School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Frances Ellen Watkins Harper Junior High School
Address	4000 East Covell Blvd. Davis, CA 95618
County-District-School (CDS) Code	57726780106674
Principal	Ms. Kellie Sequeira
District Name	Davis Joint Unified School District
SPSA Revision Date	May 27, 2021
Schoolsite Council (SSC) Approval Date	June 17, 2021
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.

Table of Contents

SPSA Title Page 1
Table of Contents 2
School Vision and Mission 3
School Profile 3
Stakeholder Involvement 3
School and Student Performance Data 4
- Student Enrollment 4
- CAASPP Results 6
- Student Population 10
- Overall Performance 11
- Academic Performance 12
- Academic Engagement 17
- Conditions & Climate 19

Goals, Strategies, & Proposed Expenditures 21
- Goal 1 21
- Goal 2 30
- Goal 3 39

Annual Review and Update 45
- Goal 1 45
- Goal 2 52
- Goal 3 58

Budget Summary and Consolidation 62
- Budget Summary 62
- Allocations by Funding Source 62
- Expenditures by Budget Reference and Funding Source 63

School Site Council Membership 64
Recommendations and Assurances 65
Addendum 66
- Instructions: Linked Table of Contents 66
- Appendix A: Plan Requirements for Schools Funded Through the ConApp 69
- Appendix B: Select State and Federal Programs 71

School Vision and Mission

Our current mission statement: "Harper Junior High School: A caring community, inspiring everyone to learn, achieve, and thrive." This past year, staff began the work to build a Multi-tiered System of Support at our site prior to the early COVID closure. This work linked the previous years effort on Response to Intervention to the larger site-wide discussions and focus. Working in professional learning communities, the staff is focused on each grade level's developmental stage, standards and curriculum, and grade specialized activities. There is a clear component and focus on the social-emotional needs of students within the school community. A great deal of attention is given to high academic achievement and college readiness for all students which centers on the idea and role that literacy instruction is needed in all content areas. All freshmen complete the Freshman Showcase where they compile a portfolio that features samples of their work, assessments, artifacts from projects, and reflective writing. In the spring, students deliver a culminating presentation to a panel consisting of staff, parents and community members.

School Profile

Frances Ellen Harper Junior High School is a comprehensive secondary school that serves students in grades 7-9. The school includes nearly 640 students, 41 teachers, 2 counselors, .5 librarian, 1 library tech, 4 office personnel and 18 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, leadership and world language. Students may also enroll in special support classes such as AVID, Reading, Writing, Math Tech, ELD, and Bridge.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.31%	0.16%	0.3%	2	1	2
African American	3.72%	3.06%	5.3%	24	19	32
Asian	14.24%	15%	16.3%	92	93	99
Filipino	1.08%	0.81%	1.0%	7	5	6
Hispanic/Latino	29.72%	31.45%	32.3%	192	195	196
Pacific Islander	0.77%	0.65%	0.5%	5	4	3
White	43.34%	41.29%	36.9%	280	256	224
Multiple/No Response	%	0%	0.2%		0	1
			Total Enrollment	646	620	607

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

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

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

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

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

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

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

Conclusions based on this data:

1. No CAASPP Testing Due to the COVID-19 Pandemic

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	38.99	39.59	40.98	37.61	44.16	36.59	23.39	16.24	22.44
Grade 8	34.47	40.00	31.68	40.78	38.05	43.56	24.76	21.95	24.75
All Grades	36.79	39.80	36.36	39.15	41.04	40.05	24.06	19.15	23.59

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

Conclusions based on this data:

1. No CAASPP Testing Due to the COVID-19 Pandemic

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
646	31.0	7.0	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

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

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

Conclusions based on this data:

1. Our percentage of students that are socioeconomically disadvantaged has grown to it highest level in many years as it reached 32.1% based on the CALPAD's reporting this year which speaks to the need for strong supplemental programing that address and supports all students.
2. The increase in our Hispanic population reflects a need for both diversity and inclusion instructional and system practices that respond to the culturally needs of our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. There is No CAASPP reporting this year due to the COVID-19 Pandemic

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
18.1 points above standard	65.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.6 points	Increased ++10.3 points	4
393	69	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	54.9 points below standard	99.2 points below standard
4	Increased ++10.8 points	Increased ++10.3 points
	125	61

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

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

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

Conclusions based on this data:

1. There is no CAASPP Reporting due to the COVID-19 Pandemic

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
7.1 points above standard	81.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.8 points	Declined -6.1 points	4
394	69	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	79.7 points below standard	136.1 points below standard
4	Increased ++8.6 points	Declined -7.4 points
	125	61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
93.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	70.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.9 points	1	Declined -4.7 points	3
13		56	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
60.9 points below standard	60.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	30 points above standard
Increased ++3.6 points	Maintained -1.2 points	3	Declined Significantly -18.1 points
120	33		165

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
131.9 points below standard	65.8 points below standard	20.7 points above standard
Declined Significantly -25.1 points	Declined -3.4 points	Declined -7.8 points
16	53	285

Conclusions based on this data:

1. There is no CAASPP results due the COVID-19 pandemic

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
69.7 making progress towards English language proficiency
Number of EL Students: 33
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.0	27.2	9.0	60.6

Conclusions based on this data:

1. No reporting due to the COVID-19 pandemic

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
21.4	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +9.7	1	Declined -1.5	3
14		64	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
12.8	5.7	Less than 11 Students - Data Not Displayed for Privacy	8.1
Increased +1.6	Increased +2.1	3	Maintained -0.1
133	35		185

Conclusions based on this data:

1. Data impacted by the COVID-19 Pandemic
2. .

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	5	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
4	Less than 11 Students - Data Not Displayed for Privacy	3.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +4	2	Increased +2.2	7
25		96	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
5	2.2	Less than 11 Students - Data Not Displayed for Privacy	3.5
Declined -0.6	Declined -0.6	5	Declined -0.4
201	45		284

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.8	3.8

Conclusions based on this data:

1. Newest Data is NOT Recorded for this year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

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

LCAP Goal

All students will experience 21st Century Teaching and Learning.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Performance	We have no data from the 20-19 school year as the CAASPP was not given due to the COVID-19 Pandemic.	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.
CAASPP Mathematics Performance	We have no data from the 20-19 school year as the CAASPP was not given due to the COVID-19 Pandemic.	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

Metric/Indicator	Baseline	Expected Outcome
		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.

Planned Strategies/Activities

Strategy/Activity 1

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

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

English Department Team Members; Jennifer Mullin, Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	1115
Source	District Funded
Description	Release Days for Formative Assessment Analysis - PLC work -- District reduced it by half for the 2021-22 school year

Strategy/Activity 2

ELD Conferences and Release Days for Professional Development and other supports for ELD and English Learner Needs

1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan.

2. Continue to research best practices for addressing the educational needs of long-term EL learners.

3. Provide professional development (PD) regarding ELD standards and instructional strategies:
A) Awareness/identification of ELs on Harper campus
B) Long term EL research & how to differentiate instruction for all learners
C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary /context /content, SDAIE strategies for implementing Common Core, strategies for helping ELs access content-area knowledge and skills
D) AVID Strategies

4. Provide staff information and support staff in attending PD training, conferences, and/or university classes in ELD.

5. Provide a systematic method for conference attendees to share what they have learned with other staff.

6. Provide PD in a “coaching” model for teachers implementing SDAIE strategies in core curricular areas.

Students to be Served by this Strategy/Activity

English Learners and Reclassified English Learners

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Kathy Romero, Katie Herrick-Jasper, Rebecca Honig, Jonathan Dunsworth, Kristen Tannyhill, and Jennifer Mullin, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF - Supplemental
Description	EL Conferences and release days for PD and other supports for ELD and English Learner Needs

Strategy/Activity 3

Release Days to develop and analyze math benchmark assessment to drive instructional decisions - Professional Learning Communities

Mathematics:
1. Ask teachers to identify students who are in need of supplemental math instruction.
2. Identify additional students by reviewing assessment results.
3. Implement delivery models for improving math performance, as needed.
4. Place identified students in appropriate programs.
5. Standards-Based Discussion and Assessment Development Work

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Mathematics: Yves Bouyssounouse, Patricia Latham, Jack Dapkewicz, Jen Fung, and Jennifer Kunkle, Jennifer Mullin, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	1750
Source	District Funded
Description	Release Days to develop and analyze math benchmark assessment to drive instructional decisions - Professional Learning Communities

Strategy/Activity 4

Learning Management System, Zoom, etc. Trainer - VSA

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

Provide 'Junior High 101" informational meeting or Resources (videos, etc.) to support Harper students and families on LMS

Provide Teacher Support on LMS, Zoom, and other tech resources.

