

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Frances Ellen Watkins Harper Junior High School
Address	4000 East Covell Blvd. Davis, CA 95618
County-District-School (CDS) Code	57726780106674
Principal	Jennifer Mullin
District Name	Davis Joint Unified School District
SPSA Revision Date	May 26, 2022
Schoolsite Council (SSC) Approval Date	May 26, 2022
Local Board Approval Date	

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

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School Vision and Mission

The mission of Harper Junior High School is to create a caring community which inspires everyone to learn, achieve, and thrive. Staff, parents, students and community members work together to provide a climate that feels safe, predictable and welcoming for all because we understand that this creates the best possible environment for learning, growth and wellness.

School Profile

Frances Ellen Harper Junior High School is a comprehensive secondary school that serves students in grades 7-9. The school includes approximately 574 students, 33 teachers, 2 counselors, .5 librarian, 2 library techs, 4 office personnel and 18 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and culturally relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, leadership and world language. Students may also enroll in special support classes such as AVID, ELD, and Bridge.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During a full day meeting in May, the Harper Jr. High School Site Council heard presentations from the following staff and student representatives: Climate and Safety, Counseling, WEB, AVID, EL, Bridge, Outdoor Spaces Coordinator, Activities and Leadership, regarding needed services and then met to make recommendations based on their understanding of the presented information and data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	219	194	195
Grade 8	208	219	199
Grade 9	219	207	213
Total Enrollment	646	620	607

Conclusions based on this data:

1. Over three years, the enrollment is declining from 646 to 620 to 612 which may lead to programing decreases in coming years as resources based on enrollment may decrease.
2. Our students who are Hispanic/Latino have consistently grown across the three years and is the only subgroup to do so at our site which speaks to the need of programing that address and support this growing population of our students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	45	50	48	7.0%	8.1%	7.9%
Fluent English Proficient (FEP)	150	130	128	23.2%	21.0%	21.1%
Reclassified Fluent English Proficient (RFEP)	3	10	23	6.5%	22.2%	46.0%

Conclusions based on this data:

1. Our students who are English Learners have grown to the highest number in three years until the 20-21 school year which held our COVID-19 pandemic. This speaks to the impact of the pandemic on this subgroup of students as well as the need for a strong English Learner program to ensure students achievement occurs.
2. Reclassification numbers from between three to 10 reflect the placement of all beginning English Learners at our site from the neighboring junior high school (Holmes Jr. High) With the largest group of English learners as beginners, reclassification will more likely take place from them in the senior high school due to the amount of years second language acquisition requires.
3. Development of the right supports for all general education courses will support the above highlighted English Learners and those who are reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	203	212	198	195	203	0	195	203	0	96.1	95.8	0.0
Grade 8	219	207	202	203	199	0	203	199	0	92.7	96.1	0.0
All Grades	422	419	400	398	402	0	398	402	0	94.3	95.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2573.	2568.		23.59	25.12		43.08	34.98		13.85	14.78		19.49	25.12	
Grade 8	2586.	2578.		26.60	21.11		34.98	40.70		16.75	18.59		21.67	19.60	
All Grades	N/A	N/A	N/A	25.13	23.13		38.94	37.81		15.33	16.67		20.60	22.39	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	35.90	34.16		42.05	40.10		22.05	25.74	
Grade 8	33.00	35.86		41.50	43.43		25.50	20.71	
All Grades	34.43	35.00		41.77	41.75		23.80	23.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	37.95	32.18		43.08	49.01		18.97	18.81	
Grade 8	37.00	21.72		42.50	58.59		20.50	19.70	
All Grades	37.47	27.00		42.78	53.75		19.75	19.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	18.97	24.26		67.69	59.41		13.33	16.34	
Grade 8	24.50	18.69		62.00	66.16		13.50	15.15	
All Grades	21.77	21.50		64.81	62.75		13.42	15.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	35.90	38.12		49.74	40.59		14.36	21.29	
Grade 8	40.00	32.32		39.50	48.99		20.50	18.69	
All Grades	37.97	35.25		44.56	44.75		17.47	20.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP data is not yet available for the 21 - 22 school year and was not available during the years of the pandemic.
2. In using iReady reading scores, there is a significant gap between the scores of our historically under supported student groups vs. our white and economically advantaged students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	203	212	198	197	205	0	197	205	0	97	96.7	0.0
Grade 8	219	207	202	205	202	0	205	202	0	93.6	97.6	0.0
All Grades	422	419	400	402	407	0	402	407	0	95.3	97.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2585.	2572.		37.06	38.05		26.40	17.07		14.72	21.95		21.83	22.93	
Grade 8	2591.	2584.		39.02	30.20		16.59	23.76		18.05	21.78		26.34	24.26	
All Grades	N/A	N/A	N/A	38.06	34.15		21.39	20.39		16.42	21.87		24.13	23.59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	48.22	45.85		22.84	20.49		28.93	33.66	
Grade 8	43.41	40.80		23.90	30.85		32.68	28.36	
All Grades	45.77	43.35		23.38	25.62		30.85	31.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	39.59	40.98		44.16	36.59		16.24	22.44	
Grade 8	40.00	31.68		38.05	43.56		21.95	24.75	
All Grades	39.80	36.36		41.04	40.05		19.15	23.59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	39.09	36.10		45.69	45.85		15.23	18.05	
Grade 8	42.44	34.65		37.07	42.08		20.49	23.27	
All Grades	40.80	35.38		41.29	43.98		17.91	20.64	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No CAASPP Testing Due yet for the 21-22 school year and none prior due to the COVID-19 Pandemic
2. In using iReady math scores, there is a significant gap between the scores of our historically under supported student groups vs. our white and economically advantaged students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1534.7	1558.6	1517.7	1525.4	1556.0	1512.8	1543.5	1560.6	1522.1	15	15	13
8	1503.5	1533.5	1542.3	1486.3	1528.9	1544.5	1520.1	1537.4	1539.7	13	15	19
9	1552.9	1550.5	1538.0	1553.3	1555.4	1530.8	1551.9	1545.3	1544.9	14	11	12
All Grades										42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	33.33	30.77	*	20.00	23.08	*	33.33	15.38	*	13.33	30.77	15	15	13
8	*	33.33	21.05	*	20.00	47.37	*	20.00	10.53	*	26.67	21.05	13	15	19
9	*	27.27	8.33	*	27.27	25.00	*	18.18	50.00	*	27.27	16.67	14	11	12
All Grades	33.33	31.71	20.45	26.19	21.95	34.09	*	24.39	22.73	*	21.95	22.73	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	46.67	38.46	*	20.00	23.08	*	13.33	15.38	*	20.00	23.08	15	15	13
8	*	46.67	31.58	*	13.33	36.84	*	13.33	15.79	*	26.67	15.79	13	15	19
9	*	36.36	25.00	*	18.18	25.00	*	27.27	50.00	*	18.18	0.00	14	11	12
All Grades	50.00	43.90	31.82	*	17.07	29.55	*	17.07	25.00	*	21.95	13.64	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	20.00	15.38	*	13.33	15.38	*	53.33	30.77	*	13.33	38.46	15	15	13
8	*	26.67	15.79	*	13.33	31.58	*	33.33	26.32	*	26.67	26.32	13	15	19
9		9.09	8.33	*	9.09	8.33	*	54.55	41.67	*	27.27	41.67	14	11	12
All Grades	*	19.51	13.64	*	12.20	20.45	35.71	46.34	31.82	30.95	21.95	34.09	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	20.00	15.38	*	46.67	53.85	*	33.33	30.77	15	15	13
8	*	13.33	21.05	*	46.67	52.63	*	40.00	26.32	13	15	19
9	*	9.09	16.67	*	54.55	66.67	*	36.36	16.67	14	11	12
All Grades	33.33	14.63	18.18	42.86	48.78	56.82	*	36.59	25.00	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	73.33	66.67	69.23	*	20.00	7.69	*	13.33	23.08	15	15	13
8	*	40.00	68.42	*	33.33	15.79	*	26.67	15.79	13	15	19
9	*	54.55	50.00	*	27.27	50.00	*	18.18	0.00	14	11	12
All Grades	64.29	53.66	63.64	*	26.83	22.73	*	19.51	13.64	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	26.67	23.08	*	66.67	23.08	*	6.67	53.85	15	15	13
8	*	26.67	26.32	*	33.33	26.32	*	40.00	47.37	13	15	19
9	*	9.09	8.33	*	45.45	41.67	*	45.45	50.00	14	11	12
All Grades	*	21.95	20.45	30.95	48.78	29.55	50.00	29.27	50.00	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	6.67	0.00	*	73.33	76.92	*	20.00	23.08	15	15	13
8	*	0.00	0.00	*	73.33	84.21	*	26.67	15.79	13	15	19
9	*	9.09	8.33	*	72.73	66.67	*	18.18	25.00	14	11	12
All Grades	*	4.88	2.27	61.90	73.17	77.27	*	21.95	20.45	42	41	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We do not yet have ELPAC data for the 21-22 school year and the data above is not complete.
2. We do have nine (9) students who reclassified this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
607	32.1	7.9	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	7.9
Foster Youth	3	0.5
Homeless	13	2.1
Socioeconomically Disadvantaged	195	32.1
Students with Disabilities	88	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.3
American Indian or Alaska Native	2	0.3
Asian	99	16.3
Filipino	6	1.0
Hispanic	196	32.3
Two or More Races	44	7.2
Native Hawaiian or Pacific Islander	3	0.5
White	224	36.9

