School Year: **2020-21**

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.

School Name	Frances Ellen Watkins Harper Junior High School
Address	4000 East Covell Blvd. Davis, CA 95618
County-District-School (CDS) Code	57726780106674
Principal	Ms. Kellie Sequeira
District Name	Davis Joint Unified School District
SPSA Revision Date	May 18, 2020
Schoolsite Council (SSC) Approval Date	May 18, 2020
Local Board Approval Date	

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.

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School Vision and Mission

Our current mission statement: "Harper Junior High School: A caring community, inspiring everyone to learn, achieve, and thrive." This past year, staff began the work to build a Multi-tiered System of Support at our site prior to the early COVID closure. This work linked the previous years effort on Response to Intervention to the larger site-wide discussions and focus. Working in professional learning communities, the staff is focused on each grade level's developmental stage, standards and curriculum, and grade specialized activities. There is a clear component and focus on the social-emotional needs of students within the school community. A great deal of attention is given to high academic achievement and college readiness for all students which centers on the idea and role that literacy instruction is needed in all content areas. 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, 41 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, 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

Site Council - Monthly Meetings: This team does the heavy lifting of analyzing student results, inviting program leads to identify current and possible supports; and ultimately crafts the annual plan to provide a well rounded and thought site plan for ALL students.
English Learner Advisory Committee Meetings - 3 Times a Year: This committee meets in our library and shares with the larger school community their needs through our English Language Development Coordinator to the principal and site council. The ELD Coordinator and principal look at identified needs and brings to site council.
Liaison Meetings - Monthly Meetings - This team works to support needs of teachers through partnership including some discussion on needs that are addressed by the site council which constructs the Site Plan. The principal shares updates and connects needs to the Site plan as constructed by the Site Council
PTO Meetings - Monthly Meetings - This parent and teacher team meets to support both teacher innovation and climate needs of students across the school year. The focus and activities of this group overlaps and their work impacts the plans as developed for the school by the Site Council. The principal delivers updates to the PTO on the work of site council in constructing the site plan.
Department Chair Meetings - Monthly Meeting for this team includes updates on Site Council planning, as well as seeking their interest in directions of the school. Their interests is shared by the principal to the Site Council.
MTSS Site Leadership Team Meetings - Monthly Meeting of this new leadership team speaks to the topics that ensure all students succeed including those farthest from opportunity. The interests of this group is shared with the Site Council by the principal to ensure a connected and responsive Site Plan
Title One Meeting- One time a Year this meeting occurs with our parents to provide an understanding of Title One services outlined in the Site Plan. In addition, their inquiries are shared with the Site Council team.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.16%	0.31%	0.16%	1	2	1
African American	3.01%	3.72%	3.06%	19	24	19
Asian	16.80%	14.24%	15%	106	92	93
Filipino	0.95%	1.08%	0.81%	6	7	5
Hispanic/Latino	26.31%	29.72%	31.45%	166	192	195
Pacific Islander	0.32%	0.77%	0.65%	2	5	4
White	46.91%	43.34%	41.29%	296	280	256
Multiple/No Response	%	%	7.58%			0
			Total Enrollment	631	646	620

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	202	219	194
Grade 8	223	208	219
Grade 9	206	219	207
Total Enrollment	631	646	620

Conclusions based on this data:

1. Over three years, the enrollment continues to fluctuate between 620 and 646 which secures a standard expectation of total numbers of students that ensures a level of consistency on programing decision.

2. Our students who are Hispanic/Latino have consistently grown across the three years and is the only subgroup to do so at our site which speaks to the need of programing that address and support this growing population of our students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	46	45	50	7.3%	7.0%	8.1%
Fluent English Proficient (FEP)	133	150	130	21.1%	23.2%	21.0%
Reclassified Fluent English Proficient (RFEP)	10	3	10	19.6%	6.5%	22.2%

Conclusions based on this data:

1. Our students who are English Learners have grown to the highest number in three years which speaks to the need for a strong English Learner program as well as supports to ensure needs are being addressed and students achievement occurs.

2. Reclassification numbers from between three to 10 reflect the placement of all beginning English Learners at our site from the neighboring junior high school (Holmes Jr. High) With the largest group of English learners as beginners, reclassification will more likely take place from them in the senior high school due to the amount of years second language acquisition requires.

3. Development of the right supports for all general education courses will support the above highlighted English Learners and those who are reclassified.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	223	203	212	210	195	203	209	195	203	94.2	96.1	95.8
Grade 8	212	219	207	204	203	199	204	203	199	96.2	92.7	96.1
All Grades	435	422	419	414	398	402	413	398	402	95.2	94.3	95.9

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2580.	2573.	2568.	25.84	23.59	25.12	41.15	43.08	34.98	16.27	13.85	14.78	16.75	19.49	25.12
Grade 8	2581.	2586.	2578.	23.04	26.60	21.11	35.78	34.98	40.70	20.10	16.75	18.59	21.08	21.67	19.60
All Grades	N/A	N/A	N/A	24.46	25.13	23.13	38.50	38.94	37.81	18.16	15.33	16.67	18.89	20.60	22.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	37.80	35.90	34.16	43.54	42.05	40.10	18.66	22.05	25.74
Grade 8	35.29	33.00	35.86	40.69	41.50	43.43	24.02	25.50	20.71
All Grades	36.56	34.43	35.00	42.13	41.77	41.75	21.31	23.80	23.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	42.58	37.95	32.18	41.63	43.08	49.01	15.79	18.97	18.81
Grade 8	35.47	37.00	21.72	43.84	42.50	58.59	20.69	20.50	19.70
All Grades	39.08	37.47	27.00	42.72	42.78	53.75	18.20	19.75	19.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.88	18.97	24.26	63.64	67.69	59.41	11.48	13.33	16.34
Grade 8	24.02	24.50	18.69	62.25	62.00	66.16	13.73	13.50	15.15
All Grades	24.46	21.77	21.50	62.95	64.81	62.75	12.59	13.42	15.75

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	41.15	35.90	38.12	41.15	49.74	40.59	17.70	14.36	21.29
Grade 8	31.03	40.00	32.32	47.78	39.50	48.99	21.18	20.50	18.69
All Grades	36.17	37.97	35.25	44.42	44.56	44.75	19.42	17.47	20.00

Conclusions based on this data:

1. In 7th grade our ELA standards above standard grew this past year which supports the continued programing developed in our English Classrooms continue for those meeting standards.

2. In 8th grade our ELA Reading standards notes improvement in both advanced and met standards groups. This movement forward cements the continued programing success and potential other grade level discussions for replication could occur

3. In the 7th grade our ELA below standards in reading grew, while writing somewhat decreased which creates a contemplation on reading as a writing construct to develop and support reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	223	203	212	218	197	205	218	197	205	97.8	97	96.7
Grade 8	212	219	207	206	205	202	206	205	202	97.2	93.6	97.6
All Grades	435	422	419	424	402	407	424	402	407	97.5	95.3	97.1

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2584.	2585.	2572.	35.78	37.06	38.05	23.85	26.40	17.07	22.02	14.72	21.95	18.35	21.83	22.93
Grade 8	2596.	2591.	2584.	35.92	39.02	30.20	20.87	16.59	23.76	16.99	18.05	21.78	26.21	26.34	24.26
All Grades	N/A	N/A	N/A	35.85	38.06	34.15	22.41	21.39	20.39	19.58	16.42	21.87	22.17	24.13	23.59

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	46.79	48.22	45.85	29.82	22.84	20.49	23.39	28.93	33.66
Grade 8	45.15	43.41	40.80	25.73	23.90	30.85	29.13	32.68	28.36
All Grades	45.99	45.77	43.35	27.83	23.38	25.62	26.18	30.85	31.03

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	38.99	39.59	40.98	37.61	44.16	36.59	23.39	16.24	22.44
Grade 8	34.47	40.00	31.68	40.78	38.05	43.56	24.76	21.95	24.75
All Grades	36.79	39.80	36.36	39.15	41.04	40.05	24.06	19.15	23.59

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	37.16	39.09	36.10	49.08	45.69	45.85	13.76	15.23	18.05
Grade 8	38.83	42.44	34.65	38.83	37.07	42.08	22.33	20.49	23.27
All Grades	37.97	40.80	35.38	44.10	41.29	43.98	17.92	17.91	20.64

Conclusions based on this data:

1. Our students in the above standard categorization in Math increased for our 7th graders and decreased for our 8th grade students which notes a need in the investigation of practices to support.