Students to be Served by this Strategy/Activity

All Students; Targeted Student Groups; All Staff

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

James Shimek, Jennifer Mullen, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	1280.00
Source	LCFF - Base
Description	Learning Management System, Zoom, etc. IT Trainer - VSA

Strategy/Activity 5

All Content areas - PLC, RTI, Differentiation Planning

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 - 6/10/2022

Person(s) Responsible

7th Grade Teaching team, Jennifer Mullin, Mike Dufresne, Adrianne Simon-Carlson

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

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.

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

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.

Maintain website access to library resources 24/7

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

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

Students to be Served by this Strategy/Activity

English Learners and All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Harper Librarian, Katie Herrick-Jasper, Kelly Ridgeway, Rebecca Honig, Jonathan Dunsworth, Jennifer Mullin, Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	1035
Source	Title I Part A: Allocation
Description	Library Collection Development
Amount	2,950
Source	Title I Part A: Allocation
Description	Library Currciulucm Support
Amount	2,218

Source	Title I Part A: Allocation
Description	Library Collection Support in Languages other than English
Amount	3,000
Source	LCFF - Base
Description	Go Gardian - Computer Monitoring Software
Amount	6,559
Source	Title I Part A: Allocation
Description	Electronic subscriptions, Electronic management, teacher support of distance learning, etc.
Amount	3035.00
Source	District Funded
Description	Library Collection Development

Strategy/Activity 7

Social Studies, Professional Collaboration Release Days - PLC

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

Collaborate as a team with new curricular offerings to meet student learning targets

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

Informational Literacy Planning - Release Time -- not funded this year

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

History/Science: Mike Tobey, MaLee Vang, Dustin Greenler, Jennifer Mullin, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	969.00
Source	LCFF - Supplemental
Description	Social Studies Professional Collaboration Release Days - PLC
Amount	1,200

Source	District Funded
Description	Social Studies Professional Collaboration Release Days
Amount	0.00
Description	Informational Literacy Planning -- Release Time

Strategy/Activity 8

Development of Outdoor Educational Spaces Coordinator - VSA

Monitor Outdoor learning locations for all Staff and Students to ensure opportunities for learning environments

Research and implement best practices in science instruction with the implementation of STEM and other proven models for enhancing student interest in science especially connected to the natural world.

Provide opportunities for students to integrate science, technology, math, and engineering into projects.

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Ken McKim, James Shimek, Jolanda Blackwell, Yves Bouyssounouse, Julie Lohr-Shelton, Jennifer Mullin, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	LCFF - Base
Description	Development of Outdoor Educational Spaces Coordinator - VSA
Amount	750.00
Source	LCFF - Base
Description	Development of Outdoor Educational Spaces Coordinator - VSA
Amount	150.00
Source	LCFF - Supplemental
Description	Snacks and Beverages for the Student Participants
Amount	150.00
Source	LCFF - Supplemental

Description	Snacks and Beverages for the Student Participants

Strategy/Activity 9

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

8th Grade social studies and English teachers meet throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class.

Development of Project-Based Learning (PBL) Units

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

Students to be Served by this Strategy/Activity

All Students in the 8th Grade

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Mike Tobey, and Jonathan Dunsworth; Jennifer Mullin, Mike Dufresne, and New English/History teachers for the 2021-22 school year

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Description	Project Based Learning (PBL) Supplies, Materials, and Field trips

Strategy/Activity 10

Science, Professional Collaboration Release Days - PLC

Develop units of study with new curriculum and other areas of focus to support the development and use of curriculum.

Collaborate as a team with new curricular offerings to meet student learning targets

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Ken McKim, Jolanda Blackwell, Julie Lohr-Shelton, and Sarah Huminski; Jennifer Mullin, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

Amount	969.00
Source	LCFF - Supplemental
Description	Science, Professional Collaboration Release Days - PLC

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Achievement and Opportunity Gap

Goal Statement

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

LCAP Goal

DJUSD educators will close the achievement gap.

Basis for this Goal

Student assessments, grades, and other formative assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard data in ELA and Math - for grades 7th and 8th by subgroups and all students. Student Grade and formative assessment results for students who are unduplicated and others in the achievement and opportunity gaps	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 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	Each subgroup raises 10 to 25 points

Planned Strategies/Activities

Strategy/Activity 1

Summer School Supplies (Jumpstart/Kickstart/Other Summer offering)

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.

