

The Single Plan for Student Achievement

School: Frances Ellen Watkins Harper Junior High School
CDS Code: 57726780106674
District: Davis Joint Unified School District
Principal: Ms. Kerin Kelleher
Revision Date: May 14, 2015

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

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

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The District Governing Board approved this revision of the SPSA on 6/26/2014.

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School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	685	612		392	317		14	9		122	103	
Growth API	885	878		920	906		861			951	960	
Base API	889	896		917	929		823	885		950	955	
Target	A	A		A	A					A	A	
Growth	-4	-18		3	-23					1	5	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	136	135		64	76		143	153		52	52	
Growth API	733	749		655	721		727	743		571	610	
Base API	759	757		728	687		743	753		559	603	
Target	5	5					5	5				
Growth	-26	-8					-16	-10				
Met Target	No	No					No	No				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		100	99	
Number At or Above Proficient	346	285		219	158		--			64	63	
Percent At or Above Proficient	79.5	75.2		87.6	81.4		--	--		92.8	90.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	100		96	100		97	100		89	100	
Number At or Above Proficient	48	37		13	19		45	49		13	9	
Percent At or Above Proficient	50.0	48.1		28.3	38.8		46.9	49.0		40.6	24.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		No	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	313	267		198	151		--			60	63	
Percent At or Above Proficient	71.3	70.4		78.6	77.8		--	--		87.0	90.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	100		100	100	
Number At or Above Proficient	42	29		18	21		46	45		12	11	
Percent At or Above Proficient	42.9	37.7		37.5	42.9		46.9	45.0		33.3	29.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		No	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	53	40	
Percent with Prior Year Data	98.1%	100.0%	
Number in Cohort	52	40	
Number Met	43	29	
Percent Met	82.7%	72.5%	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	28	36	23	26		
Number Met	--	25	--	--		
Percent Met	--	69.4%	--	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	*	Yes	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Development
LEA GOAL:
SCHOOL GOAL #1:
The percent of English Language Learners who are reclassified in 2015-16 will increase by at least 10%.
Data Used to Form this Goal:
Student grades & CELDT scores
Findings from the Analysis of this Data:
Harper has a large population of students who have not achieved the Advanced level of proficiency on the CELDT or have not been reclassified due to their academic grades or SBAC scores which will be available summer 2015.
How the School will Evaluate the Progress of this Goal:
CELDT, ADEPT, and grades will be reviewed by EL staff, counselors and administrators to determine placement and academic intervention needs for EL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide specially designed, differentiated instruction to EL students in support and sheltered classes. Implement courses / classes that address Long Term English Learners (LTELS), STEEL and Spanish for Native Spanish speakers.</p> <p>2. More effectively utilize data to place EL students and guide instruction</p> <p>a. Select at least 3 sources of data to utilize reading, vocabulary, language fluency</p> <p>b. Conduct assessments on EL students before school concludes to be used in placing students in most relevant programs.</p> <p>3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs.</p> <p>4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. 2-week intensive summer course addressing academic language development & successful skills for school; reduce class size in identified classes that have high enrollment of EL student, provide Language Development classes (STEEL) for students needing front-loading of academic vocabulary</p>	5/19/2013 - 8/20/2016	Kristen Tannyhill, Katie Herrick-Jasper, Liza Lopez, Natalie Trigilio, Adrianne Simon-Carlson, Harper Site Council	<p>Summer School Staff</p> <p>Summer School Supplies for Students</p>		<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>3,360</p> <p>800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan.</p> <p>2. Continue to research best practices for addressing the educational needs of long-term EL learners.</p> <p>3. Provide professional development (PD) regarding ELD standards and instructional strategies: A) Awareness/identification of ELs on Harper campus B) Long term EL research & 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</p> <p>4. Provide staff information and support staff in attending PD trainings, conferences, and/or university classes in ELD.</p> <p>5. Provide a systematic method for conference attendees to share what they have learned with other staff.</p> <p>6. Provide PD in a “coaching” model for teachers implementing SDAIE strategies in core curricular areas.</p>	12/7/2007 - 6/30/2016	Pernia Hassan, Kathy Romero, David Davenport, Katie Herrick-Jasper, Kerin Kelleher	EL Conferences and release days for PD		LCFF - Base	1,125

