventions to take place.</p>	<p>Academic Conferencing/PLC release days for staff District Funded</p>	
<p>1. Ensure equal access to Common Core Math 2 for all 6th graders.</p> <p>2. Ensure students are receiving effective direct instruction in math at all grade levels</p>	<p>The team has reviewed the strategies implemented, the data supporting the instructional decisions and how to continue to align strategies and interventions to provide support in the 2019-20 school year.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>3. Collaborate with all Harper math teachers and grades 5 &amp; 6 elementary feeder school teachers in backwards mapping math instruction for all students from grades 9 to 5, relative to ensuring all students' enrollment in higher level math classes.</p> <p>4. Incorporate STEM concepts and activities into 6th, 7th, and 8th grade math classes.</p>			

**Analysis**

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Learning is accelerated when a campus climate supports students feeling safe and having strong connections to their peers, teachers and other adults. Harper will foster student connections, increasing understanding and respect for all individuals within the diverse school community, as reported by students in the annual school climate survey and anecdotal reports. Students will also increase their overall school performance and express satisfaction with Harper Junior High through interviews recording students' voices.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination.	Advisory throughout the year, leading to the Freshman Showcase for 9th graders continues to be an important endeavor for Harper staff, building on the experiences of 7th grade culminating in the 9th grade presentation. The Team has reviewed the process and suggests continuing the efforts.	Freshman Showcase Coordinator Title I Part A: Allocation 1,400	
2. Collaborate on integration of curriculum across departments in completing projects for the portfolio.		Freshman Showcase Coordinator LCFF - Base 850	
3. Expand components of the Showcase to 7th grade, as appropriate.		Freshman Showcase Coordinator LCFF - Supplemental 1,400	
4. Continue to seek community and parent support for the program.		8th Grade Advisory Coordinator Title I Part A: Allocation 1,400	
		8th Grade Advisory Coordinator LCFF - Base 850	
		7th Grade Advisory Coordinator Title I Part A: Allocation 1,400	
		7th Grade Advisory Coordinator LCFF - Base 850	
1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days.	Planning and coordination are critical for standardization of activities, training and meeting the many deadlines involved in organizing the showcase.	Supplies and resources LCFF - Base 600	
		Collaboration Time LCFF - Base 2,500	
		School Loop Trainer LCFF - Base 672	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>2.Support 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.</p> <p>3. Provide release time and/or planning time for 7th grade core courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.</p> <p>4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.</p> <p>5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.</p>			
<p>1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.</p> <p>2) Continue to implement anti-bullying assemblies and other "safe school" activities.</p> <p>3) Provide targeted interventions with students who may be victimizing or victims of bullying.</p> <p>4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.</p> <p>5) Recognize student academic, attendance and behavior</p>	<p>Creating a safe, inclusive, equitable campus for all students is an important credo for the Harper community. Encouraging students to participate at all levels, making student voices heard and responding with student-centered activities and recognitions are important elements for all students to feel that they belong and are valued. Efforts to promote new learning and open access for all will continue to be pursued.</p>	<p>WEB Advisor VSA (1) Title I Part A: Allocation 1,200</p> <p>WEB Advisor VSA (1) Title I Part A: Allocation 1,200</p> <p>Recreational supplies and equipment for Wednesday morning and lunchtime activities LCFF - Base 750</p> <p>WEB Advisory Training Follow-ups Title I Part A: Allocation 1500</p> <p>Student Recognition for achievement LCFF - Base 750</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>achievement through positive referrals and recognition.</p> <p>6) Provide multimedia communication to an entire school that promotes school activities, recognizes student achievement and promotes an appreciation for diversity.</p> <p>7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.</p> <p>8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year.</p> <p>9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.</p> <p>10) Expand the use of SchoolLoop in facilitating communication between students and teachers.</p>		<p>WEB Activities 18-19 Costs Title I Part A: Allocation 600</p>	
<p>Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.</p>	<p>Building a positive school climate includes looking at all of our students including newcomers and making sure that all students are recognized as individuals; looking deeply into issues of equity and diversity are important aspects to consider moving forward.</p>	<p>Newcomer Activity Supplies LCFF - Base 400</p>	
		<p>Assemblies/Speakers - Motivational Title I Part A: Allocation 5000</p>	
		<p>Diversity Days Title I Part A: Allocation 4000</p>	
		<p>Introduction to new school year supplies LCFF - Base 400</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Counselor - School Climate support ** Pending Board Approval	Coordination of data, services for and recognition of the needs of individual students requires personnel to meet with students, study data and contribute to planning and executing services for students.	District Funded 6500	
		Title I Part A: Allocation 6500	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