Students to be Served by this Strategy/Activity

Students enrolled in our Summer Programing -- Including, but not limited to supplies for Quest programing

Timeline

8/1/2021 to 6/10/2022

Person(s) Responsible

Vice-Principal (Mike Dufrense), Julie Lohr-Shelton, Adrianne Simone-Carlson, Jennifer Mullin

Proposed Expenditures for this Strategy/Activity

Amount	868.00
Source	Title I Part A: Allocation
Description	Targeted Support for Unduplicated Students - Summer School Supplies (Jumpstart/Kickstart, Other)
Amount	632.00
Source	LCFF - Base
Description	Targeted Support for Unduplicated Students - Summer School Supplies (Jumpstart/Kickstart, Other)
Amount	500.00
Source	LCFF - Supplemental
Description	Targeted Support for Unduplicated Students - Summer School Supplies (Jumpstart/Kickstart, Other)

Strategy/Activity 2

ELD - Paraeducator Instructional Support; Compliance Support; ELAC Support

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.

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

Interview English Language Development students and compile archives of the 'student voices' regarding their academic needs.

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.

Students to be Served by this Strategy/Activity

Students who are in our English Language Development Programing

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Katie Herrick-Jaspar; Jonathan Dunsworth, Becky Honig, Kristen Tannyhill, Adrianne Simon-Carlson, and Jennifer Mullin

Proposed Expenditures for this Strategy/Activity

Amount	16,017
Source	LCFF - Supplemental
Description	ELD - Paraeducator Instructional Support
Amount	2,327
Source	Title I Part A: Allocation
Description	ELD - Paraeducator Instructional Support
Amount	1,500
Source	District Funded
Description	ELD - Site Support for EL Compliance
Amount	1100.00
Source	Title I Part A: Allocation
Description	English Learner Advisory Commitee food/supplies

Strategy/Activity 3

Intervention Teacher; Intervention Paraeducator

Provide assistance and support in reading/math/other instruction for all students who are reading below grade level or struggling in some area

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.

Provide instruction, monitor learning, create a welcoming environment, and collaborate with teachers and parents.

Students to be Served by this Strategy/Activity

Students in Need of Intervention Support (Title One) (Reading, Math, Other)

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Kristen Tannyhill, Katie Herrick-Jaspar, Becky Honig, Jonathan Dunsworth, Caroline Wilson, Adrianne Simon-Carlson, Jennifer Mullin

Proposed Expenditures for this Strategy/Activity

Amount	19,000
Source	District Funded
Description	Intervention Teacher, .2 FTE, Reading for 2021-22 school year
Amount	14,903
Source	Title I Part A: Allocation
Description	Intervention Paraeducator FTE ,

Strategy/Activity 4

Math Support

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

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

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

Students to be Served by this Strategy/Activity

Students in need of Math Support (Title One)

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Yves Bouyssounouse, Entire Math Department Staff; Sarah Huminski, Jennifer Mullin, and Mike Dufresne

Proposed Expenditures for this Strategy/Activity

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

Amount	9588
Source	Title I Part A: Allocation
Description	Title One Intervention Paraeducator (.30 FTE)
Amount	600
Source	Title I Part A: Allocation
Description	Math Intervention Class Supplies
Amount	3060.00
Source	Title I Part A: Allocation
Description	Homework Club - After School Math Intervention VSA
Amount	500
Source	Title I Part A: Allocation
Description	Homework Club - After School Supplies and Materials
Amount	5640.00
Source	LCFF - Supplemental
Description	Homework Club - After School Math Intervention VSA

Strategy/Activity 5

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

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

2. Substitute teachers for AVID meetings and Field trips

3. Provide ongoing professional development to teachers at Harper, Summer Institute and Local (SCOE) AVID professional development opportunities

Students to be Served by this Strategy/Activity

Students Selected for this program (Title One)

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Jen Fung, Julie Lohr-Shelton, Adrianne-Simon Carlson, Jennifer Mullin