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	5/19/2014 - 6/30/2016	Liza Lopez, Adrienne Simon-Carlson, Natalie Trigilio, Katie Herrick-Jasper, Site Council	Mentoring Activities		LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	10/1/2008 - 6/15/2016	Kristen Tannyhill, Katie Herrick-Jasper, Liza Lopez and Kathy Romero	EL Para-educator support		LCFF - Base	14,000
			EL Para-educator support		LCFF - Base	8,000
			Community Liaison to Spanish speaking families		Title I Part A: Allocation	20,000
			Multiple language translators for caregiver events		LCFF - Base	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.	7/1/2010 - 6/30/2016	Assistant Superintendent of Instructional Services, Mary Khan, Kathy Romero, Kerin Kelleher	EL Para for tracking mandates (VSA) Professional Development for Site Staff.		District Funded	1,500

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Reading/Language Arts
LEA GOAL:
SCHOOL GOAL #2:
At least 80% of all subgroups will score 70% or above on the district writing assessment and the site academic vocabulary assessment.
Data Used to Form this Goal:
Student assessment reports
Findings from the Analysis of this Data:
Many students tend to receive failing grades in classes, and repeatedly fail in summer school.
How the School will Evaluate the Progress of this Goal:
Monitor students earning D's and F's.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 the writing samples.	12/10/2008 - 5/30/2016	Members of the EnglishDepartment	Release days for scoring writing assessments		District Funded	2,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement the language development and vocabulary programs in all English classes, introducing all students to vocabulary and frequently used words. Solicit the words of the week from the rest of the staff, implementing the language / vocabulary building program across disciplines.	9/5/2008 - 6/30/2016	ELA teachers				
Sustain reading instruction and support for all students who read below grade level. Ensure accurate identification of students reading below grade level, enrolling them in the reading support class as appropriate.	7/1/2010 - 6/30/2016	Kristen Tannyhill, ELA Department, Adrienne Simon-Carlson, Natalie Trigilio, Kerin Kelleher	.2 FTE Reading Teacher		District Funded	18,700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Identify Common Core Standards to be met by 8th graders in preparation for the Freshman Showcase. Develop appropriate rubrics for assessing these standards.</p> <p>2. Communicate these CCSS to all 8th and 9th grade teachers</p> <p>3. Collaborate with English teachers and entire staff in providing instruction to students for the CCSS in reading, writing and communicating.</p> <p>4. Identify departmental accountability for the assessment of the CCSS in English, math, science and social studies classes.</p> <p>5. Monitor and adjust as students complete departmental assessments and the components of the Freshman Showcase.</p>	5/9/2012 - 6/30/2016	All staff, led by English teachers and Freshman Showcase Advisors	8th Grade Team PLC Planning Day			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	5/19/2013 - 6/15/2016					