Conclusions based on this data:

1. Our percentage of students that are socioeconomically disadvantaged has grown to it highest level in many years based on the CALPAD's reporting.

2. Our increase in historically under served populations of students means we need to more fully support our teachers in supporting and engaging these learners.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="768 751 850 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1247 751 1330 779">Yellow</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Green</p>		

Conclusions based on this data:

1. There is no current dashboard data available to present.

School and Student Performance Data

Academic Performance English Language Arts

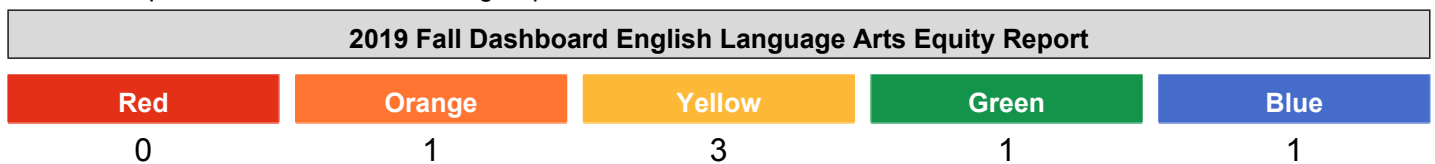
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.8 points below standard Declined -12.8 points 16	45.3 points below standard Increased ++13.3 points 53	32.2 points above standard Declined -5.9 points 284

Conclusions based on this data:

1. There is no current dashboard data available to present.

School and Student Performance Data

Academic Performance Mathematics

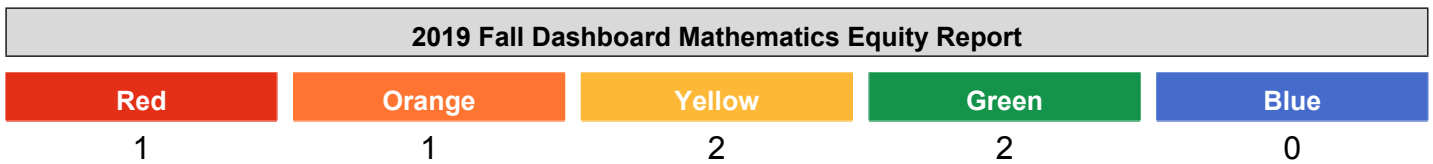
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 93.3 points below standard Maintained -1.9 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 70.8 points above standard Declined -4.7 points 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.9 points below standard Increased ++3.6 points 120	 No Performance Color 60.4 points above standard Maintained -1.2 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 30 points above standard Declined Significantly -18.1 points 165

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

- There is no current dashboard data available to present.

School and Student Performance Data

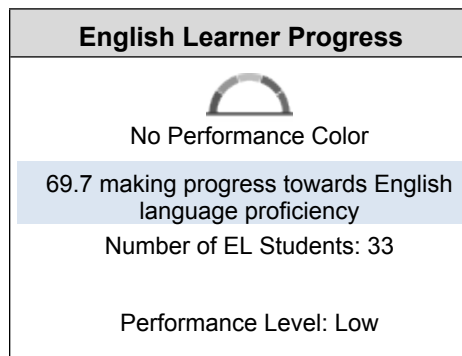
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.0	27.2	9.0	60.6

Conclusions based on this data:

1. There is no current dashboard data available to present.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.4 Increased +9.7 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0 Declined -1.5 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.8 Increased +1.6 133	 No Performance Color 5.7 Increased +2.1 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 8.1 Maintained -0.1 185

Conclusions based on this data:

1. There is no current dashboard data available to present.
2. .

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

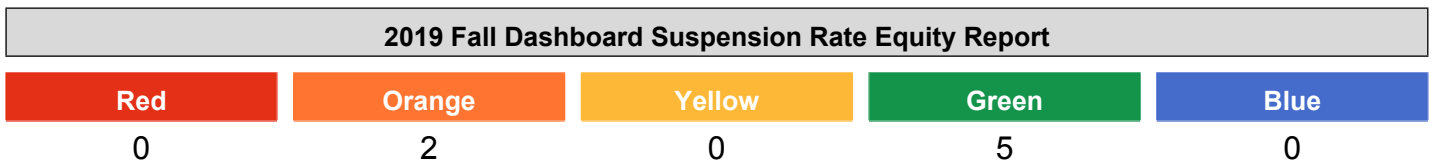
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.8</p> <p>Maintained 0</p> <p>665</p>	<p>English Learners</p> <p>Orange</p> <p>11.1</p> <p>Increased +2</p> <p>54</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.7</p> <p>Declined -0.6</p> <p>221</p>	<p>Students with Disabilities</p> <p>Green</p> <p>5</p> <p>Declined -8</p> <p>100</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; margin: 5px 0;">4</div> Increased +4 25	 No Performance Color Less than 11 Students - Data 2	 Orange <div style="background-color: #ccccff; padding: 5px; margin: 5px 0;">3.1</div> Increased +2.2 96	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #ccccff; padding: 5px; margin: 5px 0;">5</div> Declined -0.6 201	 Green <div style="background-color: #ccccff; padding: 5px; margin: 5px 0;">2.2</div> Declined -0.6 45	 No Performance Color Less than 11 Students - Data 5	 Green <div style="background-color: #ccccff; padding: 5px; margin: 5px 0;">3.5</div> Declined -0.4 284

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.8	3.8

Conclusions based on this data:

1. There is no current dashboard data available to present.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

Teaching at Harper Jr. High will focus on 21st century and research based strategies supported by professional development and opportunities for collaboration.