At least 85% of all freshmen will demonstrate college readiness scores on the PSAT exam given in the fall. In addition, at least 70% of all students in the identified subgroups will achieve a college-ready score of 35-39 on at least two of the three PSAT subsections. First generation college students and students from under-represented groups in college will earn a GPA of 3.0 or better and will be recruited and enrolled in AVID classes whenever possible.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Maintain strategic academic interventions that address the needs of struggling learners.</p> <p>2. Utilize Illuminate and the Q student information system to generate a list of all students needing interventions, based on ELPAC scores, and each quarter's academic grades</p> <p>3. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes.</p> <p>4. Utilize RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student.</p> <p>5. Place qualifying students in appropriate, strategic program(s).</p> <p>6. Monitor students' progress.</p>	<p>Communication between programs and support efforts is critical to placing and supporting students both during school and after school. The Title 1 Coordinator plays a vital role in identifying and helping to place students strategically into programs and services that they will benefit from.</p>	<p>Title I Coordinator VSA Title I Part A: Allocation 1,512</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide para-educator and tutor support in classes with a high concentration of intervention-eligible students</p> <ol style="list-style-type: none"> <li>1. Review class lists of students and decide where the greatest concentration of eligible students are enrolled.</li> <li>2. Place Para-educator support in the identified classes</li> <li>3. Monitor student support and adjust para-educator placement as needed</li> </ol> <p>Provide intervention-eligible students access to computers in special education classes and Study Skills classes</p>	<p>Coordination of data, services for and recognition of students requires personnel to meet with students, study data and contribute to planning and executing services for students.</p>		
<ol style="list-style-type: none"> <li>1. Schedule parent meeting/workshop dates, times and places.</li> <li>2. Translate and send notice of meetings/workshops to parents in native language.</li> <li>3. Hire personnel to provide childcare and language translation services.</li> <li>4. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services.</li> <li>5. Present information and answer any parent questions at meeting.</li> </ol>	<p>Coordination of information between the school and home requires organization and the dissemination of information that is timely and presented in a manner that will allow speakers of other languages to understand it and participate in school meetings and processes.</p>	<p>ELAC food and supplies LCFF - Supplemental 300</p> <p>Postage LCFF - Supplemental 250</p> <p>Bridge Parent Nights Food &amp; Supplies Title I Part A: Allocation 1100</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>6. Seek input from parents regarding needs of their students</p> <p>7. Provide ongoing communication to the parents regarding student progress</p> <p>8. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.</p>			
<p>1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies.</p> <p>2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program.</p> <p>3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate.</p> <p>4. Contact students and parents and enroll students in appropriate, desired program.</p> <p>5. Track daily student attendance and notify parents of non-attendees as necessary.</p>	<p>Coordination of data, services for and recognition of students requires personnel to meet with students, study data and contribute to planning and executing services for students.</p>	<p>Bridge Tutors for first 27 days, when UCD breaks LCFF - Supplemental 1,600</p> <p>Bridge Student Supplies (Calculators) LCFF - Supplemental 900</p> <p>Bridge UCD Work Study Costs (benefits) District Funded 8,000</p> <p>Bridge Mentor Program T-shirts District Funded 450</p> <p>Bridge Tutoring Supplies District Funded 1,500</p> <p>Bridge Tutoring Supplies Title I Part A: Allocation 300</p>	
<p>Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program</p> <p>1. Meet with other AVID teachers in the district and region to align Harper</p>	<p>AVID strategies are widely used and supported in classrooms at Harper. Continuing to provide professional development opportunities and training will help to maintain a culture of AVID strategies</p>	<p>AVID class materials, curriculum, resource texts, recruiting expenses &amp; field trips (not including subs) District Funded 3,300</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>program with other schools and sites.</p> <p>2. Substitute teachers for AVID meetings and field trips</p> <p>3. Provide ongoing professional development to teachers at Summer Institute</p> <p>4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.</p>	<p>as sound instructional practices in Harper classes.</p>	<p>AVID Summer Institute (5 participants, including administrator) District Funded 4,000</p> <p>AVID Summer Institute (additional participants) LCFF - Supplemental 3,500</p> <p>Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) District Funded 600</p>	
<p>Coordinate successful implementation of AVID program</p>	<p>AVID strategies are widely used and supported in classrooms at Harper. Continuing to provide professional development opportunities and training will help to maintain a culture of AVID strategies as sound instructional practices in Harper classes.</p>	<p>.2 FTE AVID Coordinator District Funded 20,000</p> <p>AVID Tutors District Funded 6,400</p> <p>AVID Parent Nights Title I Part A: Allocation 500</p>	
<p>1. Staff will be provided training on how to effectively use data to differentiate and scaffold instruction.</p> <p>2. Staff will be trained how to utilize Illuminate to develop and score benchmark assessments.</p> <p>3. Staff will participate in Professional Learning Communities (PLC) that analyze assessment data for each individual child and ensure that all students are receiving the instruction and interventions they need to be successful.</p>	<p>Continuing collaboration on developing instructional strategies to meet the needs of the students is occurring in vital areas to ensure that data and professional development can assist in programming for students.</p>	<p>PLC, RTI, Differentiation Planning LCFF - Base 506</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Conduct regular Site Council meetings to analyze data, assess school performance and recommend needed changes or actions. Monitor progress of students learning by observing, researching and assessing the effectiveness of school-wide intervention programs. Prioritize resources in closing the achievement gap for Harper students.</p>	<p>Collaboration with all stakeholders including teachers is necessary to review and plan for the Harper community.</p>	<p>Release time for teachers to attend SSC meetings LCFF - Base 1,150</p>	
<ol style="list-style-type: none"> <li>1. Provide collaboration time and support for teachers of STEM and PBL American Studies.</li> <li>2. Utilize STEM, PacTIN, I-STAR funds to provide ongoing professional development, release days and collaboration time to teachers.</li> <li>3. Provide information about enrichment classes and support to students who wish to pursue advanced level or more rigorous classes.</li> </ol>	<p>Collaboration with all stakeholders including teachers is necessary to review and plan for the Harper community.</p>		
<ol style="list-style-type: none"> <li>1. Continue to provide instruments and resources to EL and low SES students at each elementary feeder school that may not otherwise participate in an instrumental music program.</li> <li>2. Increase the types of music performed by Harper music groups to include a greater variety of cultures.</li> <li>3. Support Harper Junior High and elementary</li> </ol>	<p>This ongoing project has been committed to providing access to a diverse student population at Harper.</p>		