2. For our students who have the greatest need in math as reflected by their below standard scores the 7th grade students have slightly increased within the not met category while the 8th grade students have decreased within this range which speaks to the advancement of standards in 8th grade

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1534.7	1558.6	1525.4	1556.0	1543.5	1560.6	15	15
Grade 8	1503.5	1533.5	1486.3	1528.9	1520.1	1537.4	13	15
Grade 9	1552.9	1550.5	1553.3	1555.4	1551.9	1545.3	14	11
All Grades							42	41

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	33.33	*	20.00	*	33.33	*	13.33	15	15
8	*	33.33	*	20.00	*	20.00	*	26.67	13	15
9	*	27.27	*	27.27	*	18.18	*	27.27	14	11
All Grades	33.33	31.71	26.19	21.95	*	24.39	*	21.95	42	41

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	46.67	*	20.00	*	13.33	*	20.00	15	15
8	*	46.67	*	13.33	*	13.33	*	26.67	13	15
9	*	36.36	*	18.18	*	27.27	*	18.18	14	11
All Grades	50.00	43.90	*	17.07	*	17.07	*	21.95	42	41

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	20.00	*	13.33	*	53.33	*	13.33	15	15
8	*	26.67	*	13.33	*	33.33	*	26.67	13	15
9		9.09	*	9.09	*	54.55	*	27.27	14	11
All Grades	*	19.51	*	12.20	35.71	46.34	30.95	21.95	42	41

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	20.00	*	46.67	*	33.33	15	15
8	*	13.33	*	46.67	*	40.00	13	15
9	*	9.09	*	54.55	*	36.36	14	11
All Grades	33.33	14.63	42.86	48.78	*	36.59	42	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	73.33	66.67	*	20.00	*	13.33	15	15
8	*	40.00	*	33.33	*	26.67	13	15
9	*	54.55	*	27.27	*	18.18	14	11
All Grades	64.29	53.66	*	26.83	*	19.51	42	41

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	26.67	*	66.67	*	6.67	15	15
8	*	26.67	*	33.33	*	40.00	13	15
9	*	9.09	*	45.45	*	45.45	14	11
All Grades	*	21.95	30.95	48.78	50.00	29.27	42	41

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	6.67	*	73.33	*	20.00	15	15
8	*	0.00	*	73.33	*	26.67	13	15
9	*	9.09	*	72.73	*	18.18	14	11
All Grades	*	4.88	61.90	73.17	*	21.95	42	41

Conclusions based on this data:

1. Results from the 17-18 and 18-19 are quite similar for our students on the ELPAC which speaks to a consistency of program support as our English Student population is typically more transitory than other groups of students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
646	**31.0**	**7.0**	**0.6**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	45	7.0
Foster Youth	4	0.6
Homeless	3	0.5
Socioeconomically Disadvantaged	200	31.0
Students with Disabilities	88	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	3.7
American Indian	2	0.3
Asian	92	14.2
Filipino	7	1.1
Hispanic	192	29.7
Two or More Races	44	6.8
Pacific Islander	5	0.8
White	280	43.3

Conclusions based on this data:

1. Our percentage of students that are socioeconomically disadvantaged as grown to it highest level in many years as it reached 31% this year which speaks to the need for strong supplemental programing that address and supports all students.

2. The increase in our Hispanic population reflects a need for both diversity and inclusion instructional and system practices that respond to the culturally needs of our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Chronic Absenteeism is a concern in the overall Performance category which speaks to the connectivity of all students as we build program to engage our students.

2. Suspension Rate is the highest level of concern on all category indicators as reflected in the yellow. Behavior responses need review and expansion of both restorative practices and positive behavior response could address and redirect the suspension data results.

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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
18.1 points above standard	65.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.6 points	Increased ++10.3 points	4
393	69	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	54.9 points below standard	99.2 points below standard
4	Increased ++10.8 points	Increased ++10.3 points
	125	61

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
48.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	54.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.4 points		Increased ++4.6 points	
	1		3
13		56	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
38.9 points below standard	69.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	41.6 points above standard
Increased ++3.8 points	Increased ++6.9 points		Declined -10 points
		3	
120	33		164

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
130.8 points below standard	45.3 points below standard	32.2 points above standard
Declined -12.8 points	Increased ++13.3 points	Declined -5.9 points
16	53	284

Conclusions based on this data:

1. ELA performance increased for all identified categories currently included on our dashboard which speaks to the need to continue ELA programing and supports.

2. Of the measures race and ethnicity only the subgroup of White decreased in the ELA measurements.

3. Our Reclassified English Learners have increased the largest of any subgroup within the ELA data comparisons.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	2	0

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
7.1 points above standard	81.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.8 points	Declined -6.1 points	
394	69	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	79.7 points below standard	136.1 points below standard
	Increased ++8.6 points	Declined -7.4 points
4	125	61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
93.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	70.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.9 points	1	Declined -4.7 points	3
13		56	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
60.9 points below standard	60.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	30 points above standard
Increased ++3.6 points	Maintained -1.2 points	3	Declined Significantly -18.1 points
120	33		165

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
131.9 points below standard	65.8 points below standard	20.7 points above standard
Declined Significantly -25.1 points	Declined -3.4 points	Declined -7.8 points
16	53	285

Conclusions based on this data:

1. English Learners and students with disabilities declined in math leaving both in the orange and red classification.

2. Both our the white and Asian race and ethnicity categories declined since last year, yet remained within the green classification while the students who are Hispanic/Latino race and ethnicity subgroup increased by 3.6 points

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
69.7 making progress towards English language proficiency
Number of EL Students: 33
Performance Level: Low
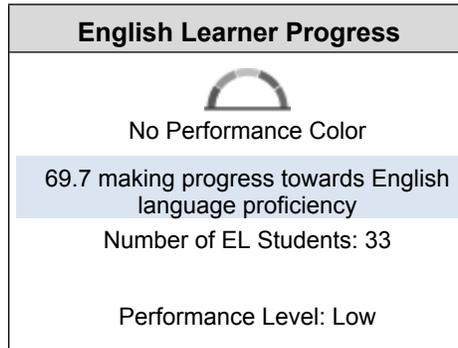
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	9	3	20

Conclusions based on this data:

1. Majority of our students who are English Learners are advance although it is classified on the dashboard as a performance level of low.

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.

2019 Fall Dashboard College/Career Equity Report

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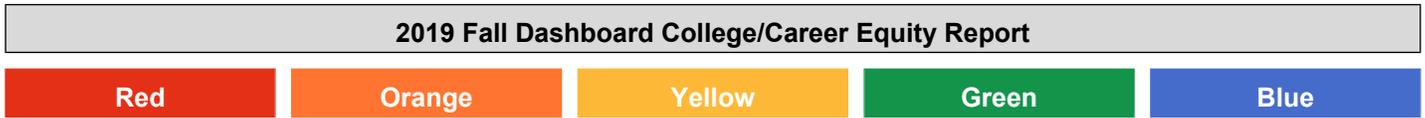
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
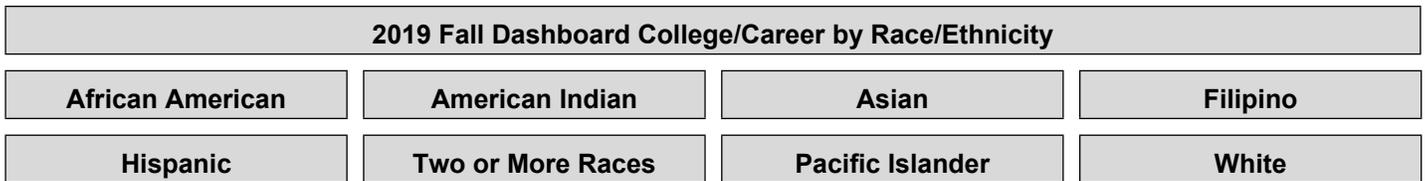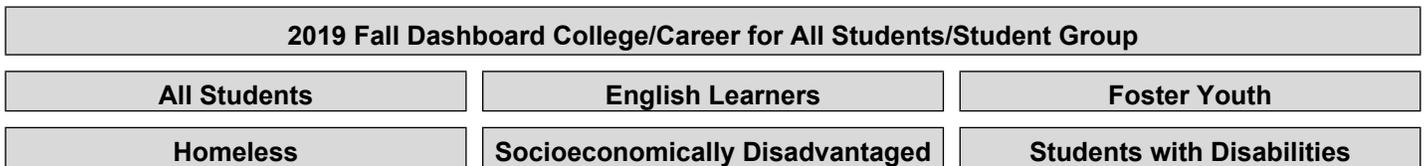
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
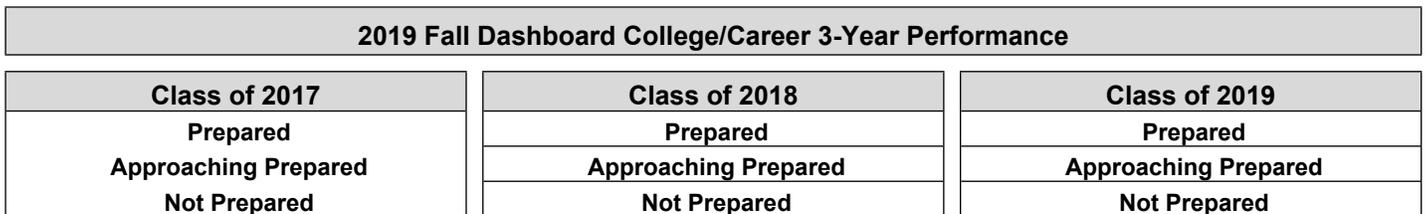
2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	1	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
8.4	7.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	Declined -1.3	
		4
438	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	18.2	24.7
	Increased +1.5	Increased +7.7
5		
	148	73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
21.4	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +9.7	1	Declined -1.5	3
14		64	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
12.8	5.7	Less than 11 Students - Data Not Displayed for Privacy	8.1
Increased +1.6	Increased +2.1	3	Maintained -0.1
133	35		185