LCAP Goal

All students will experience 21st Century Teaching and Learning.

Basis for this Goal

In order for students to fully engage with their own learning and ultimately gain competencies reflected in the DJUSD Graduate Profile, teachers need adequate training, development and support, and students need access to technology and resources to support them. In providing these, Harper Jr. High will fully support the education all of our students, especially those historically under supported in education as well as those with added academic or social emotional needs.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Performance	We have no data yet from the 21-22 school year and prior to this, the CAASPP was not given due to the COVID-19 Pandemic.	Our previous goal was to continue to significantly raise the English Language Arts proficiency of our English Learner and Re-designated students, as demonstrated by an increase of an additional 10 points on the 2020 ELA CAASPP. Our students in Special Education will continue to increase by another 10 points working toward the "Yellow" zone on the CA Dashboard.
CAASPP Mathematics Performance	We have no data yet from the 21-22 school year and prior to this, the CAASPP was not given due to the COVID-19 Pandemic.	Our previous goals was that students in our Special Education program will demonstrate the growth of 20 or more points and our students who are English Learners will increase by 10 points moving from the "Orange" to "Yellow zone on the CAASPP Math Dashboard.
iReady Reading	Though our iReady Diagnostic scores improved from the fall to the winter diagnostic for all student groups, there is a large gap for both our students who are socioeconomically disadvantaged and also our Hispanic/Latino students.	With targeted professional development, training and opportunities for collaboration for our teachers and with additional resources provided to our students, the evident gap will be reduced. Our socioeconomically disadvantaged students will improve from 22% who are at or above grade level to 30%

Metric/Indicator	Baseline	Expected Outcome
		and our Hispanic/Latino students will improve from 33% at or above grade level to 38%.
iReady Math	Though our iReady Diagnostic scores improved from the fall to the winter diagnostic for all student groups, there is a large gap for both our students who are socioeconomically disadvantaged and also our Hispanic/Latino students.	With targeted professional development, training and opportunities for collaboration and with additional resources provided to our students, the evident gap will be reduced. Our socioeconomically disadvantaged students will improve from 29% who are at or above grade level to 35% and our Hispanic/Latino students will improve from 35% at or above grade level to 40%.

Planned Strategies/Activities

Strategy/Activity 1

Staff Professional Development

Students to be Served by this Strategy/Activity

All Students with an intentional focus on supporting those historically under supported in education as well as those with added academic or social emotional needs.

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Base
Description	Professional Development
Amount	2,000
Source	LCFF - Supplemental
Description	Professional Development
Amount	1,600
Source	Title I Part A: Allocation
Description	Professional Development

Strategy/Activity 2

Department Collaboration Days

Students to be Served by this Strategy/Activity

All Students with an intentional focus on supporting those historically under supported in education as well as those with added academic or social emotional needs.

Timeline

2022-2023

Person(s) Responsible

Principal and Department Coordinators

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I Part A: Allocation
Description	Sub Pay to support Department Collaboration Time
Amount	4,500
Source	LCFF - Base
Description	Sub Pay to Support Department Collaboration Time

Strategy/Activity 3

Library Development and Instructional Support -

Electronic Subscriptions for Teacher Instructional Support - \$7,600

Collection Development and Curriculum Support - \$3,500

Support for Culturally Relevant Pedagogy - to purchase relevant novels and literature - \$446

Tech Equipment to provide additional access for learning - \$4,000

Students to be Served by this Strategy/Activity

All Students with an intentional focus on supporting those historically under supported in education as well as those with added academic or social emotional needs.

Timeline

2022 - 2023

Person(s) Responsible

Principal and Librarian

Proposed Expenditures for this Strategy/Activity

Amount	7,600
Source	Title I Part A: Allocation

Description	Electronic Subscriptions for Teacher Instructional Support
Amount	3,500
Source	Title I Part A: Allocation
Description	Collection Development and Curriculum Support
Amount	446
Source	LCFF - Supplemental
Description	Support for Culturally Relevant Pedagogy
Amount	3,000
Source	LCFF - Base
Description	Tech Equipment to Provide Access to Learning
Amount	1,000
Source	LCFF - Supplemental
Description	Tech Equipment to Provide Access to Learning - specifically for Migrant and EL Students

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Close the Opportunity Gap

Goal Statement

Educators at Harper Jr. High will reduce the opportunity gap that is evident in our historically under supported student groups.

LCAP Goal

DJUSD educators will close the opportunity gap.

Basis for this Goal

There is a large opportunity gap that is evident based in the following data for our students who are socioeconomically disadvantaged and also our Hispanic/Latino students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data	<p>While we have no CAASPP data from last year; we will use the last known baseline data: All students ELA 18.1 above standards; EL 130.8 points below standard; Latino 38.9 below standard; Socioeconomically Disadvantaged 54.9 points below standard; Students with Disabilities 99.2 points below standard</p> <p>While we have no CAASPP data from last year; we will use the last known baseline data: All Students Math 7.1 above standards; EL 81.1 points below standard; Latino 60.9 points below standard; Socioeconomically Disadvantaged 79.7 below standard; Students with Disabilities 136.1 points below standard</p>	Each subgroup raises 10 to 25 points
iReady Reading	Though our iReady Diagnostic scores improved from the fall to the winter diagnostic for all student groups, there is a large gap for both our students who are socioeconomically disadvantaged and also our Hispanic/Latino students.	With targeted professional development, training and opportunities for collaboration for our teachers and with additional resources provided to our students, the evident gap will be reduced. Our socioeconomically disadvantaged students will improve from 22% who are at or above grade level to 30% and our Hispanic/Latino students will

Metric/Indicator	Baseline	Expected Outcome
		improve from 33% at or above grade level to 38%.
iReady Math	Though our iReady Diagnostic scores improved from the fall to the winter diagnostic for all student groups, there is a large gap for both our students who are socioeconomically disadvantaged and also our Hispanic/Latino students.	With targeted professional development, training and opportunities for collaboration and with additional resources provided to our students, the evident gap will be reduced. Our socioeconomically disadvantaged students will improve from 29% who are at or above grade level to 35% and our Hispanic/Latino students will improve from 35% at or above grade level to 40%.