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00

Source	Title I Part A: Allocation
Description	AVID Parent Nights Supplies & Materials
Amount	20,000.00
Source	District Funded
Description	AVID Coordinator .2 FTE
Amount	6,400.00
Source	District Funded
Description	AVID Tutors (1 tutor per 7 students)
Amount	3,300.00
Source	District Funded
Description	AVID Class Materials, Curriculum, recruiting expenses, resource texts & field trips (not including subs)
Amount	600.00
Source	District Funded
Description	SCOE AVID Collaborative PD (not including subs
Amount	1,440.00
Source	Title I Part A: Allocation
Description	AVID Release time (Subs) for SCOE training
Amount	4000
Source	District Funded
Description	AVID Summer Institute - Professional Development
Amount	3,500
Source	Title I Part A: Allocation
Description	AVID Summer Institute - Additional Participants

Strategy/Activity 6

Site Council Teacher Release Time

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Jennifer Mullin and Site Council Team of Teachers/Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	468
Source	Title I Part A: Allocation
Description	Site Council - Teacher Release Time

Strategy/Activity 7

BRIDGE Program

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

Students to be Served by this Strategy/Activity

Students who are enrolled in BRIDGE (

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Liza Lopez, Adrianne Simon-Carlson, Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	District Funded
Description	BRIDGE Mentor Program T-Shirts
Amount	500
Source	Title I Part A: Allocation
Description	BRIDGE Mentor Program T-Shirts
Amount	8,000
Source	District Funded

Description	BRIDGE UC Davis Work Study Costs (benefits)
Amount	750
Source	Title I Part A: Allocation
Description	BRIDGE Release time for Teacher Collaboration
Amount	1,600
Source	Title I Part A: Allocation
Description	BRIDGE tutors Funding for the first 27 days when UCD on break
Amount	900
Source	Title I Part A: Allocation
Description	BRIDGE Student Supplies (Calculators/Backpacks/etc.)
Amount	300
Source	LCFF - Supplemental
Description	BRIDGE Parent Night Food & Suplies
Amount	1500
Source	District Funded
Description	BRIDGE Tutoring Supplies
Amount	300
Source	Title I Part A: Allocation
Description	BRIDGE Tutoring Supplies

Strategy/Activity 8

Title One Coordinator

Students to be Served by this Strategy/Activity

Students (Title One)
1. Maintain strategic academic interventions discussion that addresses the needs of struggling learners with Site Counsel, staff, and parents.
2. Hold Annual Parent Information Night
3. Answer Parent Title One Questions
4. Utilize digital platforms including Q and LMS to generate a list of all students needing interventions, based on assessment, and each quarter's academic grades.
5. Utilie MTSS/RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan.
6. Place qualifying students into appropriate, strategic program(s) with computer support from classified staff members for Q system.

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Allocation
Description	Title 1 Coordinator (VSA)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environment

Goal Statement

All Harper students will experience a safe and inclusive environment.

LCAP Goal

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

Basis for this Goal

Youth Truth Survey; Chronic Absenteeism Data; Suspension Date

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Data Chronic Absentee Data Suspension Rate Data Healthy Kids Survey Results	The baseline remains the same due to the Covid pandemic for the 2021-21 school year. Youth Truth survey results showed more favorable outcomes than other schools on:Belonging and Peer Collaboration and Aligns with other sites in our district on: Culture, Academic Rigor, School Culture, and Engagement: Chronic absence: Currently 8.4% overall; Socioeconomically Disadvantaged 18.2%; Students with Disabilities 24.7% Suspension data for Harper on the dashboard is in "Yellow" zone with a 3.8% overall.	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%

Planned Strategies/Activities

Strategy/Activity 1

Family Outreach and Support

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

Provides

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	60,000
Source	District Funded
Description	Community Liaison
Amount	380
Source	LCFF - Supplemental
Description	Multiple Langauge Translators for Caregiver Events

Strategy/Activity 2

ADVISORY Program at Harper

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

Students to be Served by this Strategy/Activity

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

All Staff with leadership from Tom Taylor and team

Proposed Expenditures for this Strategy/Activity

Amount	1900
Source	Title I Part A: Allocation
Description	Freshman Advisory Lead and Showcase Advisor - VSA
Amount	850

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

Strategy/Activity 3

Assemblies/Student outreach/Speakers - Motivational

Students to be Served by this Strategy/Activity

Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I Part A: Allocation
Description	Assemblies/Student Outreach/Speakers - Motivational

Strategy/Activity 4

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

Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.
9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.
10) Provide new student welcome events