Conclusions based on this data:

1. Our students who are English Learners are the only group that decreased on their chronic absenteeism rating.

2. Our students absenteeism rates increased for our African American, Hispanic, two or more races students.

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.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
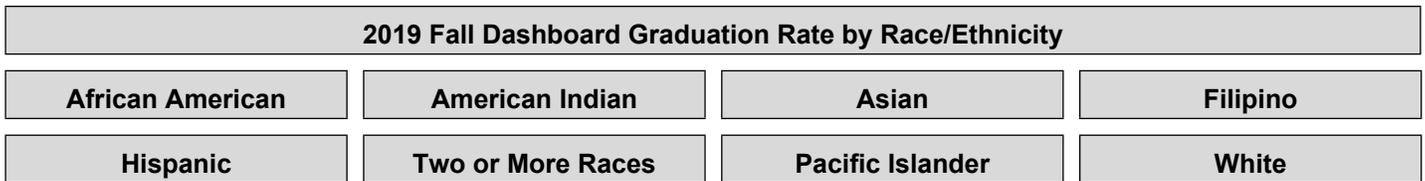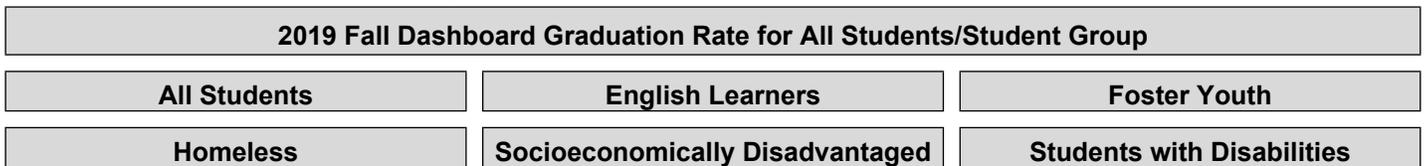
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
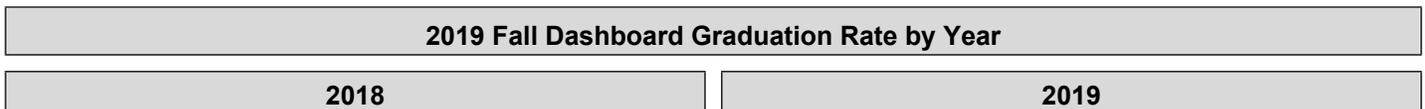
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	5	0
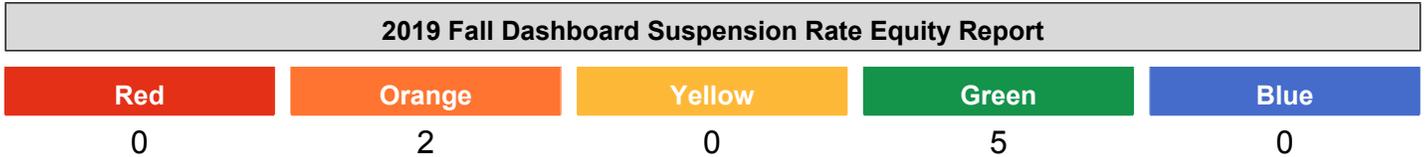
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
3.8	11.1	Less than 11 Students - Data Not Displayed for Privacy
		6
Maintained 0	Increased +2	
665	54	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	7.7	5
6		
	Declined -0.6	Declined -8
	221	100

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
4	Less than 11 Students - Data 2	3.1	Less than 11 Students - Data 7
Increased +4		Increased +2.2	
25		96	

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
5	2.2	Less than 11 Students - Data 5	3.5
Declined -0.6	Declined -0.6		Declined -0.4
201	45		284

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.8	3.8

Conclusions based on this data:

1. All groups declined on suspension excluding our students who are English Learners or the race/ethnicity group for our students who are Asian.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

All students at Harper Jr. High School will engage in 21st Century learning and make a year or more of academic growth as measured by CAASPP scores, EL and RFEP student grades, ELPAC scores, and other formative assessments (SRI, etc.).

LCAP Goal

All students will experience 21st Century Teaching and Learning.

Basis for this Goal

CAASPP scores, EL and RFEP student grades & ELPAC scores, and other formative assessments (SRI, etc.)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Performance	2019 ELA Performance for All Students/Student Groups on the CDE Dashboard shows Harper's EL student group attaining status in the "Yellow" zone being 65.1 points below the standard and increasing 10.3 points from the prior year. RFEP students increased 13.3 points and scored 45.3 points below the standard.	In 2020-21 our goal is to continue to significantly raise the English Language Arts proficiency of our English Learner and Re-designated students, as demonstrated by an increase of an additional 10 points on the 2020 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will continue to move from very low (18-19) to low (19-20) to medium status on the ELA CAASPP. Our students in Special Education will continue to increase another 10 points working toward the "Yellow" zone on the CA Dashboard. Screening assessments (SRI), diagnostic formative assessments and collaborative work will unite to drive highly effective instruction that academically advance all students.
CAASPP Mathematics Performance	2019 Mathematics Performance for All Students/Student Groups on the CDE Dashboard shows that Harper's 125 socioeconomically disadvantaged students showed an increase of 8.6 points, placing these students in the Orange range on the 2018 Fall CDE Dashboard.. Our students in Special Education	In 2020-21 Harper's students in Special Education will demonstrate growth of 15 or more points on the 2020 CAASPP Math exam, increasing from "Red" to "Orange" status. In 2020-21 our goal is that students in our Special Education program will demonstrate growth of 20 or more points and our students

Metric/Indicator	Baseline	Expected Outcome
	declined 7.4 points residing 136 points below standard residing in the "Red" zone, and our students who are English Learners decreased 6.1 points and are now 81.1 points below the standard residing in the "Orange" zone.	who are English Learners will increase by 10 percent moving from the "Orange" to "Yellow zone on the 2019 CAASPP Math Dashboard. Common formative assessments and collaboration that unite to propel student learning for all students.

Planned Strategies/Activities

Strategy/Activity 1

ELA Release Days for Formative Assessment Analysis - Professional Learning Community Tasks

1. Select prompts for the Writing Samples and/or design ELA/Reading formative assessments for all three grade levels.

2. Administer the Writing Samples and/or ELA/Reading Assessments at a timetable decided by the department.across the school year.

3. Use available PLC / academic counseling release days to analyze data to determine instructional moves by the department team.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

English Department Team Members

Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	District Funded
Description	Release Days for Formative Assessment Analysis - PLC work

Strategy/Activity 2

ELD Conferences and Release Days for Professional Development

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

English Learners and Reclassified English Learners

Timeline

8/26/2020 to 6/10/2020

Person(s) Responsible

Pernia Hassan, Kathy Romero, Katie Herrick-Jasper, Rebecca Honig, Kristen Tannyhill, and Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Mathematics:
1. Ask teachers to identify students who are in need of supplemental math instruction.
2. Identify additional students by reviewing assessment results.
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

All Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Mathematics: Yves Bouyssounouse, Patricia Latham, Jack Dapkewicz, Jen Fung, and Christine Hopper

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	District Funded
Description	Release Days to develop and analyze math benchmark assessment to drive instructional decisions - Professional Learning Communities

Strategy/Activity 4

Learning Managmment System, School Loop, etc. Trainer - VSA

Schedule LMS or School Loop training for parents as needed to encourage student, teacher, parent communication

Provide 'Junior High 101" informaitonal meetings and support to incoming 7th grade parents during 7th grade Web training.

