

# 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 10, 2017

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

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

**Contact Person:** Kerin Kelleher  
**Position:** Principal  
**Phone Number:** (530) 757-5330  
**Address:** 4000 East Covell Blvd.  
Davis, CA 95618  
**E-mail Address:** [kkelleher@djUSD.net](mailto:kkelleher@djUSD.net)

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

## Table of Contents

School and Student Performance Data .....	3
CAASPP Results (All Students) .....	3
Title III Accountability (School Data) .....	7
Title III Accountability (District Data).....	8
Planned Improvements in Student Performance .....	9
School Goal #1 .....	9
School Goal #2 .....	15
School Goal #3 .....	19
School Goal #4 .....	23
School Goal #5 .....	28
School Goal #6 .....	36
School Goal #7 .....	39
School Goal #8 .....	41
Summary of Expenditures in this Plan .....	43
Total Allocations and Expenditures by Funding Source .....	43
Total Expenditures by Goal .....	44
School Site Council Membership .....	45
Recommendations and Assurances .....	46

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	197	215	187	204	184	202	94.9	94.9
Grade 8	211	198	200	189	198	189	94.8	95.5
All Grades	408	413	387	393	382	391	94.9	95.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2562.3	2585.7	21	28	35	37	20	23	22	12
Grade 8	2581.2	2573.1	19	19	39	35	26	24	17	22
All Grades	N/A	N/A	20	24	37	36	23	24	19	17

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	33	35	45	45	22	20	
Grade 8	28	31	52	46	20	23	
All Grades	30	33	48	46	21	22	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	33	42	40	44	25	14
Grade 8	28	29	50	46	21	25
All Grades	30	36	45	45	23	19

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	17	29	65	65	17	6
Grade 8	20	22	69	64	12	14
All Grades	18	25	67	64	14	10

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	35	39	45	46	19	15
Grade 8	25	30	60	47	15	24
All Grades	30	35	53	46	17	19

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	197	215	192	205	188	205	97.5	95.3
Grade 8	211	198	199	196	199	195	94.3	98.5
All Grades	408	413	391	401	387	400	95.8	96.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2574.0	2582.5	33	35	20	25	23	20	22	19
Grade 8	2593.2	2570.0	36	34	17	17	26	16	21	32
All Grades	N/A	N/A	35	35	18	22	24	19	21	26

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	43	44	28	28	29	27	
Grade 8	40	42	32	23	29	35	
All Grades	41	43	30	26	29	31	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	40	42	45	44	15	14
Grade 8	37	32	49	42	14	27
All Grades	39	37	47	43	14	20

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	37	40	47	42	16	18
Grade 8	32	29	51	43	18	28
All Grades	34	35	49	42	17	23

**Conclusions based on this data:**

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	40	46	44
Percent with Prior Year Data	100.0%	95.7%	100.0%
Number in Cohort	40	44	44
Number Met	29	32	35
Percent Met	72.5%	72.7%	79.5%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	23	26	28	25	24	28
Number Met	--	--	14	16	9	19
Percent Met	--	--	50.0%	64.0%	37.5%	67.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

### 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
2016 ELA CAASPP data shows Harper's EL student group attaining a status of Very Low, -77 below Met, declining 3.2 points. In 2017-18 our goal is to significantly raise the English Language Arts proficiency of our English Learner and Redesignated students, as demonstrated by an increase of 25 points on the 2017 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will move from very low to medium status on the ELA CAASPP.
<b>Data Used to Form this Goal:</b>
CAASPP scores, EL and RFEP student grades & CELDT (ELPAC) scores
<b>Findings from the Analysis of this Data:</b>
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 CAASPP 2017 scores, which will be available September 2017.
<b>How the School will Evaluate the Progress of this Goal:</b>
ELPAC, 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 &amp; successful skills for school; reduce class size in identified classes that have high enrollment of EL student, provide Language Development classes (STEEL) for students needing front-loading of academic vocabulary</p>	5/19/2013 - 8/20/2018	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>5,040</p> <p>1,000</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 &amp; how to differentiate instruction for all learners  C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary /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 - 6/30/2018	Pernia Hassan, Kathy Romero, Katie Herrick-Jasper, John Dunsworth, Rebecca Honig, Kerin Kelleher	EL Conferences and release days for PD		LCFF - Supplemental	1,500