Planned Strategies/Activities

Strategy/Activity 1

Counseling Support - provide extensive counseling support and outreach to students and families

Students to be Served by this Strategy/Activity

All Students with an intentional focus on supporting those historically under supported in education as well as those with added academic or social emotional needs.

Timeline

2022 - 2023

Person(s) Responsible

Head Counselor and Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,400
Source	District Funded
Description	Professional Development
Amount	3,000
Source	Title I Part A: Allocation
Description	After Hours Counseling Support and Family Outreach
Amount	3,000
Source	LCFF - Supplemental
Description	After Hours Counseling Support and Family Outreach
Amount	250

Source	Title I Part A: Allocation
Description	Newcomer Activity Supplies
Amount	250
Source	Title I Part A: Allocation
Description	School Wide Mental Health Month Programming

Strategy/Activity 2

Bilingual Paraeducator Support

Students to be Served by this Strategy/Activity

Students who are in our English Language Development Programming

Timeline

2022 - 2023

Person(s) Responsible

Principal and EL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	Title I Part A: Allocation
Description	ELD - Paraeducator Instructional Support
Amount	10,000
Source	LCFF - Supplemental
Description	ELD - Paraeducator Instructional Support

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

AVID Students who have been identified as those historically under supported in education.

Timeline

2022 - 2023

Person(s) Responsible

Principal and AVID Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
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Source	Title I Part A: Allocation
Description	AVID Parent Nights Supplies & Materials
Amount	3,500
Source	LCFF - Supplemental
Description	Trainings and Professional Development

Strategy/Activity 4

BRIDGE Program

Students to be Served by this Strategy/Activity

Bridge students who have been identified as those historically under supported in education.

Timeline

2022 - 2023

Person(s) Responsible

Principal and Bridge Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I Part A: Allocation
Description	Intervention Materials
Amount	1,600
Source	LCFF - Supplemental
Description	Bridge tutors for 27 days (while UCD on break)
Amount	300
Source	LCFF - Supplemental
Description	Parent Night
Amount	500
Source	LCFF - Supplemental
Description	Field Trips and Events
Amount	500
Source	LCFF - Base
Description	T-shirts for tutors

Strategy/Activity 5

Title One Coordinator

Students to be Served by this Strategy/Activity

Title 1 students who have been identified as those historically under supported in education.

Timeline

2022 - 2023

Person(s) Responsible

Principal and Title 1 Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Allocation
Description	Title 1 Coordinator (VSA)
Amount	300
Source	Title I Part A: Allocation
Description	Title 1 Parent Meeting Food/Supplies

Strategy/Activity 6

Jumpstart - to support students who have been identified as those historically under supported in education who may need to better connect to adults at school.

Students to be Served by this Strategy/Activity

Students who have been identified as those historically under supported in education who may need to better connect to adults at school.

Timeline

2022 - 2023

Person(s) Responsible

Jumpstart Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1,050
Source	Title I Part A: Allocation
Description	Supplies
Amount	500
Source	LCFF - Supplemental
Description	Supplies
Amount	225

Source	Title I Part A: Allocation
Description	Food for jumpstart

Strategy/Activity 7

Homework Club

Students to be Served by this Strategy/Activity

Students historically under supported in education

Timeline

2022 - 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Description	Homework Club VSA
Amount	200
Source	LCFF - Supplemental
Description	200

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environment

Goal Statement

All Harper students will experience a safe and inclusive environment which is conducive to learning.

LCAP Goal

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

Basis for this Goal

The pandemic created a need for intensive support for our students and their social emotional and behavioral needs.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Data Chronic Absentee Data Dashboard Data	<p>Our Youth Truth data this year showed the following data:</p> <ul style="list-style-type: none">at or above the district average in all areas which was a significant improvement from previous years.lower ratings than previous years for our 7th grade in areas of connection and sense of belonging. <p>Our previously reported suspension data for Harper on the dashboard is in "Yellow" zone with a 3.8% overall.</p>	Improve Youth Truth scores by investing in strategies like WEB, homeroom and grade level activities to increase connection between students and between students and adults.

Planned Strategies/Activities

Strategy/Activity 1

Climate and Safety

Students to be Served by this Strategy/Activity

All Students

Timeline

2022 - 2023

Person(s) Responsible

Principal, Vice Principal, WEB Coordinators and Additional Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,400
Source	Title I Part A: Allocation
Description	WEB Advisors VSA (Split for 2 people)
Amount	700
Source	LCFF - Supplemental
Description	Positive Referrals specifically geared toward positive reinforcement for students furthest from opportunity
Amount	2,300
Source	LCFF - Base
Description	Student Recognition
Amount	900
Source	LCFF - Supplemental
Description	Student Recognition
Amount	3,000
Source	LCFF - Supplemental
Description	Intramurals VSA
Amount	400
Source	LCFF - Supplemental
Description	Week of Welcome - geared towards supporting students furthest from opportunity
Amount	1,100
Source	LCFF - Base
Description	Free Standing Lockers (x4 for locker room) - Gender non-conforming dressing area

Strategy/Activity 2

Outdoor Educational Spaces - students can learn better in a physical environment that feels pleasing and safe.

Students to be Served by this Strategy/Activity

All students specifically those who are historically under supported and/or suffer from previous trauma.

Timeline

2022 - 2023

Person(s) Responsible

Outdoor Educational Spaces Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1,250
Source	LCFF - Base
Description	Outdoor Educational Spaces VSA
Amount	1,250
Source	LCFF - Supplemental
Description	Outdoor Educational Spaces VSA
Amount	500
Source	LCFF - Base
Description	Food/Refreshments for campus beautification events

Strategy/Activity 3

Student Assemblies/Activities

Students to be Served by this Strategy/Activity

All students specifically those who are historically under supported and/or suffer from previous trauma.

Timeline

2022 - 2023

Person(s) Responsible

Principal, Vice Principal, Leadership, Activities Coordinator and Additional Staff

Proposed Expenditures for this Strategy/Activity

Amount	7,091
Source	Title I Part A: Allocation
Description	Motivational Assemblies and Grade Level Events
Amount	2,000
Source	LCFF - Supplemental
Description	Motivational Assemblies and Grade Level Events
Amount	1,500

Source	LCFF - Base
Description	5 Star or High 5 Student Recognition Database
Amount	500
Source	LCFF - Base
Description	Late Start Wednesdays supplies
Amount	250
Source	LCFF - Supplemental
Description	Late Start Wednesdays supplies

Strategy/Activity 4

Homeroom - Develop and support a homeroom model to provide feelings of connection, safety and engagement between adults and students on campus.

Students to be Served by this Strategy/Activity

All students specifically those who are historically under supported and/or suffer from previous trauma.