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Mathematics
LEA GOAL:
SCHOOL GOAL #3:
At least 80% of ALL subgroups will score 70% or above on the district or site developed math assessments.
Data Used to Form this Goal:
Students' academic grades in math
Findings from the Analysis of this Data:
While approximately 70% of all students are traditionally proficient or above on the CST in math, only 46% of the low SES students and 36% of the EL students typically meet proficiency. Many students tend to receive failing grades in math classes.
How the School will Evaluate the Progress of this Goal:
Common benchmark assessments will be administered and evaluated. Strategic interventions will be provided to students who are not making necessary progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	1/6/2010 - 8/30/2016	Transitions and algebra teachers	Release days to develop and analyze benchmark assessments		District Funded	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Ask teachers to identify students who are in need of supplemental math instruction.	1/26/2010 - 6/30/2016	Christine Hopper, Jennifer Fung, Patty Latham, Yves Bouyssounouse, Jack Dapkewicz	After school interventions to support students VSA		Title I Part A: Allocation	6,100
2. Identify additional students by reviewing district test scores.			School day math intervention class		Title I Part A: Allocation	16,800
3. Implement delivery models for improving math performance, as needed.			School day math intervention class supplies		Title I Part A: Allocation	300
4. Place identified students in appropriate programs.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Align current Harper math curriculum to Common Core Standards</p> <p>2. Establish quarterly PLC meetings for Harper math teachers and 5th/6th grade teacher representatives from each feeder elementary school. In collaboration with the elementary math specialists, teachers will identify the essential standards students must reach to achieve success in Integrated Math 1 by the end of their freshman year.</p> <p>3. Collaborate on developing common assessments for classes at each grade level.</p> <p>4. Implement new assessments for measuring student performance on the standards.</p> <p>5. Review assessment results for effectiveness.</p> <p>6. Teachers will monitor and adjust instruction as needed to ensure students are meeting the benchmarks.</p> <p>7. Implement interventions as needed.</p>	5/9/2012 - 10/31/2016	Yves Bouyssounouse, Patty Latham, Counselors, Grade 5 & 6 teachers at Korematsu, Montgomery, and Pioneer	Academic Conferencing/PLC release days for staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Ensure equal access to Common Core Math 2 for all 6th graders.</p> <p>2. Ensure students are receiving effective direct instruction in math at all grade levels</p> <p>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.</p> <p>4. Incorporate STEM concepts and activities into 6th, 7th, and 8th grade math classes.</p>	5/19/2012 - 6/30/2016	Harper math department, Korematsu, Montgomery and Pioneer 5th and 6th grade teachers, math specialists and principals				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Climate
LEA GOAL:
SCHOOL GOAL #4:
Learning is accelerated by a campus climate where students feel safe and have strong connections to their peers, teachers and other adults. Through these connections, students will increase their 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 and recording of the students' voices.
Data Used to Form this Goal:
Climate survey; Healthy Kids Survey
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Bi-annual school climate survey and results on the Healthy Kids Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	5/9/2012 - 6/30/2016	All staff	Freshman Showcase Coordinator		Title I Part A: Allocation	1008
			8th Grade Advisory Coordinator		Title I Part A: Allocation	1008
			7th Grade Advisory Coordinator		Title I Part A: Allocation	1008

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Facilitate opportunities for Core Plus and AIM teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days and common prep period.</p> <p>2. Support Core Plus and AIM, and 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.</p> <p>3. Provide release time and/or planning time for 7th grade Core Plus, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.</p> <p>4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.</p> <p>5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.</p>	5/9/2012 - 6/30/2016	Ainsley Lindbergs, Jesse Kermit, John Campbell, Jolanda Blackwell, Yves Bouyssounouse, Marie Rundle, Mike Tobey, Rebecca Honig, Patty Marlow, Nancy Sanchez, Susan Banducci, Doreen Lee, Natalie Trigilio, Adrienne Simon-Carlson, Kerin Kelleher.	Supplies and resources		LCFF - Base	600
			Collaboration Time		LCFF - Base	2000
			School Loop Trainer		Title I Part A: Allocation	672

<p>student input regarding school culture.</p> <p>2) Continue to implement anti-bullying assemblies and other "safe school" activities.</p> <p>3) Provide targeted interventions with students who may be victimizing or victims of bullying.</p> <p>4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.</p> <p>5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition.</p> <p>6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.</p> <p>7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.</p> <p>8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year.</p> <p>8A) Maintain the Peer Helper program that provides student-to-student support with social/emotional and academic issues related to school. Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.</p> <p>9) Provide safe and inclusive</p>		<p>Carlson, John Campbell</p>	<p>recreational supplies and equipment for Wednesday morning and lunchtime activities</p> <p>WEB Advisory Training</p> <p>Student Recognition for achievement</p>	<p>LCFF - Base</p> <p>LCFF - Base</p> <p>LCFF - Base</p>	<p>500</p> <p>500</p> <p>500</p>
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain the Peer Helper program that provides student-to-student support with social/emotional and academic issues related to school. Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.	12/15/2008 - 6/30/2016	John Campbell, Natalie Trigilio, Adrianne Simon-Carlson	New Comer Activity Supplies		LCFF - Base	400