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 - 6/30/2018	Liza Lopez, Adrianne Simon-Carlson, Natalie Trigilio, Katie Herrick-Jasper, Rebecca Honig, Jonathan Dunsworth, Site Council	Mentoring Activities		LCFF - Supplemental	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 - 6/15/2018	Katie Herrick-Jasper, Liza Lopez and Kathy Romero, and counselors, Natalie Trigilio and Adrienne Simon-Carlson	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

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 - 6/30/2018	Assistant Superintendent of Instructional Services, Ricardo Perez, Katie Herrick-Jasper, 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:

<b>SUBJECT: Reading/Language Arts</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #2:</b>
By March 2018, 75% of all Harper students will score 70% or above on the district writing assessment, which is administered as a pre- and post-assessment in September and March, respectively.
<b>Data Used to Form this Goal:</b>
Student assessment reports
<b>Findings from the Analysis of this Data:</b>
Many students tend to receive failing grades in classes, and repeatedly fail in summer school.
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	12/10/2008 - 5/30/2018	Members of the EnglishDepartment	Release days for scoring writing assessments		District Funded	2,400
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.						

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 - 6/30/2018	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 - 6/30/2018	Kristen Tannyhill, ELA Department, Adrienne Simon-Carlson, Natalie Trigilio, Kerin Kelleher	Reading Intervention Teacher, .2 FTE		District Funded	19,000



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 - 6/30/2018	All staff, led by English teachers and Freshman Showcase Advisors				

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 - 6/15/2018					
Support the implementation of Common Core Standards in the ELA classrooms	5/12/2017 - 6/15/2018		Paraeducator FTE		Title I Part A: Allocation	12,000

## 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
On the 2016 CAASPP Math exam, Harper's 101 socioeconomically disadvantaged students attained Very Low proficiency status and showed a significant decline of 20 points. In 2017-18 Harper's socioeconomically disadvantaged students will demonstrate growth of 20 or more points on the 2018 CAASPP Math exam, increasing from Very Low/Red status to Low/Yellow status.
<b>Data Used to Form this Goal:</b>
Students' academic grades in math, CAASP scores
<b>Findings from the Analysis of this Data:</b>
While approximately 70% of Harper's total student population, are traditionally proficient or above on the CAASP tests in math, only 45% of the low SES students and 36% of the EL students typically meet proficiency. Many students are earning D's and F's in Math Classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Common benchmark assessments will be administered and evaluated. Strategic interventions will be provided to students who are not making necessary progress. A Math Support Class will be added to the Master Schedule for 2017-18 to serve students transitioning from 6th to 7th grade, who may be placed in CC2, when in past years they would have been placed in CC1.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Teachers will research CCSS and will collaborate in developing common benchmark tests and performance tasks to determine students' progress toward meeting the math standards.</p> <p>2. Teachers will collaborate in developing a pacing guide to implement new CCSS.</p>	1/6/2010 - 8/30/2018	Common Core Math instructors	Release days to develop and analyze math benchmark assessments		District Funded	3,500
<p>1. Ask teachers to identify students who are in need of supplemental math instruction.</p> <p>2. Identify additional students by reviewing district test scores.</p> <p>3. Implement delivery models for improving math performance, as needed.</p> <p>4. Place identified students in appropriate programs.</p>	1/26/2010 - 6/30/2018	Christine Hopper, Jennifer Fung, Patty Latham, Yves Bouyssounouse, Jack Dapkewicz	<p>After school interventions to support students VSA</p> <p>School day math intervention class</p> <p>School day math intervention class supplies</p> <p>Spanish Bilingual Paraeducator FTE</p>		<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>6,500</p> <p>17,000</p> <p>600</p> <p>12,018</p>