Students to be Served by this Strategy/Activity

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	LCFF - Base
Description	Web Advisor VSA
Amount	1500
Source	Title I Part A: Allocation
Description	Web Advisory VSA - Follow up training through out year (targeted support)
Amount	600
Source	LCFF - Base
Description	WEB Supplies

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

Strategy/Activity 5

Counselor - School Climate Support (Support Groups)

Counseling Support to provide groups for social-emotional needs of students

Students to be Served by this Strategy/Activity

Identified Students

Timeline

8/25/2021 to 6/10/2022

Person(s) Responsible

Adrianne Simon-Carlson, Beth Merill, and Kellie Sequeira

Proposed Expenditures for this Strategy/Activity

Amount	6500
Source	District Funded
Description	Counselor for Support Groups

Amount	10,000
Source	LCFF - Supplemental
Description	Counselor for Support Groups

Annual Review and Update

SPSA Year Reviewed: 2020-21

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	In 2020-21 our goal is to continue to significantly raise the English Language Arts proficiency of our English Learner and Re-designated students, as demonstrated by an increase of an additional 10 points on the 2020 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will continue to move from very low (18-19) to low (19-20) to medium status on the ELA CAASPP. Our students in Special Education will continue to increase another 10 points working toward the "Yellow" zone on the CA Dashboard. Screening assessments (SRI), diagnostic formative assessments and collaborative work will unite to drive highly effective instruction that academically advance all students.	This year the CAASPP testing was replaced with i-ready testing due to the accommodations made for the Covid pandemic and state guidelines. Our district selected the i-Ready as our assessment which is currently being given to students this week (Week of May 24th) Other state data is not available due to the Covid pandemic challenges.
CAASPP Mathematics Performance	In 2020-21 Harper's students in Special Education will demonstrate growth of 15 or more points on the 2020 CAASPP Math exam, increasing from "Red" to "Orange" status. In 2020-21 our goal is that students in our Special Education program will demonstrate growth of 20 or more points and our students 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.	This year the CAASPP testing was replaced with i-ready testing due to the accommodations made for the Covid pandemic and state guidelines. Our district selected the i-Ready as our assessment which is currently being given to students this week (Week of May 24th) Other state data is not available due to the Covid pandemic challenges.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
ELA Release Days for Formative Assessment Analysis - Professional Learning Community Tasks 1. Select prompts for the Writing Samples and/or design ELA/Reading formative assessments for all three grade levels. 2. Administer the Writing Samples and/or ELA/Reading Assessments at a timetable decided by the department.across the school year. 3. Use available PLC / academic counseling release days to analyze data to determine instructional moves by the department team.		Release Days for Formative Assessment Analysis - PLC work District Funded 2400	
ELD Conferences and Release Days for Professional Development 1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan. 2. Continue to research best practices for addressing the educational needs of long-term EL learners. 3. Provide professional development (PD) regarding ELD standards and instructional strategies:	Due to the Covid pandemic, we did not have the access to PD or Conferences for ELD. Instead funding was used toward ELD texts/books to support instruction for our students in ELD.	EL Conferences and release days for PD LCFF - Supplemental 1,500	ELD Materials/Supplies LCFF - Supplemental 1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A) Awareness/identification of ELs on Harper campus B) Long term EL research & how to differentiate instruction for all learners C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary /context /content, SDAIE strategies for implementing Common Core, strategies for helping ELs access content area knowledge and skills D) AVID Strategies 4. Provide staff information and support staff in attending PD trainings, conferences, and/or university classes in ELD. 5. Provide a systematic method for conference attendees to share what they have learned with other staff. 6. Provide PD in a “coaching” model for teachers implementing SDAIE strategies in core curricular areas.			
Mathematics: 1. Ask teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing assessment results. 3. Implement delivery models for improving math performance, as needed.		Release Days to develop and analyze math benchmark assessment to drive instructional decisions - Professional Learning Communities District Funded 3500	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