Students to be Served by this Strategy/Activity

Yves Bouyssounouse, Adrianne Simon-Carlson, Mike Dufrense, and Kellie Sequeira

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	672.00
Source	LCFF - Base
Description	Learning Managmment System, School Loop, etc. Trainer - VSA

Strategy/Activity 5

All Content areas - PLC, RTI, Differentiation Planning

Provide Release time and/or planning time for core classes, or teams within departments to collaborate regarding student needs, MTSS areas of focus, curriclum alignemnt, instructional planning based on assessment data.

This could include 7th grade cluster teachers, 7th grade core teachers, or others to provide release time.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2010 - 6/30/2020

Person(s) Responsible

7th Grade Teaching team, Adrianne Simon-Carlson, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	506.00
Source	LCFF - Base
Description	All Content areas - PLC, RTI, Differentiation Planning

Strategy/Activity 6

Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; inluding electronic titles.

Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy stndards. Build a collection of high interest/lowleve, and audio resources to suport ELD and other programs.

Maintain website access to library resources 24/7

Publicize services and recruit studnts and families to the library, especially from 3:30-5:00 pm daily.

Provide collection support for titles availble in languaes other than English;materials that will build reading competency for students studying world langues and provide possible reading options for students with a first language other than English.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Elizabeth Merrill, Katie Herick-Jasper, Pernia Hasan, Rebecca Honig Kelly Ridgeway and Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	4,070
Source	Title I Part A: Allocation
Description	Library Collection Development

Amount	2,950
Source	Title I Part A: Allocation
Description	Library Currciulucm Support

Amount	2,218
Source	Title I Part A: Allocation
Description	Library Collection Support in Languages other than English

Amount	3,000
Source	LCFF - Base
Description	Go Gardian - Computer Monitoring Software

Amount	6,559
Source	Title I Part A: Allocation
Description	Electronic subscriptions, Electronic management, teacher support of distance learning, etc.

Strategy/Activity 7

Social Studies Professional Collaboration Release Days - PLC

Develop units of study from the work collaboration with UC Davis History Project and other areas of focus to support the development of curricullum

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 to 6/10/2020

Person(s) Responsible

History/Science: Nick Gallaudet, Mike Tobey, Jesse Kermit, and Dustin Greenler

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF - Base
Description	Social Studies Professional Collaboration Release Days - PLC

Amount	1,200
Source	District Funded
Description	Social Studies Professional Collaboration Release Days

Strategy/Activity 8

Development of Outdoor Educational Spaces Coordinator - VSA
Research and implement best practices in science instruction with implementation of STEM and other proven models for enhancing student interest in science.
Provide opportunities for students to integrate science, technology,math and engineering into projects.
Exand opportunities for studenst to work in the HArper Garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/28/2020 to 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	LCFF - Base
Description	Development of Outdoor Educational Spaces Coordinator - VSA

Amount	750.00

Source	LCFF - Supplemental
Description	Development of Outdoor Educational Spaces Coordinator - VSA
Amount	150.00
Source	LCFF - Base
Description	Snacks and Beverages for the Student Participants
Amount	150.00
Source	LCFF - Supplemental
Description	Snacks and Beverages for the Student Participants

Strategy/Activity 9

Project Based Learning (PBL) Supplies Materials, and Field Trips

8th Grade social studies and English teachers meet throughout the school year to coordinate curriculum and streamine projects, novel studies, and units for American Studies class. In addiitn they develop Project Based Learning (PBL) units.

English/Social Science Informational Literacy Planning - Release Time

Social Studies Release Days for content and unit construction on work with partnership at UC Davis History Project

Students to be Served by this Strategy/Activity

All Students in the 8th Grade

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Pernia Hassan, Nick Gallaudet, Mike Tobey, and Jonathan Dunsworth; Becky Honig, and Jesse Kermit

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Base
Description	Project Based Learning (PBL) Supplies, Materials, and Field trips
Amount	1,200
Source	LCFF - Base
Description	Informational Literacy Planning - Release Time History/English

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Achievement and Opportunity Gap

Goal Statement

Educators will close the achievement and opportunity gap at Harper Jr. High School for our students who are English Learners, Latinos, economically disadvantaged, and students with disabilities.

LCAP Goal

DJUSD educators will close the achievement gap.

Basis for this Goal

Student assessments, grades, and other formative assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard data in ELA and Math - for grades 7th and 8th by subgroups and all students. Student Grade and formative assessment results for students who are unduplicated and others in the achievement and opportunity gaps	All students ELA 18.1 above standards; EL 130.8 points below standard; Latino 38.9 below standard; Socioeconomically Disadvantaged 54.9 points below standard; Students with Disabilities 99.2 points below standard All Students Math 7.1 above standards; EL 81.1 points below standard; Latino 60.9 points below standard; Socioeconomically Disadvantaged 79.7 below standard; Students with Disabilities 136.1 points below standard	Each subgroup raises 10 to 25 points

Planned Strategies/Activities

Strategy/Activity 1

Summer School Supplies (Jumpstart/Kickstart)

Provided specially designed, differntiated instruction to EL and other students in Title One classification to support transition and learning outcomes thorugh a summer or beginning of the year program offer. Continue to examine a varity of options to connect engage and enrich the school experience for our students furthest from opportunity.

Students to be Served by this Strategy/Activity

Students enrolled in our Summer Programing

Timeline

8/15/2020 to 6/10/2021

Person(s) Responsible

Vice-Principal (Mike Dufrense), Julie Lohr-Shelton, Adrianne Simone-Carlson, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I Part A: Allocation
Description	Summer School Supplies (Jumpstart/Kickstart)

Strategy/Activity 2

Provide specially designed, differentiated instruction to English Learners in designated English Languge Development classes. Implement courses/classes that address our students who are Long-term English Learners, STEEL and Spanish for NAtieve Spanish speakers.
Effectively utilize data to place students who are Eglish Leaerns and guide instruction; use a variety of data the asses reading, vocabulary, and language fuency; conduct assessments throughout the year to ensure placement student placement is accurate and respond when appropriate to placement
Interview English Language Development students and compile archives of the 'students'voices' regarding their academic needs.
Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, inclduign summer programing, jump/kick start, recuded class size in ELD program offerings and provide Langauge development classes (STEEL) for students needing front-loadin of academic vocabulary and reading support.

Students to be Served by this Strategy/Activity

Students who are in our English Language Development Programing

Timeline

8/26/2020 to 6/10/2020

Person(s) Responsible

Katie Herrick-Jaspar; Pernia Hassan, Becky Honig, Kristen Tannyhill, Adrianne Simon-Carlson, and Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	14,000
Source	LCFF - Supplemental
Description	ELD - Paraeducator Instructional Support
Amount	2,327
Source	Title I Part A: Allocation
Description	ELD - Paraeducator Instructional Support

Amount	1,500
Source	District Funded
Description	ELD - Site Support for EL Compliance

Amount	1,100
Source	Title I Part A: Allocation
Description	English Learner Advisory Commitee food/supplies

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

Students in Need of Reading Support (Title One)

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Kristen Tannyhill, Pernia Hassan, Katie Herrick-Jaspar, Becky Honig, Caroline Wilson, Adrianne Simon-Carlson, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

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

Amount	14,823
Source	Title I Part A: Allocation
Description	ELA Intervention Paraeducator FTE

Strategy/Activity 4

Math Support

1. Teachers to identify students who are in need of supplemental math instruction.
2. Identify additional students by reviewing assessment data
Implement delivery models for improving math performance, as needed
3. Place identified students in appropriate programing
4. Collaborate on tasks with department team to continually identify ongoing instructional needs
5. Utilize para-educator (bilingual) to meet student needs within the class.