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 - 10/31/2018	Yves Bouyssounouse, Patty Latham, Jack Dapkewicz, 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 &amp; 6 elementary feeder school teachers in backwards mapping math instruction for all students from grades 9 to 5, relative to ensuring all students' enrollment in higher level math classes.</p> <p>4. Incorporate STEM concepts and activities into 6th, 7th, and 8th grade math classes.</p>	5/19/2012 - 6/30/2018	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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
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.
<b>Data Used to Form this Goal:</b>
Climate survey; Healthy Kids Survey and the Youth Truth Survey
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Bi-annual school climate survey and results on the Healthy Kids Survey, and the Youth Truth 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 - 6/30/2017	All staff	Freshman Showcase Coordinator		Title I Part A: Allocation	1,008
			Freshman Showcase Coordinator		LCFF - Base	773
			Freshman Showcase Coordinator		LCFF - Supplemental	1,008
			8th Grade Advisory Coordinator		Title I Part A: Allocation	1,008
			8th Grade Advisory Coordinator		LCFF - Base	773
			7th Grade Advisory Coordinator		Title I Part A: Allocation	1,008
			7th Grade Advisory Coordinator		LCFF - Base	773



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.</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 courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.</p> <p>4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.</p> <p>5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.</p>	5/9/2012 - 6/30/2018	<p>Jesse Kermit, Jolanda Blackwell, Yves Bouyssounouse, Mike Tobey, Rebecca Honig, Patty Latham, Nancy Sanchez, Susan Banducci, Natalie Trigilio, James Shimek, Adrianne Simon-Carlson, Kerin Kelleher.</p>	Supplies and resources		LCFF - Base	600
			Collaboration Time		LCFF - Base	2,500
			School Loop Trainer		LCFF - Base	672

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	12/1/2008 - 6/30/2018	Natalie Trigilio, Adrienne Simon-Carlson, Jennifer Mullin, Briana Sanchez, Darcie Thurman	WEB Advisor VSA (1)		LCFF - Base	1,120
			WEB Advisor VSA (1)		Title I Part A: Allocation	1,120
			Recreational supplies and equipment for Wednesday morning and lunchtime activities		LCFF - Base	500
			WEB Advisory Training		Title I Part A: Allocation	3,000
			Student Recognition for achievement		LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.	12/15/2008 - 6/30/2018	Natalie Trigilio, Adrianne Simon-Carlson	New Comer Activity Supplies		LCFF - Base	400
Diversity Days - Harper students will participate in Diversity Day Training and activities.	2/2016 - 6/2018	Jennifer Mullin, Natalie Trigilio, Adrianne Simon-Carlson				

## 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:

<b>SUBJECT: College and Career Readiness</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
At least 85% of all freshmen will demonstrate college readiness scores on the PSAT exam given in the fall. In addition, at least 70% of all students in the identified subgroups will achieve a college-ready score of 35-39 on at least two of the three PSAT subsections. First generation college students and students from under-represented groups in college will earn a GPA of 3.0 or better and will be recruited and enrolled in AVID classes whenever possible.
<b>Data Used to Form this Goal:</b>
PSAT results and other college and career-readiness research.
<b>Findings from the Analysis of this Data:</b>
Hispanic /Latino and EL students are not achieving as successfully as their white and Asian peers in their grades or on the PSAT assessments
<b>How the School will Evaluate the Progress of this Goal:</b>
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 ELPAC scores, and each quarter's academic grades</p> <p>3. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes.</p> <p>4. Utilize RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student.</p> <p>5. Place qualifying students in appropriate, strategic program(s).</p> <p>6. Monitor students' progress.</p>	9/15/2008 - 6/30/2018	Yves Bouyssounouse, Liza Lopez, Adrianne Simon-Carlson, Natalie Trigilio, members of RTI	Title I Coordinator VSA		Title I Part A: Allocation	1,512