4. Place identified students in appropriate programs.			
Learning Managmment System, School Loop, etc. Trainer - VSA Schedule LMS or School Loop training for parents as needed to encourage student, teacher, parent communication Provide 'Junior High 101" informaitonal meetings and support to incoming 7th grade parents during 7th grade Web training.		Learning Managmment System, School Loop, etc. Trainer - VSA LCFF - Base 672.00	
All Content areas - PLC, RTI, Differentiation Planning Provide Release time and/or planning time for core classes, or teams within departments to collaborate regarding student needs, MTSS areas of focus, curriclum alignemnt, instructional planning based on assessment data. This could include 7th grade cluster teachers, 7th grade core teachers, or others to provide release time.	Due to the Covid pandemic and the quarter block scheduled used during our school's distance learning, we created continuity and learning support for our students in AVID. Our AVID teachers provided our off-quarter AVID students with dedicated support and additional hours of instruction during the intervention block of our schedule.	All Content areas - PLC, RTI, Differentiation Planning LCFF - Base 506.00	Continuity Support for AVID -- Intervention Block LCFF - Base 506
Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; inluding electronic titles. Build the collection of relevant, complex non-fiction text in content		Library Collection Development Title I Part A: Allocation 4,070	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
areas to support CCSS literacy stndards. Build a collection of high interest/lowleve, and audio resources to suport ELD and other programs. Maintain website access to library resources 24/7 Publicize services and recruit studnts and families to the library, especially from 3:30-5:00 pm daily. Provide collection support for titles availble in languaes other than English;materials that will build reading competency for students studying world langues and provide possible reading options for students with a first language other than English.			
Social Studies Professional Collaboration Release Days - PLC Develop units of study from the work collaboration with UC Davis History Project and other areas of focus to support the development of curricullum	The PD collaboration days for social science funding was moved to support the need of ELD and BRIDGE students due to the Covid pandemic and the quarter block schedule. Funding was used for English Learner para support and BRIDGE continuity instruction by BRIDGE teachers. This allowed our BRIDGE students who did not have a course during an off quarter to receive BRIDGE support and instruction during intervention block.	Social Studies Professional Collaboration Release Days - PLC LCFF - Base 1,500	VSA for Homework CLUB support for ELD students & BRIDGE Continuity LCFF - Base 1500
Development of Outdoor Educational Spaces Coordinator - VSA Research and implement best practices in science instruction with		Development of Outdoor Educational Spaces Coordinator - VSA LCFF - Base 750.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
implementation of STEM and other proven models for enhancing student interest in science. Provide opportunities for students to integrate science, technology,math and engineering into projects. Exand opportunities for studenst to work in the HArper Garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines.			
Project Based Learning (PBL) Supplies Materials, and Field Trips 8th Grade social studies and English teachers meet throughout the school year to coordinate curriculum and streamine projects, novel studies, and units for American Studies class. In addiitn they develop Project Based Learning (PBL) units. English/Social Science Informational Literacy Planning - Release Time Social Studies Release Days for content and unit construction on work with partnership at UC Davis History Project		Project Based Learning (PBL) Supplies, Materials, and Field trips LCFF - Base 1,000	
Informational Literacy Planning - Release time	The informational literacy planning release time funding was moved to support the staff lead position to open up our first small cohort in-person learning group on campus. This enabled Distance Learning	Informational Literacy Planning - Release time LCFF - Base 1500.00	Small Cohort Lead Support -- VSA LCFF - Base 1500.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	intervention and support offered to unduplicated students who were struggling in the distance learning format. This was the first group of students brought back to intervene with distance learning proved too challenging for some students.		