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Other
LEA GOAL:
SCHOOL GOAL #5:
At least 85% of all freshmen will demonstrate college readiness scores on the PSAT exam given in the fall. In addition, at least 70% of all students in the identified subgroups will achieve a college-ready score of 35-39 on at least 2 of the 3 PSAT subsections. First generation college students and students from under-represented groups in college will earn a GPA of 3.0 or better and will be recruited and enrolled in AVID classes whenever possible.
Data Used to Form this Goal:
PSAT results and other college and career-readiness research.
Findings from the Analysis of this Data:
Hispanic /Latino and EL students are not achieving as successfully as their white and Asian peers in their grades or on the PSAT assessments
How the School will Evaluate the Progress of this Goal:
Fewer students earning D's and F's. PSAT results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Maintain strategic academic interventions that address the needs of struggling learners.</p> <p>2. Utilize Illuminate and the Q student information system to generate a list of all students needing interventions, based on CELDT scores, and each quarter's academic grades</p> <p>3. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes.</p> <p>4. Utilize RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student.</p> <p>5. Place qualifying students in appropriate, strategic program(s).</p> <p>6. Monitor students' progress.</p>	9/15/2008 - 6/30/2016	Liza Lopez, Adrianne Simon-Carlson, Natalie Trigilio, members of RTI				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide para-educator and tutor support in classes with a high concentration of intervention-eligible students 1. Review class lists of students and decide where the greatest concentration of eligible students are enrolled. 2. Place Para-educator support in the identified classes 3. Monitor student support and adjust para-educator placement as needed Provide intervention-eligible students access to computers in special education classes and Study Skills classes	9/18/2008 - 6/30/2016	Kerin Kelleher, Special education instructors, Caroline Wilson, Counselors	Para-educator		Title I Part A: Allocation	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Establish location, provide equipment and resources for Parent Resource Center.	10/1/2008 - 6/30/2016	Liza Lopez, Kerin Kelleher, Katie Herrick-Jasper, PTO President, Adrienne Simon-Carlson and Natalie Trigilio	Bridge & ELAC food and supplies		LCFF - Base	600
2. Partner with UCD and non-profit agencies to provide staff support to the Center as appropriate.			Postage		LCFF - Base	150
3. Schedule parent meeting/workshop dates, times and places.			Staff support for Parent Resource Center		Title I Part A: Allocation	0
4. Translate and send notice of meetings/workshops to parents in native language.						
5. Hire personnel to provide childcare and language translation services.						
6. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services.						
7. Present information and answer any parent questions at meeting.						
8. Seek input from parents regarding needs of their students						
9. Provide ongoing communication to the parents regarding student progress						
10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies.	10/1/2008 - 6/15/2016	Adrienne Simon-Carlson, Natalie Trigilio, Liza Lopez, Kerin Kelleher	Bridge Tutors for first 27 days, UCD breaks		LCFF - Base	1,530
2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program.			Bridge Student Supplies		Title I Part A: Allocation	600
3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate.			Bridge Learning Center Teacher			0
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.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program 1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2. Substitute teachers for AVID meetings and field trips 3. Provide ongoing professional development to teachers at Summer Institute 4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week at lunch time.	9/5/2008 - 6/15/2016	Adrienne Simon-Carlson, Natalie Trigilio, Jennifer Fung, Nick Gallaludet	Substitute Teachers for field trips		LCFF - Base	1,575
			Summer Institute PD		LCFF - Base	3,500
Coordinate successful implementation of AVID program	7/1/2010 - 6/30/2016	Principal, AVID Coordinator, AVID Site Team	.2 FTE AVID Coordinator		District Funded	16,500
			AVID Parent Nights		Title I Part A: Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Staff will be provided training on how to effectively use data to differentiate and scaffold instruction.</p> <p>2. Staff will be trained how to utilize Illuminate to develop and score benchmark assessments.</p> <p>3. Staff will participate in Professional Learning Communities (PLC) that analyze assessment data for each individual child and ensure that all students are receiving the instruction and interventions they need to be successful.</p>	7/1/2010 - 6/30/2016	Principal, all staff members	PLC, RTI, Differentiation Planning		Title I Part A: Allocation	500
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.	6/1/2010 - 6/30/2016	Harper Site Council	Release time for teachers to attend meetings		LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide collaboration time and support for teachers of STEM and PBL American Studies.</p> <p>2. Utilize STEM, PacTIN, I-STAR funds to provide ongoing professional development, release days and collaboration time to teachers.</p> <p>3. Provide information about enrichment classes and support to students who wish to pursue advanced level or more rigorous classes.</p>	5/9/2012 - 6/30/2016	Brett Kelley, James Shimek, Nick Gallaudet, Pernia Hassan, Rebecca Honig, Adrienne Simon-Carlson, Natalie Trigilio				
<p>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.</p> <p>2. Increase the types of music performed by Harper music groups to include a greater variety of cultures.</p> <p>3. Support Harper Junior High and elementary feeder school connections through articulation and alignment efforts.</p>	5/26/2012 - 6/30/2016	Greg Brucker, Nancy Sanchez, Bill Zinn, Adrienne Simon-Carlson, Natalie Trigilio, Elementary principals and identified elementary teachers				