**Planned Strategy/Activity**

**Actual Strategy/Activity**

**Proposed Expenditures**

**Estimated Actual Expenditures**

feeder school connections through articulation and alignment efforts.

**Analysis**

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 6

The Harper Junior High School Library will provide information, books and materials in print, electronic and other media forms which promote reading and literacy, provide opportunities for learning and research, and assist teachers in educating students in all subject areas.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles.	The library supports all students at Harper thereby defining a target population of students in a specific age-range with many variations in interests and abilities. Supporting curriculum needs in a variety of formats to enable students and teachers access to appropriate materials is necessary to support the Common Core in every classroom. Maintaining the accuracy and relevance of materials is crucial, proper collection procedures including timely weeding are necessary.	Collection Developments Support Title I Part A: Allocation 5,000	
2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program.		Library collection to support reading materials in languages other than English Title I Part A: Allocation 1400	
3. Maintain website access to library resources 24/7.		Chromebooks - required research on electronic databases requires devices Title I Part A: Allocation 5000	
4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily.		Summer Reading program - closing the achievement gap - replacement materials Title I Part A: Allocation 500	
5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a		Collection Development - update dated materials LCFF - Base 1400	
		GoGuardian - computer monitoring software	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
first language other than English.			
The Harper Librarian will collaborate with each academic department chairperson to provide structured lessons on information literacy as an integral part of specific projects in required courses (American Studies, Science 8, Freshman English and Humanities). Lessons will focus on the American Association of School Librarians' standards for the 21st century learner ( <a href="http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf">http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf</a> ) as well as the information literacy and inquiry standards embedded in the Common Core Standards.	Library services at Harper reflect a commitment to conforming to AASL Learning Standards for the 21st Century Learner and the advancement of the standards in every course.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 7