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide para-educator and tutor support in classes with a high concentration of intervention-eligible students</p> <p>1. Review class lists of students and decide where the greatest concentration of eligible students are enrolled.</p> <p>2. Place Para-educator support in the identified classes</p> <p>3. Monitor student support and adjust para-educator placement as needed</p> <p>Provide intervention-eligible students access to computers in special education classes and Study Skills classes</p>	9/18/2008 - 6/30/2018	Kerin Kelleher, Special education instructors, Caroline Wilson, Counselors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Schedule parent meeting/workshop dates, times and places.	10/1/2008 - 6/30/2018	Liza Lopez, Kerin Kelleher, Katie Herrick-Jasper, PTO President, Adrienne Simon-Carlson and Natalie Trigilio	Bridge & ELAC food and supplies		LCFF - Supplemental	700
			Postage		LCFF - Supplemental	250
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.  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.	10/1/2008 - 6/15/2018	Adrienne Simon-Carlson, Natalie Trigilio, Liza Lopez, Kerin Kelleher	Bridge Tutors for first 27 days, when UCD breaks		LCFF - Supplemental	1,530
			Bridge Student Supplies		LCFF - Supplemental	600
			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



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.	9/5/2008 - 6/15/2018	Adrienne Simon-Carlson, Natalie Trigilio, Jennifer Fung, Nick Gallaludet	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)		District Funded	3,300
			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	7/1/2010 - 6/30/2018	Principal, AVID Coordinator, AVID Site Team-Jennifer Fung and Nick Gallaudet	.2 FTE AVID Coordinator		District Funded	20,000
			AVID Tutors		District Funded	6,400
			AVID Parent Nights		Title I Part A: Allocation	400

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 - 6/30/2018	Principal, all staff members	PLC, RTI, Differentiation Planning		LCFF - Base	506
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 - 6/30/2018	Harper Site Council	Release time for teachers to attend SSC meetings		LCFF - Base	1,150

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 - 6/30/2018	James Shimek, Nick Gallaudet, Pernia Hassan, Rebecca Honig, Mike Tobey, Ken Mc Kim, 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 - 6/30/2018	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:

<b>SUBJECT: Library Improvement</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
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.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 - 6/30/2018	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>5,260</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 (<a href="http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf">http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf</a>) as well as the information literacy and inquiry standards embedded in the Common Core Standards.</p>	5/22/2012 - 6/15/2018	Librarian-Elizabeth Merrill, Kristen Tannyhill, Tom Taylor, Ken Mc Kim, Katie Herrick-Jasper, Pernia Hassan, Nick Gallaudet, Mike Tobey, Jonathan Dunsworth, Rebecca Honig				



## 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:

<b>SUBJECT: Science</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
At least 80% of all subgroups will score 70% or above on the district science assessment.
<b>Data Used to Form this Goal:</b>
Grades earned in science
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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"> <li>1. Research CCSS / Next Generation Science Standards (NGSS) and align Harper curriculum to standards.</li> <li>2. Collaborate on developing common assessments for classes at each grade level.</li> <li>3. Implement new assessments for measuring student performance on the standards.</li> <li>4. Review assessment results for effectiveness. Modify instruction as needed.</li> </ol>	2/1/2009 - 6/30/2018	Science department members	Professional development for implementing CCSS and NGSS		LCFF - Base	2,400
<ol style="list-style-type: none"> <li>1. Research and implement best practices in science instruction</li> <li>2. Implement STEM and other proven models for enhancing student interest in science.</li> <li>3. Provide opportunities for students to integrate science, technology, math and engineering into projects.</li> <li>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.</li> <li>5. Utilize physical education class to engage in STEM concepts.</li> </ol>	5/9/2012 - 6/30/2018	Cliff Dimond, Ken McKim, James Shimek, Brett Kelley, Jolanda Blackwell, Yves Bouyssounouse, Julie Lohr-Shelton	Developer of Outdoor Educational Spaces Coordinator		Title I Part A: Allocation	1,176



## 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:

<b>SUBJECT: History/Social Science</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
At least 80% of all subgroups will score 70% or above on the site developed academic social studies assessment.
<b>Data Used to Form this Goal:</b>
Site level benchmark assessments by grade level
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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, along with the English Department and with the Librarian, who will help design curriculum.	1/6/2008 - 6/30/2018	Jesse Kermit, Tom Taylor, Nick Gallaudet, Mike Tobey, Beth Merrill, English Department				
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 - 6/15/2018	Nick Gallaudet, Pernia Hassan, Jonathan Dunsworth, Mike Tobey	Professional Collaboration release days		District Funded	1,200
			PBL supplies, materials, fieldtrips		LCFF - Base	1,000
			Informational Literacy Planning-release time-English/S.S		LCFF - Base	1,200