6. Collaboration on developing common assessments and critical standards at each grade leve/course
7. Implement and review assessment results for effectiveness and student needs
8. Teachers will monitor and adjust instruction to ensure students are meeting critical standards and benchmarks
9. Intervention will be provided as needed

10. Provide After School Homework Support with a focus on Mathematical Understanding for Students
11. Homework Club teachers will collaborate with Math department to ensure support is at the correct level for student learning

Students to be Served by this Strategy/Activity

Students in need of Math Support (Title One)

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Entire Math Department; Jen Fung, Nick Gallaudet, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	17,500
Source	Title I Part A: Allocation
Description	Math Clinic Course .2 FTE

Amount	12,018
Source	Title I Part A: Allocation
Description	Math Intervention Paraeducator (.30 FTE)

Amount	600
Source	Title I Part A: Allocation
Description	Math Intervention Class Supplies

Amount	8,700
Source	Title I Part A: Allocation
Description	Homework Club - After School Math Intervention VSA

Amount	500
Source	Title I Part A: Allocation
Description	Homework Club - After School Supplies and Materials

Strategy/Activity 5

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

1. Meet the other AVID teachers in the district and region to align Harper programwith other schools an sites.

2. Subsitute teachers for AVID meetings and Field trips
3. Provide ongoing progessional development to teachers at Summer Institute and Local (SCOE) AVID professional development opportunities

Students to be Served by this Strategy/Activity

Students Selected for this program (Title One)

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Jen Fung, Nick Gallaudet, and Adrianne-Simon Carlson

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Allocation
Description	AVID Parent Nights Supplies & Materials

Amount	20,000.00
Source	District Funded
Description	AVID Coordinator .2 FTE

Amount	6,400.00
Source	District Funded
Description	AVID Tutors (1 tutor per 7 students)

Amount	3,300.00
Source	District Funded
Description	AVID Class Materials, Curriculum, recruiting expenses, resource texts & field trips (not including subs)

Amount	600.00
Source	District Funded
Description	SCOE AVID Collaborative PD (not including subs

Amount	1,440.00
Source	Title I Part A: Allocation
Description	AVID Release time (Subs) for SCOE training

Amount	4,000
Source	District Funded

Description	AVID Summer Institute - Professional Development
Amount	3,500
Source	Title I Part A: Allocation
Description	AVID Summer Institute - Additional Participants

Strategy/Activity 6

Site Council Teacher Release Time

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

All Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Kellie Sequeira and Site Council Team of Teachers/Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	468
Source	LCFF - Base
Description	Site Council Teacher Release Time

Strategy/Activity 7

BRIDGE Program

1. Maintain BRIDGE program staff, location dates, times, and supplies.
2. Establish Advisory Committee in conjunction with MME to provide mission and direction for the program
3. Identify studetns eligible for th BRIDGE LEaerning Center class and for the after school BRIDGE homework program, as appropriate.
4. Contact student and parents and enroll students in appropriate, desired program.
Track daily student attendance and notify parents of non-attendees as neessary
5. Monitor student needs and collaborate with general education teachers to suppport BRIDGE students connection and learning
6. Monitor students path to ensure movement as needed into other programs (AVID, etc.) and continually enroll students when opennings occur.

Students to be Served by this Strategy/Activity

Students who are enrolled in BRIDGE (

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Liza Lopez, Adrianne Simon-Carlson, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	District Funded
Description	BRIDGE Mentor Program T-Shirts

Amount	500
Source	Title I Part A: Allocation
Description	BRIDGE Mentor Program T-Shirts

Amount	8,000
Source	District Funded
Description	BRIDGE UC Davis Work Study Costs (benefits)

Amount	750
Source	Title I Part A: Allocation
Description	BRIDGE Releaase time for TEacher Collaboration

Amount	1,600
Source	Title I Part A: Allocation
Description	BRIDGE tutors Funding for the first 27 days when UCD on break

Amount	900
Source	Title I Part A: Allocation
Description	BRIDGE Student Supplies (Calculators/Backpacks/etc.)

Amount	300
Source	LCFF - Supplemental
Description	BRIDGE Parent Night Food & Suplies

Amount	1500
Source	District Funded
Description	BRIDGE Tutoring Supplies

Amount	300
Source	Title I Part A: Allocation
Description	BRIDGE Tutoring Supplies

Strategy/Activity 8

Title One Coordinator

Students to be Served by this Strategy/Activity

Students (Title One)
1. Maintain strategic academic interventions that address the needs of struggling learners
2. Utilize diglital platforms including Q, illuminate and potential LMS to generate a list of all students needing interventions, based on assessment, and each quarter's academic grades
3.Track student grade progress: Identify and monitor students who have earned a d or elow in two or more classs.
4. Utilie MTSS/RTI process to involve counselors an core teachers of studetns who are in danger of failling 2 or more classes in developing a strategic student lerning plan.
5. Place qualifying students in appropriate, strategic program(s)
6. Monitor students growth and progress.

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Yves Bouyssounouse, Liza Lopez, Adrianne Simon-Carlson, Special Education techers, Members of RTI, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	1512
Source	Title I Part A: Allocation
Description	Title 1 Coordinator (VSA)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environment

Goal Statement

All Harper students will experience a safe and inclusive environment.

LCAP Goal

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

Basis for this Goal

Youth Truth Survey; Chronic Absenteeism Data; Suspension Date

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Data Chronic Absentee Data Suspension Rate Data Healthy Kids Survey Results	Youth Truth survey results showed more favorable outcomes than other schools on:Belonging and Peer Collaboration and Aligns with other sites in our district on: Culture, Academic Rigor, School Culture, and Engagement: Chronic absence: Currently 8.4% overall; Socioeconomically Disadvantaged 18.2%; Students with Disabilities 24.7% Suspension data for Harper on the dashboard is in "Yellow" zone with a 3.8% overall.	Maintain or improve favorable Youth Truth Survey areas Decrease chronic absences for SED and Students with Disabilities by 5% to 13.2% and 19.7% Decrease suspension rates by 1% from 3.8% to 2.8%

Planned Strategies/Activities

Strategy/Activity 1

Family Outreach and Support

Community Liaison providing outreach to families in need, building family-school responsiveness and connections

Provides

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	60,000
Source	District Funded
Description	Community Liaison

Amount	380
Source	LCFF - Supplemental
Description	Multiple Langauge Translators for Caregiver Events

Strategy/Activity 2

ADVISORY Program at Harper

1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentations coordination
2. Collaborate on integration of curriculum across departmetns in completing projects for the portfolio.
3. Expand components of the Showcase to 7th grade, as appropriate
4. Continue to seek comunity and parent supportfor the program
5. Investigate model to respond to identify needs and strenghten pupose to meet student needs

Students to be Served by this Strategy/Activity

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

All Staff with leadership from Tom Taylor and team

Proposed Expenditures for this Strategy/Activity

Amount	1900
Source	Title I Part A: Allocation
Description	Freshman Advisory Lead and Showcase Advisor - VSA

Amount	850
Source	LCFF - Base

Description	Freshman Advisory Lead and Showcase Advisor - VSA
Amount	1900
Source	LCFF - Supplemental
Description	Freshman Advisory Lead and Showcase Advisor - VSA
Amount	1900
Source	Title I Part A: Allocation
Description	8th Grade Advisory Coordinators - VSA
Amount	850
Source	LCFF - Base
Description	8th Grade Advisory Coordinators - VSA
Amount	1900
Source	Title I Part A: Allocation
Description	7th Grade Advisory Coordinators - VSA
Amount	850
Source	LCFF - Base
Description	7th Grade Advisory Coordinators - VSA
Amount	600
Source	LCFF - Base
Description	Advisory Collaboration Supplies
Amount	2500
Source	LCFF - Base
Description	Advisory Collaboration Release Time

Strategy/Activity 3

Assemblies/Student outreach/Speakers - Motivational

Students to be Served by this Strategy/Activity

Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Adrianne Simon-Carlson, Mike Dufrense (VP), Jackie Orozco, Kellie Sequeira, and Department Chairs feedback

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I Part A: Allocation
Description	Assemblies/Student Outreach/Speakers - Motivational

Strategy/Activity 4

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) Provide new student welcome events

Students to be Served by this Strategy/Activity

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Adrianne Simon-Carlson, Mike Dufrense (FP), Briana Sanchez, Darcie Hauger, all teachers in positive behanior support

Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	Title I Part A: Allocation
Description	Web Advisor VSA

Amount	1500
Source	Title I Part A: Allocation
Description	Web Advisory VSA

Amount	600
Source	Title I Part A: Allocation
Description	WEB Supplies

Amount	1500
Source	Title I Part A: Allocation
Description	Diversity Days - Inclusion and Equity Outreach - VSA
Amount	400
Source	Title I Part A: Allocation
Description	Intro to New School Year (jumpstart/kickstart) support
Amount	1500
Source	Title I Part A: Allocation
Description	5-Star Student Involvement Database (Activities Support)
Amount	750
Source	LCFF - Base
Description	Wednesday Late Start/Lunchtime Supplies and Equipment
Amount	900
Source	LCFF - Base
Description	Positive Referrals and Student Recognition (PBIS work)
Amount	250
Source	LCFF - Base
Description	Newcomer Activity Supplies for Events
Amount	3,000
Source	Title I Part A: Allocation
Description	Intramural Coordinator (Activities Support) VSA or Timecard

Strategy/Activity 5

Counselor - School Climate Support (Support Groups)

Students to be Served by this Strategy/Activity

Identified Students

Timeline

8/26/2020 to 6/10/2021

Person(s) Responsible

Adrianne Simon-Carlson, Beth Merill, and Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	6500
Source	District Funded
Description	Counselor for Support Groups
Amount	6500
Source	LCFF - Supplemental
Description	Counselor for Support Groups

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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.