Timeline

2022 - 2023

Person(s) Responsible

Homeroom Coordinator and Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Title I Part A: Allocation
Description	Homeroom Coordinator VSA
Amount	1,000
Source	LCFF - Base
Description	Homeroom Coordinator VSA
Amount	500
Source	LCFF - Supplemental
Description	Homeroom Coordinator VSA
Amount	442
Source	LCFF - Base
Description	Homeroom supplies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA Performance	Our 2020-21 goal should become our 2021-22 goal as no data exists due to the COVID-19 pandemic. Our goal is to continue to significantly raise the English Language Arts proficiency of our English Learner and Re-designated students, as demonstrated by an increase of an additional 10 points on the 2020 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will continue to move from very low (18-19) to low (19-20) to medium status on the ELA CAASPP. Our students in Special Education will continue to increase by another 10 points working toward the "Yellow" zone on the CA Dashboard. Screening assessments (SRI), diagnostic formative assessments, and collaborative work will unite to drive highly effective instruction that academically advance all students.	No CAASPP data is available currently to measure this goal.
CAASPP Mathematics Performance	Our 2020-21 goal should become our 2021-22 goal as no data exists due to the COVID-19 pandemic. Our goal is that Harper's students in Special Education will demonstrate the growth of 15 or more points on the 2020 CAASPP Math exam, increasing from "Red" to "Orange" status. In 2020-21 our goal is that students in our Special Education program will demonstrate the growth of 20 or more points and our students who are English Learners will increase by 10 percent moving from the "Orange" to "Yellow" zone on the 2019 CAASPP Math Dashboard. Common formative assessments and collaboration that unite to propel student learning for all students.	No CAASPP data is available currently to measure this goal.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA Release Days for Formative Assessment Analysis - Professional Learning Community Tasks</p> <ol style="list-style-type: none"> 1. Select prompts for the Writing Samples and/or design ELA/Reading formative assessments for all three grade levels. 2. Administer the Writing Samples and/or ELA/Reading Assessments at a timetable decided by the department across the school year. 3. Use available PLC / academic counseling release days to analyze data to determine instructional moves by the department team. 	<p>English used 2 collaboration days to plan curriculum and assessments</p>	<p>Release Days for Formative Assessment Analysis - PLC work -- District reduced it by half for the 2021-22 school year District Funded 1115</p>	<p>Release days taken District Funded</p>
<p>ELD Conferences and Release Days for Professional Development and other supports for ELD and English Learner Needs</p> <ol style="list-style-type: none"> 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 	<p>ELD used release days to plan for and coordinate services</p>	<p>EL Conferences and release days for PD and other supports for ELD and English Learner Needs LCFF - Supplemental 1,500</p>	<p>ELD planning and coordination of services LCFF - Supplemental 1,500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and instructional strategies:</p> <p>A) Awareness/identification of ELs on Harper campus</p> <p>B) Long term EL research & how to differentiate instruction for all learners</p> <p>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</p> <p>D) AVID Strategies</p> <p>4. Provide staff information and support staff in attending PD training, conferences, and/or university classes in ELD.</p> <p>5. Provide a systematic method for conference attendees to share what they have learned with other staff.</p> <p>6. Provide PD in a “coaching” model for teachers implementing SDAIE strategies in core curricular areas.</p>			
<p>Release Days to develop and analyze math benchmark assessment to drive instructional decisions - Professional Learning Communities</p> <p>Mathematics:</p> <p>1. Ask teachers to identify students who are in need</p>	<p>Math used 2 release days to align assessments and curriculum</p>	<p>Release Days to develop and analyze math benchmark assessment to drive instructional decisions - Professional Learning Communities District Funded 1750</p>	<p>Release days used for alignment District Funded 1750</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>of supplemental math instruction.</p> <p>2. Identify additional students by reviewing assessment results.</p> <p>3. Implement delivery models for improving math performance, as needed.</p> <p>4. Place identified students in appropriate programs.</p> <p>5. Standards-Based Discussion and Assessment Development Work</p>			
<p>Learning Management System, Zoom, etc. Trainer - VSA</p> <p>Schedule LMS or School Loop training for parents as needed to encourage student, teacher, parent communication</p> <p>Provide 'Junior High 101" informational meeting or Resources (videos, etc.) to support Harper students and families on LMS</p> <p>Provide Teacher Support on LMS, Zoom, and other tech resources.</p>	<p>Not used - District Funded this year</p>	<p>Learning Management System, Zoom, etc. IT Trainer - VSA LCFF - Base 1280.00</p>	<p>Unused - it was district funded District Funded</p>
<p>All Content areas - PLC, RTI, Differentiation Planning</p> <p>Provide Release time and/or planning time for core classes, or teams within departments to collaborate regarding student needs, MTSS areas of focus, curriculum alignment, instructional planning based on assessment data.</p>	<p>Not used this year. MTSS focused on aligning training and this was provided during contract time.</p>	<p>All Content areas - PLC, RTI, Differentiation Planning LCFF - Base 506.00</p>	<p>Unused this year</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>This could include 7th grade cluster teachers, 7th grade core teachers, or others to provide release time.</p>			
<p>Library Collection Development; Library Curriculum Support; Library Collection Support in Languages other than English; Go Guardian Computer Monitoring; Electronic subscriptions, Electronic management, teacher support of distance learning, etc.</p> <p>Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles.</p> <p>Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low-level, and audio resources to support ELD and other programs.</p> <p>Maintain website access to library resources 24/7</p> <p>Publicize services and recruit students and families to the library, especially from 3:30-5:00 pm daily.</p> <p>Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying</p>	<p>Funds spent appropriately according to outline.</p>	<p>Library Collection Development Title I Part A: Allocation 1035</p> <p>Library Curriculum Support Title I Part A: Allocation 2,950</p> <p>Library Collection Support in Languages other than English Title I Part A: Allocation 2,218</p> <p>Go Guardian - Computer Monitoring Software LCFF - Base 3,000</p> <p>Electronic subscriptions, Electronic management, teacher support of distance learning, etc. Title I Part A: Allocation 6,559</p> <p>Library Collection Development District Funded 3035.00</p>	<p>Library Collection Expansion and Fill in Title I Part A: Allocation 1035</p> <p>Curriculum Support Title I Part A: Allocation 2,950</p> <p>Library Collection Support in Languages other than English Title I Part A: Allocation 2,218</p> <p>Unused this year</p> <p>Electronic subscriptions, Electronic management, teacher support of distance learning, etc. Title I Part A: Allocation 6,559</p> <p>Library Collection Development District Funded 3035</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
world languages and provide possible reading options for students with a first language other than English.			
<p>Social Studies, Professional Collaboration Release Days - PLC</p> <p>Develop units of study from the work collaboration with UC Davis History Project and other areas of focus to support the development and use of the curriculum.</p> <p>Collaborate as a team with new curricular offerings to meet student learning targets</p> <p>Monitor Student learning with a special focus on students historically marginalized or students in our opportunity gap and their results with the new curricular materials</p> <p>Informational Literacy Planning - Release Time - - not funded this year</p>	Social Studies used 1 release day	<p>Social Studies Professional Collaboration Release Days - PLC LCFF - Supplemental 969.00</p> <p>Social Studies Professional Collaboration Release Days District Funded 1,200</p> <p>Informational Literacy Planning -- Release Time 0.00</p>	<p>Social Studies Professional Collaboration Release Days - PLC LCFF - Supplemental 969</p> <p>Social Studies Professional Collaboration Release Days District Funded 1,200</p>
<p>Development of Outdoor Educational Spaces Coordinator - VSA</p> <p>Monitor Outdoor learning locations for all Staff and Students to ensure opportunities for learning environments</p> <p>Research and implement best practices in science instruction with the implementation of STEM and other proven models for enhancing student interest in science</p>	Spent on designated items	<p>Development of Outdoor Educational Spaces Coordinator - VSA LCFF - Base 750.00</p> <p>Development of Outdoor Educational Spaces Coordinator - VSA LCFF - Base 750.00</p> <p>Snacks and Beverages for the Student Participants LCFF - Supplemental 150.00</p> <p>Snacks and Beverages for the Student</p>	<p>Development of Outdoor Educational Spaces Coordinator - VSA LCFF - Base 750</p> <p>Development of Outdoor Educational Spaces Coordinator - VSA LCFF - Base 750</p> <p>Snacks and Beverages for the Student Participants LCFF - Supplemental 150</p> <p>Snacks and Beverages for the Student</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>especially connected to the natural world.</p> <p>Provide opportunities for students to integrate science, technology, math, and engineering into projects.</p> <p>Expand opportunities for students to work in the Harper Garden, Harper Campus, or engage in agriculture-related instruction that is connected to a variety of curricular opportunities across disciplines.</p>		Participants LCFF - Supplemental 150.00	Participants LCFF - Supplemental 150
<p>Project-Based Learning (PBL) Supplies Materials and Field Trips</p> <p>8th Grade social studies and English teachers meet throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class.</p> <p>Development of Project-Based Learning (PBL) Units</p> <p>Monitor all student learning with a special focus on students historically marginalized or students in our opportunity gap and their results with the new curricular materials</p>	<p>PBL was not a focus this year given the newer teachers in the departments. This was unused for funding.</p>	Project Based Learning (PBL) Supplies, Materials, and Field trips LCFF - Supplemental 1,000	Unused amount
<p>Science, Professional Collaboration Release Days - PLC</p> <p>Develop units of study with new curriculum and other areas of focus to</p>	<p>Science used 2 release days this year to focus on alignment of standards and curriculum development.</p>	Science, Professional Collaboration Release Days - PLC LCFF - Supplemental 969.00	Science, Professional Collaboration Release Days - PLC LCFF - Supplemental 969