## 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	131,850	0.00
Title I Part A: Allocation	70,000	350.00
LCFF - Base	16,536	669.00
LCFF - Supplemental	25,350	1,362.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	131,850.00
LCFF - Base	15,867.00
LCFF - Supplemental	23,988.00
Title I Part A: Allocation	69,650.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,940.00
Goal 2	33,400.00
Goal 3	39,618.00
Goal 4	16,763.00
Goal 5	54,398.00
Goal 6	6,260.00
Goal 7	3,576.00
Goal 8	3,400.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kerin Kelleher	X				
Sue Meyer			X		
Elizabeth Merrill		X			
Merissa Leamy				X	
Liza Lopez (Alternate)			X		
Yves Bouyssounouse		X			
Deborah Folb				X	
Callie Lindsey-Alternate				X	
Virginie Bock			X		
Erin Perry				X	
Jennifer Miller					
Shannon Perry					X
Noel Reily					X
Kevin Domby-Alternate				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>1</b>

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 10, 2017.

Attested:

Ms. Kerin Kelleher

Typed Name of School Principal

Signature of School Principal

Date

Ms. Erin Perry

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# Budget By Expenditures

## Frances Ellen Watkins Harper Junior High School

**Funding Source: District Funded**

**\$131,850.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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.
Reading Intervention Teacher, .2 FTE		\$19,000.00	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 math benchmark assessments		\$3,500.00	Mathematics	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.
Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits		\$60,000.00	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 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.

## Frances Ellen Watkins Harper Junior High School

Bridge UCD Work Study Costs (benefits)	\$8,000.00	College and Career Readiness	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 Mentor Program T-shirts	\$450.00	College and Career Readiness	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 Tutoring Supplies	\$1,500.00	College and Career Readiness	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.
AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)	\$3,300.00	College and Career Readiness	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 Institute4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.



## Frances Ellen Watkins Harper Junior High School

AVID Summer Institute (5 participants, including administrator)	\$4,000.00	College and Career Readiness	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 Institute4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.
Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)	\$600.00	College and Career Readiness	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 Institute4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.
.2 FTE AVID Coordinator	\$20,000.00	College and Career Readiness	Coordinate successful implementation of AVID program
AVID Tutors	\$6,400.00	College and Career Readiness	Coordinate successful implementation of AVID program
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 American Studies class. Develop several Project Based Learning (PBL) units.

District Funded Total Expenditures: \$131,850.00

District Funded Allocation Balance: \$0.00

**Funding Source: LCFF - Base**

**\$16,536.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Frances Ellen Watkins Harper Junior High School

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 American Studies class. Develop several Project Based Learning (PBL) units.
Informational Literacy Planning-release time-English/S.S	\$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 American Studies class. Develop several Project Based Learning (PBL) units.
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 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.
New Comer Activity Supplies	\$400.00	School Climate	Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.
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.

## Frances Ellen Watkins Harper Junior High School

PLC, RTI, Differentiation Planning	\$506.00	College and Career Readiness	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.
Release time for teachers to attend SSC meetings	\$1,150.00	College and Career Readiness	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.
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 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.3. Expand on use of California Learns and other online resources4. Maintain website access to library resources 24/75. Publicize services and recruit students and families to the Library, especially from 3:30 - 5 each day
7th Grade Advisory Coordinator	\$773.00	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.
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.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 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.

## Frances Ellen Watkins Harper Junior High School

Collaboration Time	\$2,500.00	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.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 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.
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.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 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.

## Frances Ellen Watkins Harper Junior High School

WEB Advisor VSA (1)	\$1,120.00	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 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.
8th Grade Advisory Coordinator	\$773.00	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.

## Frances Ellen Watkins Harper Junior High School

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 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.
Freshman Showcase Coordinator	\$773.00	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.