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
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	ELD programing continued with all components running to support students. STEEL as well as our Spanish for NAtives continued acorss th year. Assessment data was used for both student placement, and also for student movement across the courses whe students were ready. Ongoing discussion on building the program continue with teachers shifting students in a the shared and dedicated periods for ELD instruction. Discussion on Reading instruciton within the STEEL course work, as well as ways to possible shift students by combining 1a and 1b were discusssed at the end of the school year. Teacher recommendations for English Lernerners into the summer program	Summer School Staff District Funded Summer School (Jump Start) - Supplies for Students Title I Part A: Allocation 2000	Summer School Staff District Funded Summer School (Jump Start) - Supplies for Students 2000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	continued this school year.		
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	ELD coordinators continued to use release time and looked for potential EL conference opportunities. Staff was provided ELD information during faculty and all staff meetings on the ELD work within the department. Bulding of the district master ELD plans was also included in this years work. ELD Coordinator continued to discuss ways to support teachers and offering 'Coaching' opportunities. This year the work was clearly offered in the 7th/8th grade Science work in developing new units implemented this year.	EL Conferences and release days for PD LCFF - Supplemental 1,500	EL Conferences and release days for Pd LCFF - Supplemental 1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.			
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	This funding was not developed during the year as mentoring work as of yet has not been established. While there was site wide presentations that benefit the LTEL students at our site a specific mentoring activity has not yet been developed. The focus centered to the needs in ELD and STEEL around data assessment, program offerings, and reading implications.	Mentoring Activities LCFF - Supplemental 500	Mentoring Activities LCFF - Supplemental 0.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	English learner Para Educator support continued thorughout the year. Bilingual support in both ELD courses provided a strong and steady contribution for students. The English Learner corrdinator solidified the need for this support as students are navigating language acquisition requiring the most responsive environment. The Community Liaison and Bridge Coordinator worked this year in support of our families. Outreach parent events, support on daily interactions, as well as the Bridge program leadership increased school connection to our families. Translators were used at caregiver events including our title one parent meeting among others. English Learner Advisory meetings were also offered translation for our families in need of this support.	EL Para-educator support LCFF - Supplemental 14,000 Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits District Funded 60,000 Multiple language translators for caregiver events LCFF - Supplemental 400	EL Para-Educator Support LCFF - Supplemental 14,000 Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits District Funded 60,000 Multiple Language Translaros for caregivers events LCFF - Supplemental 300
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	English Learner Coordinator provided supported and corrdinated teh entiretiy of hte English Leanrer program. In partnership with families, the site council, departments, and the principal, the site coordinator advocated for her program and	EL Para for tracking mandates (VSA) District Funded 1,500	EL Para for tracking mandates (VSA_ District Funded 1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.	monitored student needs to continually support student and families needs as well as academic outcomes. All reclassifcation, while fewer this year due to COVID break did occure and the role and support of the EL Coordinator in professional development was ongoing and advanced teacher engagement with the needs of their students.		

Analysis

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

Overall, the need of students, families, and general education teachers were met by the English Language Development program at our site. Responsive instruction, strong collaborative effort, strong partnership with district EL program, and deep advocacy for the program propells our students and connects our families and general education teachers to this work.

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

Startegies were effective and helped acchieve the goals, while some discussion on program design due to potential economic changes were discussed at the end of the year.

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

No substantial difference in spending, except for the decrease on translation due fewer parent meeting needs due to the COVID closure.

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.

The strategies and activities will be slightly changed across two goals for our next year as we align to the three district wide goals at Harper. While all will return except the mentoring program, the stratgies will be split between the work of 21st Century Learning and teaching and the Achievement Gap

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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.

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
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.	English teachers met to collaborate over multple days...working to drive instrucitonal decisions based on data and assessment. This year they included some particpation and discussion with DJUSD coach while identifying a shared assessment to make instrucitonal moves based on student needs.	Release days for scoring writing assessments District Funded 2,400	Release days for scoring writing assessments District Funded 2400
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.	Vocabulary work continued in all English courses in support of English Language Development needs of our students.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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..	Strong reading focus continued all year in the department incluidng the use of SRI as an ongoing data point to drive instrucitonal discsions. This year due to the COVID closure and move to distance learning only two of the three typically held SRI reading assessments were usilized to monitor progress Team will return to the traditional assessments starting next fall.	Reading Intervention Teacher, .2 FTE District Funded 19,000	Reading Intervention Teacher, .2 FTE District Funded
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 | ADVISORY work advanced this year to include discussion on expansion and models designs to support all students. The link between 7th and 8th grade Advisory work to the Showcase has been established.

Advisory link to CCSS standards are strong.

Showcase was shifted to an at-home conversation event once the school closed due to COVID and distance learning began. This shift was necessary to find a way to complete the students work and celebrate the focus standards across all three years that Freshman participates develop through the Advisory 9th Grade portfolio and the 7/8th grade work tasks. | | |

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
assessments and the components of the Freshman Showcase.			
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.	ELA department met multile times to develop and analyze data to determine next instructional steps for their students. REsponsive teaching was evident across the entier year. Similar work and unit discussion including argement writing developed and was sustained by the hardworking and dedicated teachers within the department.		
Support the implementation of Common Core Standards in the ELA classrooms	This work continued all eyar, CCSS is well established within the English Department	Paraeducator FTE Title I Part A: Allocation 12,500	Paraeducator FTE Title I Part A: Allocation 12,500

Analysis

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

The overal focus by the English Language Arts goals within the department remains strong and responseive to students needs. The strategies that support both paraeducator involvement and collabrative opportunities for the teachers remain a key component in our site plan.

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

Advancing our subgroups toward the green or blue zones on the CA Dashboard were supported and helped by the effectiveness of the stratgies/activities. Collaboration remains a key component to growth, and is well developed within the teaching teams. Future site plans will continue to include collaboative and release days to drive innovation and reflection in support of student achievement.

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

The funding for paraeducators will always be an increasing emplyee cost due to anual increases.

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.

Changes to this goal will find that some of the activities and strategies will shift from goal 2 to one of two goals for next year, 21st Centery Learning or Closing the Achievement Gap.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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.

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
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.	Some collaboartion occured as the team had multiple discussion and release days to identify critical standards by class. This year CC2 and CC3 essential standards were selected and assessments of the standards were discussed	Release days to develop and analyze math benchmark assessments District Funded 3,500	Release days to develop and analyze mth benchmark assessments District Funded 3,000
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.	Homework Club worked in support of students with 50-60 students in attendance on most days. There were some teacher shifts accross the school year due to teacher needs, but the Homework Club continued while school was in session. The program stopped early due to the COVID 19 school closure, so all of the funds were not used this year. Distance learning and homework club support will need to be considered for next year if distance learning returns to DJUSD.	After school interventions to support students VSA Title I Part A: Allocation 8,700 School day math intervention class Title I Part A: Allocation 17,500 School day math intervention class supplies Title I Part A: Allocation 600 Spanish Bilingual Paraeducator FTE Title I Part A: Allocation 12,018 After school supplies & food Title I Part A: Allocation 500	After School Interventions to Support Studetns VSA Title I Part A: Allocation 8,000 School Day Math Intervention Class Title I Part A: Allocation 17,500 School Day math intervention class supplies Title I Part A: Allocation 300 Spanish Bilingual Paraeducator FTE Title I Part A: Allocation 12,018 After school supplies and food Title I Part A: Allocation 300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Academic Conferencing/PLC release days occurd for a variety of departmetns across the school year. The articulation occured only one time at the end of the year, which was less than the goal originally set. Collaboration between teachers and deprtments continued to bring a depth to the instruction and innovation to our learning at Harper. Monitoring and adjusting instruction occurs with deep contemplation when collaborative structures are in place which was true for our school this year.	Academic Conferencing/PLC release days for staff District Funded	Academic Conferencing/PLC release days for staff District Funded
1. Ensure equal access to Common Core Math 2 for all 6th graders. 2. Ensure students are receiving effective direct	Some discussion on 6th / 7th grade math occured in the articulation meeting, but the backward mapping did not happn this year due to the focus		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	on critical standards within the department. Some collaboration between		

Analysis

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

The overal implementation of the strategies did not reach the overal goal of this are, however the subgroup of Hispanic did grow. The overall results of the site surpaces state averages, yet subgroup growth especially students in our special education program continue to struggle.

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

Stratigies development and focus to the shared and collaborative work may have supported the growth in one subgroup but doesn not yet propel the other groups in math.

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

Some material and release time was not utilized due to the COVID-19 closure at school this year.

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.