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>support the development and use of curriculum.</p> <p>Collaborate as a team with new curricular offerings to meet student learning targets</p> <p>Monitor all student learning with special focus on students historically marginalized or students in our opportunity gap and their results with the new curricular materials</p>			

Analysis

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

Departments met to align curriculum and standards and teachers were trained by their own colleagues on AVID and EL strategies.

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

Student benefitted from the collaboration and training of teachers this year. All teachers were trained in both AVID and EL strategies.

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

Due to a change in Administration and a return from COVID, some priorities shifted and planned funding allocations shifted a bit. For instance, PBL was not a focus this year given the newer teachers in the departments and our MTSS work focused on aligning training and this was provided during contract time.

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

Continued work will be done in aligning training for all staff and curriculum and assessment alignment for departments.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Educators will close the achievement and opportunity gap at Harper Jr. High School for all students. (Specifically are English learners, students who are economically disadvantaged, and students with disabilities.)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Dashboard data in ELA and Math - for grades 7th and 8th by subgroups and all students.</p> <p>Student Grade and formative assessment results for students who are unduplicated and others in the achievement and opportunity gaps</p>	Each subgroup raises 10 to 25 points	CAASPP and dashboard data are unavailable to evaluate this goal.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Summer School Supplies (Jumpstart/Kickstart/Other Summer offering)</p> <p>Provided specially designed, differentiated instruction to EL and other students in Title One classification to support transition and learning outcomes through summer or beginning of the year program offer. Continue to examine a variety of options to connect engage and enrich the school experience for our students furthest from opportunity.</p>	jumpstart was not offered due to the change in Administrative staff and return from COVID.	<p>Targeted Support for Unduplicated Students - Summer School Supplies (Jumpstart/Kickstart, Other) Title I Part A: Allocation 868.00</p>	unused
		<p>Targeted Support for Unduplicated Students - Summer School Supplies (Jumpstart/Kickstart, Other) LCFF - Base 632.00</p>	unused
		<p>Targeted Support for Unduplicated Students - Summer School Supplies (Jumpstart/Kickstart, Other) LCFF - Supplemental 500.00</p>	unused
<p>ELD - Paraeducator Instructional Support; Compliance Support; ELAC Support</p>	3 ELD paraeducators supported students in designated ELD classes and core classes.	<p>ELD - Paraeducator Instructional Support LCFF - Supplemental 16,017</p>	<p>ELD - Paraeducator Instructional Support LCFF - Supplemental 16,017</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide specially designed, differentiated instruction to English Learners in designated English Language Development classes. Implement courses/classes that address our students who are Long-term English Learners, STEEL, and Spanish for native Spanish speakers.</p> <p>Effectively utilize data to place students who are English Learners and guide instruction; use a variety of data the asses reading, vocabulary, and language fluency; conduct assessments throughout the year to ensure placement student placement is accurate and respond when appropriate to the placement</p> <p>Interview English Language Development students and compile archives of the 'student voices' regarding their academic needs.</p> <p>Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance , including summer programing, jump/kick start, reduced class size in ELD program offerings and provide Langauge development classes (STEEL) for students needing front-loading of academic vocabulary and reading support.</p>		<p>ELD - Paraeducator Instructional Support Title I Part A: Allocation 2,327</p> <p>ELD - Site Support for EL Compliance District Funded 1,500</p> <p>English Learner Advisory Committee food/supplies Title I Part A: Allocation 1100.00</p>	<p>ELD - Paraeducator Instructional Support Title I Part A: Allocation 2,327</p> <p>ELD - Site Support for EL Compliance District Funded 1,500</p> <p>ELAC on Zoom - unused funds</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Intervention Teacher; Intervention Paraeducator</p> <p>Provide assistance and support in reading/math/other instruction for all students who are reading below grade level or struggling in some area</p> <p>Ensure accurate identification of students reading below grade level including planned, periodic formative assessments (progress monitoring) such as the SRI and/or other informal assessments to ascertain continuing progress in reading/math skills throughout the 7th, 8th and 9th grade providing students with applicable supports as appropriate according to data from administered assessments. Collaboration with district coaches, department teaching teams, site teachers, parents, and students.</p> <p>Provide instruction, monitor learning, create a welcoming environment, and collaborate with teachers and parents.</p>	<p>Intervention Teacher and Para provided to support students</p>	<p>Intervention Teacher, .2 FTE, Reading for 2021-22 school year District Funded 19,000</p> <p>Intervention Paraeducator FTE Title I Part A: Allocation 14,903</p>	<p>Intervention Teacher, .2 FTE, Reading for 2021-22 school year District Funded 19,000</p> <p>Intervention Paraeducator FTE Title I Part A: Allocation 14,903</p>