LCFF - Base Total Expenditures: \$15,867.00

LCFF - Base Allocation Balance: \$669.00

**Funding Source: LCFF - Supplemental**

**\$25,350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Frances Ellen Watkins Harper Junior High School

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.
Multiple language translators for caregiver events	\$400.00	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 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.
EL Conferences and release days for PD	\$1,500.00	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) 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 skillsD) AVID Strategies4. 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.

## Frances Ellen Watkins Harper Junior High School

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 participateiii. Recruit Bridge tutors who may be interested2. Get kids talking!a. All teachers emphasize speaking skills in all classesb. School-wide oral presentation expectations and common rubric
EL Para-educator support	\$14,000.00	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 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 participationd) provide direct assistance to EL students in content-area classes on a "push-in" model.
AVID Summer Institute (additional participants)	\$3,500.00	College and Career Readiness	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 Institute4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.
Bridge & ELAC food and supplies	\$700.00	College and Career Readiness	3. Schedule parent meeting/workshop dates, times and places.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 students9. Provide ongoing communication to the parents regarding student progress10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.



## Frances Ellen Watkins Harper Junior High School

Postage	\$250.00	College and Career Readiness	3. Schedule parent meeting/workshop dates, times and places.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 students9. Provide ongoing communication to the parents regarding student progress10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.
Bridge Tutors for first 27 days, when UCD breaks	\$1,530.00	College and Career Readiness	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 Student Supplies	\$600.00	College and Career Readiness	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.

LCFF - Supplemental Total Expenditures: \$23,988.00

LCFF - Supplemental Allocation Balance: \$1,362.00

### Funding Source: Title I Part A: Allocation

**\$70,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Frances Ellen Watkins Harper Junior High School

WEB Advisory Training	\$3,000.00	School Climate	<p>1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.2) Continue to implement anti-bullying assemblies and other "safe school" activities.3) Provide targeted interventions with students who may be victimizing or victims of bullying.4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition.6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year. Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.10) Expand the use of SchoolLoop in facilitating communication between students and teachers.</p>
7th Grade Advisory Coordinator	\$1,008.00	School Climate	<p>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.</p>

## Frances Ellen Watkins Harper Junior High School

WEB Advisor VSA (1)	\$1,120.00	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 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.
Summer School Staff	\$5,040.00	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 students before school concludes to be used in placing students in most relevant programs.3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs.4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. 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

## Frances Ellen Watkins Harper Junior High School

Summer School Supplies for Students	\$1,000.00	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 students before school concludes to be used in placing students in most relevant programs.3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs.4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. 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
Paraeducator FTE	\$12,000.00	Reading/Language Arts	Support the implementation of Common Core Standards in the ELA classrooms
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.
After school interventions to support students VSA	\$6,500.00	Mathematics	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.
School day math intervention class	\$17,000.00	Mathematics	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.

## Frances Ellen Watkins Harper Junior High School

School day math intervention class supplies	\$600.00	Mathematics	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.
Spanish Bilingual Paraeducator FTE	\$12,018.00	Mathematics	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.
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.
Library collection to support Title I students across campus.	\$5,260.00	Library Improvement	1. Provide for ongoing collection development through purchase of new fiction and non-fiction titles.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.3. Expand on use of California Learns and other online resources4. Maintain website access to library resources 24/75. Publicize services and recruit students and families to the Library, especially from 3:30 - 5 each day
AVID Parent Nights	\$400.00	College and Career Readiness	Coordinate successful implementation of AVID program
Developer of Outdoor Educational Spaces Coordinator	\$1,176.00	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.

## Frances Ellen Watkins Harper Junior High School

Title I Coordinator VSA	\$1,512.00	College and Career Readiness	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 RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student. 5. Place qualifying students in appropriate, strategic program(s). 6. Monitor students' progress.
<hr/>			
Title I Part A: Allocation Total Expenditures:	\$69,650.00		
Title I Part A: Allocation Allocation Balance:	\$350.00		
Frances Ellen Watkins Harper Junior High School Total Expenditures:	\$241,355.00		