Changes on this goal will move to the Goal 2 for next year and focus clearly on the opportunity and achievement gap work at our site.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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. 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.	The Advisory program ran smoothly across the school year prior to the COVID-19 closure. The Career day shifted this year when the district decided to hold a district-wide 8th grade career day. Ultimately, it occurred during distance learning and was created by the counselors in our middle schools. The project work for portfolio continued with the 7th grade link on identify work was well established. Advisory team continued to look into expansion of the program to develop a more frequent response to student needs. Multiple meetings and one survey occurred with staff to identify next steps.	Freshman Showcase Coordinator Title I Part A: Allocation 1,900 Freshman Showcase Coordinator LCFF - Base 850 Freshman Showcase Coordinator LCFF - Supplemental 1,900 8th Grade Advisory Coordinator Title I Part A: Allocation 1,900 8th Grade Advisory Coordinator LCFF - Base 850 7th Grade Advisory Coordinator Title I Part A: Allocation 1,900 7th Grade Advisory Coordinator LCFF - Base 850	Freshman Showcase Coordinator Title I Part A: Allocation 1,900 Freshman Showcase Coordinator LCFF - Base 850 Freshman Showcase Coordinator LCFF - Supplemental 1900 8th Grade Advisory Coordinator Title I Part A: Allocation 1900 8th Grade Advisory Coordinator LCFF - Base 850 7th Grade Advisory Coordinator Title I Part A: Allocation 1,900 7th Grade Advisory Coordinator LCFF - Base 850
1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional	PLC work occured across site including in grade-level meetings this year. The 7th grade team continued their work	Supplies and resources LCFF - Base 600 Collaboration Time LCFF - Base 2,500	Supplies and resources LCFF - Base 300 Collaboration Time LCFF - Base 1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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. | within the grade-level meeting structure and did not utilize all of the funding provided.

The Junior High 101 offering was held at the beginning of the year by Yves to support incoming families.

School Loop trainign was also provided for families support as well as ongoing support of School Loop questions throughout the year. | School Loop Trainer LCFF - Base 672 | School Loop Trainer LCFF - Base 672 |
| 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 | The work this year around growing climate remained strong with our students and included bringing to our site the Safety Ambassador program. This work expanded the original plan to start peer focus on bullying and responding to student needs

Activities remained a key component that provided inclusive opportunities for student to participate in recreational offerings. | WEB Advisor VSA (1) Title I Part A: Allocation 1,200

WEB Advisor VSA (1) Title I Part A: Allocation 1,200

Recreational supplies and equipment for Wednesday morning and lunchtime activities LCFF - Base 750

WEB Advisory Training Follow-ups Title I Part A: Allocation 1500 | WEB Advisor VSA (1) Title I Part A: Allocation 1,200

WEB Advisor VSA (1) Title I Part A: Allocation 1,200

Recreational supplies and equipment for Wednesday morning and lunchtime activities LCFF - Base 750

WEB Advisory Training Follow-ups Title I Part A: Allocation 1500 |

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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. | Indoor soccer and basketball were two very popular options for climate activities.

Welcome events inlcuded pizza lunch opporutnites as well as our first ice cream social occured this year. In addition, the teacher basketball night as well as all of the school dances were heavily attended. These events connected new and returning students to school developed opportunities. Many teachers participated and visited with families and each other during the experience.

Web continued to engage students builing leaders in the 9th grade area of focus and providing outreach to our new incoming 7th grade students. | Student Recognition for achievement LCFF - Base 750

WEB Activities 18-19 Costs Title I Part A: Allocation 600 | Student Recognition for achievement LCFF - Base 750

WEB Activities 18-19 Costs Title I Part A: Allocation 600 |

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.	Newcomer events occured throught the year during lunch time. Some after school events were offered to provide opportunites for engagement. One favorite event this year was an ice cream social. Early and often connection making opporutnies continue at our site with purpose and dedication to the task.	Newcomer Activity Supplies LCFF - Base 400 Assemblies/Speakers - Motivational Title I Part A: Allocation 5000 Diversity Days Title I Part A: Allocation 4000 Introduction to new school year supplies LCFF - Base 400	Newcomer Activity Supplies LCFF - Base 400 Assemblies/Speakers - Motivational Title I Part A: Allocation Diversity Days Title I Part A: Allocation 2000 Introduction to new school year supplies LCFF - Base 400
Counselor - School Climate support	Significant work on small groups occured in our counseling deparment as support topics were identified and offered to students. This effort cotinues to be one to focus on as we are reaching out to offer robust counseling support in a focus on social emotional needs of our studetnts. The support groups ended early due to the COVID-19 shutdown.	Counseling Support Groups for Students District Funded 6500 Counseling Support Groups for Students Title I Part A: Allocation 6500	Counseling Support Groups for Students District Funded 6500 Counseling Support Groups for Students Title I Part A: Allocation 6500

Analysis

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

The goals and focus in these areas have successfully been supported by the strtegies and activites of student conneciton, counseling groups, and WEB program.

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

The effectiveness as measured by participation demonstrated strong results as all fo the dances and most events were heavily attended more than in the past years. In addition, teacher particpation and engagement remained strong with students visiting with their teachers at climate events.

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

The decrease in prposed expenditures occured due to the early site closure prompted by COVID-19 and shifted to distance learning.

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.

The strategies and activiites will shift to goal three as we are aligning to the district three goals for our focus.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

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.

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
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).	The title once coordination occured this year and started by visiting the Site Council wil his plan for the year. Discusion did occur in MTSS/RTI to support and intervene with students who were failing 2 or more classes. Students were placed in support program and classes as identified by counseling and other teams of support. The monitoring of title one students could be further developed next year in support of our students.	Title I Coordinator VSA Title I Part A: Allocation 1,512	Title I Coordinator VSA Title I Part A: Allocation 1512

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
6. Monitor students' progress.			
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	Para educator support hapened in math and ELA classes to help students in a push-in model of instrucitonal supports. This work continued this year with one personal shift and expanded to distance leanring program once COVID-19 closed the school site.		
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.	Parent meeting and workshop were offered on school loop, Junior High 101 and title one meetings. Families also attended the ELAC and BRIDGE presentaion nights. The BRIDGE taco dinner celebration was cancelled due to the distance learning format and COVID - 19 limitations. Student progress was measured and shared with parents through the quarter progress and quarter reportcards. In addition, school loop for most teachers was another avenue for parents to stay up to date on events Translation of documents continued throughout the	ELAC food and supplies LCFF - Supplemental 300 Postage LCFF - Supplemental 250 Bridge Parent Nights Food & Supplies Title I Part A: Allocation 1100	ELAC food and supplies LCFF - Supplemental 200 Postage 100 Bridge Parent Nights Food & Supplies Title I Part A: Allocation 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	year and was added to the weekly bulletin once distance learning went into effect.		
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.	BRIDGE and Homework Club continued to support students ar Harper this year. The ongoing community that resides in the BRIDGE program was evident all year long. Teacher collaboration on the BRIDGE classes will expand in next year, to better support program development and provide teachers time to address needs of our students and families. Home and School communication remains significant to the success of our studetns as well as strengthens our programing.	Bridge Tutors for first 27 days, when UCD breaks LCFF - Supplemental 1,600 Bridge Student Supplies (Calculators) LCFF - Supplemental 900 Bridge UCD Work Study Costs (benefits) District Funded 8,000 Bridge Mentor Program T-shirts District Funded 450 Bridge Tutoring Supplies District Funded 1,500 Bridge Tutoring Supplies Title I Part A: Allocation 300 Bridge T-Shirts LCFF - Base 500	Bridge Tutors for first 27 days, when UCD breaks LCFF - Supplemental 1600 Bridge Student Supplies (Calculators) LCFF - Supplemental 800 Bridge UCD Work Study Costs (benefits) District Funded 8,000 Bridge Mentor Program T-shirts District Funded 300 Bridge Tutoring Supplies District Funded 1500 Bridge Tutoring Supplies Title I Part A: Allocation 300 Bridge T-Shirts LCFF - Base 500
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	AVID held multple meetings with the AVID outreach coordinator and at both meetings the discussion about district alignement came up. The distict provided 1-2 district meetings. The need to vertical align the AVID	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs) District Funded 3,300	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs) District Funded 3300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	program continues in our work for next year. Subsitiute teachers for AVID meetings and Fieldtrips will also be more clearly established in next years Site plan. This is to ensure all teachers interested in the SCOE Pd or Summer Institutes may attend. AVID strategies are widely used and recognized as valuable to meet the needs of ALL students.	AVID Summer Institute (5 participants, including administrator) District Funded 4,000 AVID Summer Institute (additional participants) LCFF - Supplemental 3,500 Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) District Funded 600	AVID Summer Institute (5 participants, including administrator) District Funded 4,000 AVID Summer Institute (additional participants) LCFF - Supplemental 3,500 Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) District Funded 600
Coordinate successful implementation of AVID program	Excellent care and coordination of the AVID program continues throughout this year. During distance learning, a dedicated weak with 50 interviews for student candidates for next years AVID program occured which speaks to the dedication and effort proficded by the coordinators. Continued PD opportunites will create a culture of AVID strategies within Harper. AVID coordinators are at the forefront of this work and identified this year a desire to secure key stratgies site wide as new staff may arrive.	.2 FTE AVID Coordinator District Funded 20,000 AVID Tutors District Funded 6,400 AVID Parent Nights Title I Part A: Allocation 500	.2 FTE AVID Coordinator District Funded 20,000 AVID Tutors District Funded 6,400 AVID Parent Nights Title I Part A: Allocation 250
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	This year key groups of PLC occured and continues to develop a collaborative site. In addition, differentiation professional development was provided by strategy training in our Faculty	PLC, RTI, Differentiation Planning LCFF - Base 506	PLC, RTI, Differentiation Planning LCFF - Base 506