<p>Math Support</p> <p>1. Teachers to identify students who are in need of supplemental math instruction.</p> <p>2. Identify additional students by reviewing assessment data</p>	<p>Math intervention course, math intervention para and homework club offered to students</p>	<p>Math Clinic Course .2 FTE Title I Part A: Allocation 17,500</p> <p>Title One Intervention Paraeducator (.30 FTE) Title I Part A: Allocation 9588</p>	<p>Math Clinic Course .2 FTE Title I Part A: Allocation 17,500</p> <p>Title One Intervention Paraeducator (.30 FTE) Title I Part A: Allocation 9588</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement delivery models for improving math performance, as needed</p> <p>3. Place identified students in appropriate programming</p> <p>4. Collaborate on tasks with department team to continually identify ongoing instructional needs</p> <p>5. Utilize para-educator (bilingual) to meet student needs within the class.</p> <p>6. Collaboration on developing common assessments and critical standards at each grade level/course</p> <p>7. Implement and review assessment results for effectiveness and student needs</p> <p>8. Teachers will monitor and adjust instruction to ensure students are meeting critical standards and benchmarks</p> <p>9. Intervention will be provided as needed</p> <p>10. Provide After School Homework Support with a focus on Mathematical Understanding for Students</p> <p>11. Homework Club teachers will collaborate with Math department to ensure support is at the correct level for student learning</p>		<p>Math Intervention Class Supplies Title I Part A: Allocation 600</p> <p>Homework Club - After School Math Intervention VSA Title I Part A: Allocation 3060.00</p> <p>Homework Club - After School Supplies and Materials Title I Part A: Allocation 500</p> <p>Homework Club - After School Math Intervention VSA LCFF - Supplemental 5640</p>	<p>Math Intervention Class Supplies Title I Part A: Allocation 600</p> <p>Homework Club - After School Math Intervention VSA Title I Part A: Allocation 3060.00</p> <p>Homework Club - After School Supplies and Materials Title I Part A: Allocation 500</p> <p>Homework Club - After School Math Intervention VSA LCFF - Supplemental 5640</p>
<p>AVID Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program</p>	<p>Parent night was not offered this year but AVID was funded mainly by the district except for instructional supplies. 8 teachers will be attending summer training which will increase our total</p>	<p>AVID Parent Nights Supplies & Materials Title I Part A: Allocation 1,000.00</p> <p>AVID Coordinator .2 FTE District Funded 20,000.00</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Meet the other AVID teachers in the district and region to align Harper program with other schools and sites.</p> <p>2. Substitute teachers for AVID meetings and Field trips</p> <p>3. Provide ongoing professional development to teachers at Harper, Summer Institute and Local (SCOE) AVID professional development opportunities</p>	<p>percentage of trained staff.</p>	<p>AVID Tutors (1 tutor per 7 students) District Funded 6,400.00</p> <p>AVID Class Materials, Curriculum, recruiting expenses, resource texts & field trips (not including subs) District Funded 3,300.00</p> <p>SCOE AVID Collaborative PD (not including subs District Funded 600.00</p> <p>AVID Release time (Subs) for SCOE training Title I Part A: Allocation 1,440.00</p> <p>AVID Summer Institute - Professional Development District Funded 4000</p> <p>AVID Summer Institute - Additional Participants Title I Part A: Allocation 3,500</p>	
<p>Site Council Teacher Release Time</p> <p>Conduct regular Site Council meetings to analyze data, assess school performance and recommend needed changes or actions. Monitor progress of students learning by observing, researching and assessing the effectiveness of school-wide intervention programs. Prioritize resources in closing the achievement gap for Harper students.</p>	<p>Staff were paid for their time spent in site council</p>	<p>Site Council - Teacher Release Time Title I Part A: Allocation 468</p>	<p>Site Council - Teacher Release Time Title I Part A: Allocation 468</p>
<p>BRIDGE Program</p> <p>1. Maintain BRIDGE program staff, location</p>	<p>Bridge allocations spent except for the parent night which was not held.</p>	<p>BRIDGE Mentor Program T-Shirts District Funded 450</p>	<p>BRIDGE Mentor Program T-Shirts District Funded 450</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>dates, times, and supplies.</p> <p>2. Establish Advisory Committee in conjunction with MME to provide mission and direction for the program</p> <p>3. Identify students eligible for the BRIDGE Learning Center class and for the after school BRIDGE homework program, as appropriate.</p> <p>4. Contact student and parents and enroll students in appropriate, desired program.</p> <p>Track daily student attendance and notify parents of non-attendees as necessary</p> <p>5. Monitor student needs and collaborate with general education teachers to support BRIDGE students connection and learning</p> <p>6. Monitor students path to ensure movement as needed into other programs (AVID, etc.) and continually enroll students when openings occur.</p>		BRIDGE Mentor Program T-Shirts Title I Part A: Allocation 500	BRIDGE Mentor Program T-Shirts Title I Part A: Allocation 500
		BRIDGE UC Davis Work Study Costs (benefits) District Funded 8,000	BRIDGE UC Davis Work Study Costs (benefits) District Funded 8,000
		BRIDGE Release time for Teacher Collaboration Title I Part A: Allocation 750	BRIDGE Release time for Teacher Collaboration Title I Part A: Allocation 750
		BRIDGE tutors Funding for the first 27 days when UCD on break Title I Part A: Allocation 1,600	BRIDGE tutors Funding for the first 27 days when UCD on break Title I Part A: Allocation 1,600
		BRIDGE Student Supplies (Calculators/Backpacks/ etc.) Title I Part A: Allocation 900	BRIDGE Student Supplies (Calculators/Backpacks/ etc.) Title I Part A: Allocation 900
		BRIDGE Parent Night Food & Supplies LCFF - Supplemental 300	Not held
		BRIDGE Tutoring Supplies District Funded 1500	BRIDGE Tutoring Supplies District Funded 1500
		BRIDGE Tutoring Supplies Title I Part A: Allocation 300	BRIDGE Tutoring Supplies Title I Part A: Allocation 300
Title One Coordinator	Title 1 Coordinator was funded	Title 1 Coordinator (VSA) Title I Part A: Allocation 1000	Title 1 Coordinator (VSA) Title I Part A: Allocation 1000

Analysis

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

All designated items were spent unless noted above.

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

Interventions in Reading and Math actually proved less effective this year and more improvement was noted by students in their general English and Math courses.

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

Due to a change in Administration and a return from COVID, some priorities shifted and planned funding allocations shifted a bit. For instance, jump start was not offered during the summer prior to school and ELAC meetings were held on Zoom this year instead of in person.