At least 80% of all subgroups will score 70% or above on the district science assessment.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Science teachers will:</p> <ol style="list-style-type: none"> <li>1. Research CCSS / Next Generation Science Standards (NGSS) and align Harper curriculum to standards.</li> <li>2. Collaborate on developing common assessments for classes at each grade level.</li> <li>3. Implement new assessments for measuring student performance on the standards.</li> <li>4. Review assessment results for effectiveness. Modify instruction as needed.</li> </ol>	<p>Collaboration with teachers, administration, and other staff is necessary to review and plan for the adoption and implementation of new standards and new materials.</p>	<p>Professional development for implementing CCSS and NGSS LCFF - Base 2,500</p>	
<ol style="list-style-type: none"> <li>1. Research and implement best practices in science instruction</li> <li>2. Implement STEM and other proven models for enhancing student interest in science.</li> <li>3. Provide opportunities for students to integrate science, technology, math</li> </ol>	<p>Campus beautification, science instruction, opportunities for community service, raising awareness in potential careers; all of these things are evidenced by the program.</p>	<p>Developer of Outdoor Educational Spaces Coordinator Title I Part A: Allocation 1,500</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and engineering into projects.</p> <p>4. Expand opportunities for students to work in the Harper garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines.</p> <p>5. Utilize physical education class to engage in STEM concepts.</p>			

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 8

At least 80% of all subgroups will score 70% or above on the site developed academic social studies assessment.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Research Common Core Standards and align Harper curriculum to standards.</p> <p>2. Collaborate on developing common assessments for classes at each grade level.</p> <p>3. Implement new assessments for measuring student performance on the standards.</p> <p>4. Review assessment results for effectiveness. Modify instruction as needed.</p> <p>5. Collaborate and plan projects, including the application of research methods, that align from 7th to 9th grade, along with the English Department and with the Librarian, who will help design curriculum.</p>	<p>Collaboration with cross-curricular and cross grade-level teachers is necessary to review data and plan for alignment of standards and strategic instruction for Harper students.</p>		
<p>8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate</p>	<p>Collaboration with cross-curricular and cross grade-level teachers is necessary to review data and plan for alignment of</p>	<p>Professional Collaboration release days District Funded 1,200</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.	standards and strategic instruction for Harper students.	PBL supplies, materials, fieldtrips LCFF - Base 1,000	
		Informational Literacy Planning-release time-English/S.S LCFF - Base 1,200	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	276,376.00

## Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	138,350.00	0.00
Title I Part A: Allocation	102,637	8,837.00
LCFF - Base	16,796	0.00
LCFF - Supplemental	27,430	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	138,350.00
LCFF - Base	16,796.00
LCFF - Supplemental	27,430.00
Title I Part A: Allocation	93,800.00

# Expenditures by Budget Reference

Budget Reference	Amount
	211,426.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	2,550.00
	District Funded	135,800.00
	LCFF - Base	9,890.00
	LCFF - Base	6,906.00
	LCFF - Supplemental	7,980.00
	LCFF - Supplemental	19,450.00
	Title I Part A: Allocation	44,530.00
	Title I Part A: Allocation	49,270.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Kerin Kelleher	Principal
Sybil Hansen	Other School Staff
Elizabeth Merrill	Classroom Teacher
Jennifer Miller	Parent or Community Member
Liza Lopez	Other School Staff
Yves Bouyssounouse (Alternate)	Classroom Teacher
Deborah Folb	Parent or Community Member
Callie Lindsey	Parent or Community Member
Jennifer Fung	Classroom Teacher
Nick Gallaudet	Classroom Teacher
Alexis Lyon	Secondary Student
Kelly Heung - Alternate	Parent or Community Member
	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

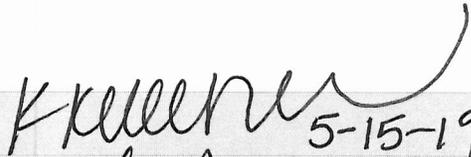
English Learner Advisory Committee

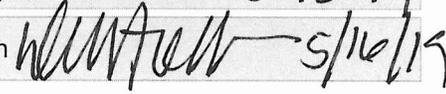
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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.

This SPSA was adopted by the SSC at a public meeting on April 17, 2019.

Attested:

Principal, Ms. Kerin Kelleher on  5-15-19

SSC Chairperson, Ms. Deborah Folb on  5/16/19

# Addendum

---

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program