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	meetings. This work in Faculty was shifting to strategy selection, emplimentation and reflection through teacher selected focus and faculty time meeting. The COVID019 shut down occured at the same time as the shift from training to reflection was happening.		
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.	Site Council worked with data and school programs continued. The discussion on selection of programs was tempered by the realization that budget changes may occur next year.	Release time for teachers to attend SSC meetings LCFF - Base 1,150	Release time for teachers to attend SSC meetings LCFF - Base 700
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.	The collaboration time was prodomently used by the PBL American Studies teams. This work provided dedicated focus on new projects and enabled staff to build units and this year even attend professional development on assessment analysis in PBL models.		
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.	Music program in elementary school continue. Connections between school connectedness with our feeders continue to allign our efforts. This work ensures that Harper is providing		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	access to a divers population of students resulting in equitible experiences for our students.		

Analysis

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

The dedicated strategies to acheive the articulated goal continues at our site. This years unexpected COVID-19 prevented some key compoents including AVID's college night.

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

The activites remain strong and deepend their conneciton to our site through the dedicated and thoughtful reflection by teachers and program leads.

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

The expenditures on some item were more than actuals spent due to the site closure for COVID-19 and the need to move to distance learning. For example, the AVID college night event was cancelled due to the Health department guidlines at the time.

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.

Next year, these goals work will move to goal 2 in addressing our achievement gap. This will better align with district efforts and similar strategies/activities found in other goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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. 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	The library program at Harper remains strong with its specialized support of instructional programs as well as the student engagement to literacy. This year more students than ever participated in the Battle of the Books which is only one of many amazing library engagement activities offered for Harper students. The resources online, as well as the focus on all students including those who speak another language continue to address equity and inclusion strategies within the program. New purchases occur regularly to ensure that literacy and reading continues to be a focus at Harper. Securing funding for this work enables students to more likely read, and be enticed to reading by new offerings.	Collection Development Support Title I Part A: Allocation 4070 Library collection to support reading materials in languages other than English Title I Part A: Allocation 1500 Chromebooks - required research on electronic databases requires devices LCFF - Supplemental 2580 Summer Reading program - closing the achievement gap - replacement materials Title I Part A: Allocation 500 Curriculum Support - Electronic apps/Magazines/Videos Title I Part A: Allocation 3300 GoGuardian - computer monitoring software LCFF - Base 3100 Library materials for readers of other languages LCFF - Base 718	Collection Development Support Title I Part A: Allocation 4,000 Library collection to support reading materials in languages other than English Title I Part A: Allocation 1500 Chromebooks - required research on electronic databases requires devices LCFF - Supplemental 2,000 Summer Reading program - closing the achievement gap - replacement materials Title I Part A: Allocation 500 Curriculum Support - Electronic apps/Magazines/Videos Title I Part A: Allocation 3,300 GoGuardian - computer monitoring software LCFF - Base 3100 Library materials for readers of other languages LCFF - Base 700

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 (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.	The librarian continues to work with each department to secure information literacy opportunities for students.		

Analysis

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

Library supports are set to acheive goals and connections for our students. This proved a stronger engagement component due to the incredible work of our librairan and library team.

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.

Some expednitures were hampered due to the COVID-19 school closure.

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.

Next year you will find these strategies within Goal 1 in support of 21 Century Teaching and Learning. We are streamlining our goals to reflect the DJUSD wide goals at each site.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 7

At least 80% of all subgroups will score 70% or above on the 8th grade 2018-19 CAST 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
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.	Work this year in Science focused on NGSS standards as the entire district and Harper staff included worked on investigating curriculum offerings. This work had our site looking at two or three different publishers and by the end of the year there was shared interest at site on a single curriculum offering. This will impact next years work as the role out their first year with the new curriculum. Assessment and review to modify instruction will also occur within the pilot year of this year and next years first adoption.	Professional development for implementing CCSS and NGSS	Professional development for implementing CCSS and NGSS
1. Research and implement best practices in science instruction 2. Implement STEM and other proven models for enhancing student interest in science.	Science instruciton best practices were discussed this year within district wide collaboration on the new curriculum. By the end of this year, discussion and potential planting of the HArper	Developer of Outdoor Educational Spaces Coordinator Title I Part A: Allocation 1,500	Developer of Outdoor Educational Spaces Coordinator Title I Part A: Allocation 1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	garden is closer to happening this summer. Stem concepts continue to be investiated by science staff members. Outdoor educational spaces continue as the coordinator moves to link possible connections between the SAVE class and a graden.		

Analysis

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

Science assessment focus will need to be developed in coming years. The CAST assessment was not given due to the COVID-19 pandemic.

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

Strategies in this goal contiues to focus attention and link learning to the natural world around us.

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

There is no difference between the proposed expenditures and the 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.

This goal will be shifting to goal 1 next year that supports 21 Century Learning as linking instruction to the larger world engages students as is more accurately reflected in that goal.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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
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.	The work of the Social Studies team focused on developing their own curriculum to meet the states new standards focus. Partnering with UC Davis History project teachers return to site from PD to build the units and connect with their English counterparts in 8th grade. Assessment discussion will also occur next year as units are built. Collaborative opportunities occurred throughout the school year especially for the PBL groupings of teachers.		
8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate	Collaboration Continued throughout the year prior to the COVID-19 closure.	Professional Collaboration release days District Funded 1,200	Professional Collaboration release days District Funded 1200

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.	PBL untis were strengthened and build as well as PD from the district PBL offerings were embraced by some of our team.s Collaboration to sustain BPL program will continue to demonstrate strength and connection of teaching participants.	PBL supplies, materials, fieldtrips LCFF - Base 1,000 Informational Literacy Planning-release time-English/S.S LCFF - Base 1,200	PBL supplies, materials, fieldtrips LCFF - Base 1,000 Informational Literacy Planning-release time-English/S.S LCFF - Base 1200

Analysis

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

Assessment growth and analysis continued while the main focus on refinement and development of units continued strong this year.

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

Collaboration remains at the forefront in the activities to ensure that thoughtful contemplation of PBL is developed and supports student engagement and learning.

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

Expenditures did not vary in this goal.

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.

This work will continue under Goal 1 next year to address the work on 21 Century Learning and teaching. It better aligns towad this district goal.

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	288,093.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	288,093.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	138,350	0.00
Title I Part A: Allocation	107,467	0.00
LCFF - Base	16,796	0.00
LCFF - Supplemental	25,480	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	138,350.00
LCFF - Base	16,796.00
LCFF - Supplemental	25,480.00
Title I Part A: Allocation	107,467.00

Expenditures by Budget Reference

Budget Reference	Amount
	108,978.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	53,450.00
	District Funded	84,900.00
	LCFF - Base	15,618.00
	LCFF - Base	1,178.00
	LCFF - Supplemental	23,980.00
	LCFF - Supplemental	1,500.00
	Title I Part A: Allocation	86,067.00
	Title I Part A: Allocation	21,400.00

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

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kellie Sequeira	Principal
Sybil Hansen	Other School Staff
Jolanda Blackwell	Classroom Teacher
Jonathan Dunsworth	Classroom Teacher
Kelly Heung	Parent or Community Member
Jennifer Fung	Classroom Teacher
Paula Rivera	Parent or Community Member
Rachel Hartsough	Parent or Community Member
Ahna Suleiman	Parent or Community Member
Ignacia Hernandez	Parent or Community Member
	Secondary Student
	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   Saria Gassonma

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~~ May 18, 2020

Attested:

Principal, Ms. Kellie Sequeira on

SSC Chairperson, Ms. Kelly Heung on

Addendum

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

Instructions: Linked Table of Contents

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.

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 measureable 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