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT: Library Improvement
LEA GOAL:
SCHOOL GOAL #6:
The Harper Junior High School Library will provide information, books and materials in print 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.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Library services are generally indirect support of the school program. Student and staff evaluations will be used to determine the effectiveness of the library services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide for ongoing collection development through purchase of new fiction and non-fiction titles.</p> <p>2. Build collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build collection of high interest/low level, foreign language, and audio resources to support ELD program.</p> <p>3. Expand on use of California Learns and other online resources</p> <p>4. Maintain website access to library resources 24/7</p> <p>5. Publicize services and recruit students and families to the Library, especially from 3:30 - 5 each day</p>	12/17/2007 - 6/30/2016	Librarian-Elizabeth Merrill and Staff	<p>Collection Development</p> <p>Library collection to support Title I students across campus.</p>		<p>LCFF - Base</p> <p>Title I Part A: Allocation</p>	<p>1,000</p> <p>7,100</p>
<p>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.</p>	5/22/2012 - 6/15/2016	Librarian-Elizabeth Merrill, Marie Rundle, Kristen Tannyhill, Tom Taylor, Ken Mc Kim, Katie Herrick-Jasper, Pernia Hassan, Nick Gallaudet, Mike Tobey				

Planned Improvements in Student Performance

School Goal #7

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

SUBJECT: Science
LEA GOAL:
SCHOOL GOAL #7:
At least 80% of all subgroups will score 70% or above on the district science assessment.
Data Used to Form this Goal:
Grades earned in science
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Progressive monitoring via local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Science teachers will:</p> <ol style="list-style-type: none"> 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. 	2/1/2009 - 6/30/2016	Science department members	Professional development for implementing CCSS and NGSS		Title I Part A: Allocation	2,400
<ol style="list-style-type: none"> 1. Research and implement best practices in science instruction 2. Implement STEM and other proven models for enhancing student interest in science. 3. Provide opportunities for students to integrate science, technology, math and engineering into projects. 4. Expand opportunities for students to work in the Harper garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines. 5. Utilize physical education class to engage in STEM concepts. 	5/9/2012 - 6/30/2016	Cliff Dimond, Jennifer Fung, Ken McKim, Marie Rundle, James Shimek, Brett Kelley, Jolanda Blackwell	Garden Coordinator		Title I Part A: Allocation	1,008