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

We hope to return to in person meetings and host a parent meeting for AVID, Bridge and EL next year. Also, as a result of the noted increase in performance of students in their general English and Math courses vs in their intervention courses, there will be a focus next year on using FTE to lower seat count in both English and Math to provide more opportunity for small group work and focus on skill building.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All Harper students will experience a safe and inclusive environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth Truth Data Chronic Absentee Data Suspension Rate Data Healthy Kids Survey Results	The baseline remains the same due to the Covid pandemic for the 2021-21 school year. Maintain or improve favorable Youth Truth Survey areas Decrease chronic absences for SED and Students with Disabilities by 5% to 13.2% and 19.7% Decrease suspension rates by 1% from 3.8% to 2.8%	CAASPP and Dashboard data unavailable for this year. Youth Truth data improved for 8th and 9th grade students but was lower in connection and belonging for our 7th grade students.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Family Outreach and Support Community Liaison providing outreach to families in need, building family-school responsiveness and connections Provides	Shifted completely to District Funding and was funded.	Community Liaison District Funded 60,000 Multiple Language Translators for Caregiver Events LCFF - Supplemental 380	Community Liaison District Funded 60,000 Multiple Language Translators for Caregiver Events LCFF - Supplemental 380
ADVISORY Program at Harper 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentations coordination 2. Collaborate on integration of curriculum	Advisory Program was not done as a result of return from COVID	Freshman Advisory Lead and Showcase Advisor - VSA Title I Part A: Allocation 1900 Freshman Advisory Lead and Showcase Advisor - VSA LCFF - Base 850	unfunded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>across departments in completing projects for the portfolio.</p> <p>3. Expand components of the Showcase to 7th grade, as appropriate</p> <p>4. Continue to seek community and parent support for the program</p> <p>5. Investigate model to respond to identify needs and strengthen purpose to meet student needs</p>		<p>Freshman Advisory Lead and Showcase Advisor - VSA LCFF - Supplemental 1900</p> <p>8th Grade Advisory Coordinators - VSA Title I Part A: Allocation 1900</p> <p>8th Grade Advisory Coordinators - VSA LCFF - Base 850</p> <p>7th Grade Advisory Coordinators - VSA Title I Part A: Allocation 1900</p> <p>7th Grade Advisory Coordinators - VSA LCFF - Base 850</p> <p>Advisory Collaboration Supplies LCFF - Base 600</p> <p>Advisory Collaboration Release Time LCFF - Base 2500</p>	
<p>Assemblies/Student outreach/Speakers - Motivational</p>	<p>Spent allocated funding on motivational speaker for 9th grade students.</p>	<p>Assemblies/Student Outreach/Speakers - Motivational Title I Part A: Allocation 2,000</p>	<p>Assemblies/Student Outreach/Speakers - Motivational Title I Part A: Allocation 2,000</p>
<p>1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.</p> <p>2) Continue to implement anti-bullying assemblies and other "safe school" activities.</p> <p>3) Provide targeted interventions with students who may be victimizing or victims of bullying.</p> <p>4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.</p> <p>5) Recognize student academic, attendance and behavior achievement through</p>	<p>Spent allocated funding on designated climate activities.</p>	<p>Web Advisor VSA LCFF - Base 2400</p> <p>Web Advisory VSA - Follow up training through out year (targeted support) Title I Part A: Allocation 1500</p> <p>WEB Supplies LCFF - Base 600</p> <p>Diversity Days - Inclusion and Equity Outreach - VSA Title I Part A: Allocation 1500</p> <p>Intro to New School Year (jumpstart/kickstart) support Title I Part A: Allocation 400</p>	<p>Web Advisor VSA LCFF - Base 2400</p> <p>Web Advisory VSA - Follow up training through out year (targeted support) Title I Part A: Allocation 1500</p> <p>WEB Supplies LCFF - Base 600</p> <p>unused - not done</p> <p>unused - not done</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution. 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches. 10) Provide new student welcome events</p>		<p>5-Star Student Involvement Database (Activities Support) Title I Part A: Allocation</p> <p>Wednesday Late Start/Lunchtime Supplies and Equipment LCFF - Base 750</p> <p>Positive Referrals and Student Recognition (PBIS work) LCFF - Base 900</p> <p>Newcomer Activity Supplies for Events LCFF - Base 250</p> <p>Intramural Coordinator (Activities Support) VSA or Timecard LCFF - Base 3,000</p>	<p>5-Star Student Involvement Database (Activities Support) Title I Part A: Allocation 1,500</p> <p>Wednesday Late Start/Lunchtime Supplies and Equipment LCFF - Base 750</p> <p>Positive Referrals and Student Recognition (PBIS work) LCFF - Base 900</p> <p>Newcomer Activity Supplies for Events LCFF - Base 250</p> <p>Intramural Coordinator (Activities Support) VSA or Timecard LCFF - Base 3,000</p>
<p>Counselor - School Climate Support (Support Groups)</p> <p>Counseling Support to provide groups for social-emotional needs of students</p>	<p>Counseling support was provided through the district via grant funding</p>	<p>Counselor for Support Groups District Funded 6500</p> <p>Counselor for Support Groups LCFF - Supplemental 10,000</p>	<p>unused</p> <p>unused</p>

Analysis

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

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

The above supports were provided to create an inclusive and safe environment for students.

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

Due to a change in Administration and a return from COVID, some priorities shifted and planned funding allocations shifted a bit. For instance, Advisory was not offered this year at Harper and Counseling support was offered through grant funding instead of via the SPSA.

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

As a result of the dip in Youth Truth data for 7th grade there will be a stronger focus on community building across the site but also specifically focused on 7th grade via WEB and the implementation of Homeroom.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	288,093.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	142,804.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	138,350	135,950.00
Title I Part A: Allocation	85766	0.00
LCFF - Base	19592	0.00
LCFF - Supplemental	35046	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	2,400.00
LCFF - Base	19,592.00
LCFF - Supplemental	35,046.00
Title I Part A: Allocation	85,766.00

Expenditures by Budget Reference

Budget Reference	Amount
	22,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	2,400.00
	LCFF - Base	15,342.00
	LCFF - Base	4,250.00
	LCFF - Supplemental	33,046.00
	LCFF - Supplemental	2,000.00
	Title I Part A: Allocation	71,666.00
	Title I Part A: Allocation	14,100.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jennifer Mullin	Principal
Maria Nansen	Other School Staff
Yves Bouyssounouse	Classroom Teacher
Thomas Taylor	Classroom Teacher
Deb Paterniti	Parent or Community Member
Jennifer Fung	Classroom Teacher
Paula Rivera	Parent or Community Member
Rachel Hartsough	Parent or Community Member
Kelly Coleman	Parent or Community Member
Maria del carmen lara zavala	Parent or Community Member
Lucy Salas	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

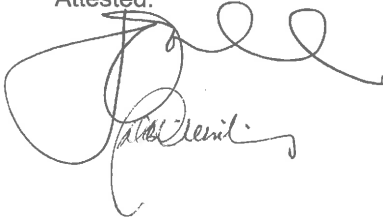
Committee or Advisory Group Name

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 26, 2022.

Attested:



Principal, Jennifer Mullin on June 7, 2022

SSC Chairperson, Deb Paterniti on June 7, 2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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