Planned Improvements in Student Performance

School Goal #8

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

SUBJECT: History/Social Science
LEA GOAL:
SCHOOL GOAL #8:
At least 80% of all subgroups will score 70% or above on the site developed academic social studies assessment.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Social studies teachers will use collaboration time to develop common assessments, monitor unit testing, and align other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	1/6/2008 - 6/30/2016	Jesse Kermit, Tom Taylor, Nick Gallaudet, Mike Tobey				
8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.	4/17/2012 - 6/15/2016	Nick Gallaudet, Pernia Hassan, Rebecca Honig	Professional Collaboration release days		District Funded	1,200
			PBL supplies, materials, fieldtrips		LCFF - Base	1,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	43,800	0.00
LCFF - Base	38,320	-3,000.00
Title I Part A: Allocation	68,736	-6,428.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	43,800.00
LCFF - Base	41,320.00
Title I Part A: Allocation	75,164.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,885.00
Goal 2	21,100.00
Goal 3	26,700.00
Goal 4	10,436.00
Goal 5	38,455.00
Goal 6	8,100.00
Goal 7	3,408.00
Goal 8	2,200.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kerin Kelleher	X				
Sue Meyer (Alternate)			X		
Elizabeth Merrill			X		
Gerritt Michael				X	
Liza Lopez (Alternate)			X		
John Campbell		X			
David Davenport		X			
Patty Marlow Latham		X			
Liza Lopez			X		
Erin Perry				X	
Lisa Chang Siegler				X	
Numbers of members of each category:	1	3	2	3	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

School Climate Committee

Signature

PTO

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 14, 2015.

Attested:

Ms. Kerin Kelleher

Typed Name of School Principal

Signature of School Principal

Date

Gerrit Michael

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Frances Ellen Watkins Harper Junior High School

Funding Source:

Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Bridge Learning Center Teacher		\$0.00	Other	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.

Total Expenditures: \$0.00

Allocation Balance:

Funding Source: District Funded

\$43,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
.2 FTE AVID Coordinator		\$16,500.00	Other	Coordinate successful implementation of AVID program
EL Para for tracking mandates (VSA)		\$1,500.00	English Language Development	Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.
Release days for scoring writing assessments		\$2,400.00	Reading/Language Arts	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 the writing samples.

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.2 FTE Reading Teacher	\$18,700.00	Reading/Language Arts	Sustain reading instruction and support for all students who read below grade level. Ensure accurate identification of students reading below grade level, enrolling them in the reading support class as appropriate.
Release days to develop and analyze benchmark assessments	\$3,500.00	Mathematics	1. Teachers will research CCSS and will collaborate in
Professional Collaboration release days	\$1,200.00	History/Social Science	8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for

District Funded Total Expenditures: \$43,800.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$38,320.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBL supplies, materials, fieldtrips		\$1,000.00	History/Social Science	8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for

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Multiple language translators for caregiver events	\$600.00	English Language Development	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
EL Conferences and release days for PD	\$1,125.00	English Language 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 campusB) Long term EL research & how to differentiate instruction for all learnersC)
Mentoring Activities	\$500.00	English Language Development	1. Implement plan to inspire/motivate LTEL studentsa. Use data to guide specific student goal settingb. Record students speaking about their academic/vocabulary goalsc. Establish mentoring programi. Invite staff to work as mentor for one or two EL studentsii. Provide incentives to staff and students to

Frances Ellen Watkins Harper Junior High School

EL Para-educator support	\$14,000.00	English Language Development	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
EL Para-educator support	\$8,000.00	English Language Development	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
Supplies and resources	\$600.00	School Climate	1. Facilitate opportunities for Core Plus and AIM teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days and common prep period. 2. Support Core Plus and AIM, and 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 Plus, 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.

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Collaboration Time	\$2,000.00	School Climate	1. Facilitate opportunities for Core Plus and AIM teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days and common prep period.2.Support Core Plus and AIM, and 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 Plus, 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.
Substitute Teachers for field trips	\$1,575.00	Other	Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites.2. Substitute teachers for AVID meetings and field trips3. Provide ongoing professional development to teachers at
Summer Institute PD	\$3,500.00	Other	Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites.2. Substitute teachers for AVID meetings and field trips3. Provide ongoing professional development to teachers at
Release time for teachers to attend meetings	\$1,000.00	Other	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.

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Collection Development	\$1,000.00	Library Improvement	1. Provide for ongoing collection development through purchase of new fiction and non-fiction titles.2. Build collection
WEB Advisors VSA (2)	\$2,240.00	School Climate	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

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Recreational supplies and equipment for
Wednesday morning and lunchtime
activities

\$500.00 School Climate

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

Frances Ellen Watkins Harper Junior High School

WEB Advisory Training

\$500.00 School Climate

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

Frances Ellen Watkins Harper Junior High School

Student Recognition for achievement	\$500.00	School Climate	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
New Comer Activity Supplies	\$400.00	School Climate	Maintain the Peer Helper program that provides student-to-student support with social/emotional and academic issues related to school.Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.

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Bridge & ELAC food and supplies	\$600.00	Other	1. Establish location, provide equipment and resources for Parent Resource Center.2. Partner with UCD and non-profit agencies to provide staff support to the Center as appropriate.3. Schedule parent meeting/workshop dates, times
Postage	\$150.00	Other	1. Establish location, provide equipment and resources for Parent Resource Center.2. Partner with UCD and non-profit agencies to provide staff support to the Center as appropriate.3. Schedule parent meeting/workshop dates, times
Bridge Tutors for first 27 days, UCD breaks	\$1,530.00	Other	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.

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LCFF - Base Total Expenditures: \$41,320.00

LCFF - Base Allocation Balance: (\$3,000.00)

Funding Source: Title I Part A: Allocation **\$68,736.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Bridge Student Supplies		\$600.00	Other	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.
Staff support for Parent Resource Center		\$0.00	Other	1. Establish location, provide equipment and resources for Parent Resource Center.2. Partner with UCD and non-profit agencies to provide staff support to the Center as appropriate.3. Schedule parent meeting/workshop dates, times
Para-educator		\$12,000.00	Other	Provide para-educator and tutor support in classes with a high concentration of intervention-eligible students1. Review class

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Library collection to support Title I students across campus.	\$7,100.00	Library Improvement	1. Provide for ongoing collection development through purchase of new fiction and non-fiction titles.2. Build collection
Professional development for implementing CCSS and NGSS	\$2,400.00	Science	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.
Garden Coordinator	\$1,008.00	Science	1. Research and implement best practices in science instruction2. Implement STEM and other proven models for enhancing student interest in science.3. Provide opportunities for students to integrate science, technology, math and engineering into projects.4. Expand opportunities for students to work in the Harper garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines.5. Utilize physical education class to engage in STEM concepts.
AVID Parent Nights	\$500.00	Other	Coordinate successful implementation of AVID program
PLC, RTI, Differentiation Planning	\$500.00	Other	1. Staff will be provided training on how to effectively use data to differentiate and scaffold instruction.2. Staff will be trained how to utilize Illuminate to develop and score benchmark assessments.3. Staff will participate in Professional Learning Communities (PLC) that analyze assessment data for each individual child and ensure that all students are receiving the instruction and interventions they need to be successful.

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School Loop Trainer	\$672.00	School Climate	1. Facilitate opportunities for Core Plus and AIM teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days and common prep period.2.Support Core Plus and AIM, and 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 Plus, 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.
Summer School Staff	\$3,360.00	English Language Development	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 instructiona. Select at least 3 sources of data to utilize reading, vocabulary, language fluencyb. Conduct assessments on EL

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Summer School Supplies for Students	\$800.00	English Language Development	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 instructiona. Select at least 3 sources of data to utilize reading, vocabulary, language fluencyb. Conduct assessments on EL
Community Liaison to Spanish speaking families	\$20,000.00	English Language Development	1. Certificated ELD Department Chairperson who willa) 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
After school interventions to support students VSA	\$6,100.00	Mathematics	1. Ask teachers to identify students who are in need of
School day math intervention class	\$16,800.00	Mathematics	1. Ask teachers to identify students who are in need of

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School day math intervention class supplies	\$300.00	Mathematics	1. Ask teachers to identify students who are in need of
Freshman Showcase Coordinator	\$1,008.00	School Climate	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.
8th Grade Advisory Coordinator	\$1,008.00	School Climate	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.
7th Grade Advisory Coordinator	\$1,008.00	School Climate	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.
Title I Part A: Allocation Total Expenditures:		\$75,164.00	
Title I Part A: Allocation Allocation Balance:		(\$6,428.00)	
Frances Ellen Watkins Harper Junior High School Total Expenditures:		\$160,284.00	