Analysis

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

This year the strategies/activities were more targeted to intervention due to the Covid pandemic. The implementation allowed for us to respond in the moment to the needs of specific students and to schedule used for both distance learning and modified in-person.

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

While this year we did not have the traditional measurements, we were able at the end of the year (End of May) to capture some formative data that we will be analyzing in June.

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

The difference between the proposed expenditures and the estimated actuals were directly related to the Covid pandemic. It brought additional student needs to light, as well as schedule model needs due to a quarter system and in-person versus distance learning challenges.

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

The changes to this goal were most often found with the need for targeted intervention and you can see this in the work to support Continuity Support in BRIDGE, AVID, and ELD.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard data in ELA and Math - for grades 7th and 8th by subgroups and all students. Student Grade and formative assessment results for students who are unduplicated and others in the achievement and opportunity gaps	Each subgroup raises 10 to 25 points	This year the CAASPP testing was replaced with i-ready testing due to the accommodations made for the Covid pandemic and state guidelines. Our district selected the i-Ready as our assessment which is currently being given to students this week (Week of May 24th) Other state data is not available due to the Covid pandemic challenges.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Summer School Supplies (Jumpstart/Kickstart) Provided specially designed, differntiated instruction to EL and other students in Title One classification to support transition and learning outcomes thorugh a summer or beginning of the year program offer. Continue to examine a varity of options to connect engage and enrich the school experience for our students furthest from opportunity.		Summer School Supplies (Jumpstart/Kickstart) Title I Part A: Allocation 2,000	
Provide specially designed, differentiated instruction to English Learners in designated English Languge Development classes.		ELD - Paraeducator Instructional Support LCFF - Supplemental 14,000	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement courses/classes that address our students who are Long-term English Learners, STEEL and Spanish for NAtieve Spanish speakers. Effectively utilize data to place students who are Eglish Leaerns and guide instruction; use a variety of data the asses reading, vocabulary, and language fuency; conduct assessments throughout the year to ensure placement student placement is accurate and respond when appropriate to placement Interview English Language Development students and compile archives of the 'students'voices' regarding their academic needs. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, inclduign summer programing, jump/kick start, recuded class size in ELD program offerings and provide Langauge development classes (STEEL) for students needing front-loadin of academic vocabulary and reading support.			
Provide assistance and support in reading instruction for all students who are reading below grade level; ensure accurate identification of students reading below grade level including planned, periodic formative assessments		Reading Intervention Teacher, .2 FTE District Funded 19,000	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
such as the SRI and/or other informal assessments to ascertain continuing progress in reading throughout the 7th, 8th and 9th grade providing students with applicable reading support as appropriate according to data from administered assessments..			
Math Support 1. Teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing assessment data Implement delivery models for improving math performance, as needed 3. Place identified students in appropriate programing 4. Collaborate on tasks with department team to continually identify ongoing instructional needs 5. Utilize para-educator (bilingual) to meet student needs within the class. 6. Collaboration on developing common assessments and critical standards at each grade leve/course 7. Implement and review assessment results for effectiveness and student needs 8. Teachers will monitor and adjust instruction to ensure students are		Math Clinic Course .2 FTE Title I Part A: Allocation 17,500	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
meeting critical standards and benchmarks 9. Intervention will be provided as needed 10. Provide After School Homework Support with a focus on Mathematical Understanding for Students 11. Homework Club teachers will collaborate with Math department to ensure support is at the correct level for student learning			
AVID Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program 1. Meet the other AVID teachers in the district and region to align Harper programwith other schools an sites. 2. Subsitute teachers for AVID meetings and Field trips 3. Provide ongoing progessional development to teachers at Summer Institute and Local (SCOE) AVID professional development opportunities	Due to the Covid pandemic the quarter block schedule, this funding was moved to support the AVID Continuity instruction and support for AVID students	AVID Parent Nights Supplies & Materials Title I Part A: Allocation 1,000.00 Avid Release time for SCOE Training Title I Part A: Allocation 1400	AVID Continuity VSA's 1,000
Site Council Teacher Release Time Conduct regular Site Council meetings to analyze data, assess school performance and recommend needed changes or actions. Monitor progress of students learning by observing, researching	Due to the Covid pandemic, the subbing funding was not needed, so it was moved to support opening of our first Cohort In-person learning at Harper.	Site Council Teacher Release Time LCFF - Base 468	Cohort In-person Support VSA LCFF - Supplemental 468

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and assessing the effectiveness of school-wide intervention programs. Prioritize resources in closing the achievement gap for Harper students.			
BRIDGE Program 1. Maintain BRIDGE program staff, location dates, times, and supplies. 2. Establish Advisory Committee in conjunction with MME to provide mission and direction for the program 3. Identify studetns eligible for th BRIDGE LEaerning Center class and for the after school BRIDGE homework program, as appropriate. 4. Contact student and parents and enroll students in appropriate, desired program. Track daily student attendance and notify parents of non-attendees as neessary 5. Monitor student needs and collaborate with general education teachers to suppport BRIDGE students connection and learning 6. Monitor students path to ensure movement as needed into other programs (AVID, etc.) and continually enroll students when opennings occur.	Due to the Covid pandemic the quarter block schedule, this funding was moved to support the BRIDGE Continuity instruction and support for BRIDGE students	BRIDGE Mentor Program T-Shirts District Funded 450	
		BRIDGE Tutors for the first 27 days when UCD is on Break Title I Part A: Allocation 1600	Continuity VSA for BRIDGE Intervention for Off Quarters Instruction Title I Part A: Allocation 1600
		Bridge Tutoring Supplies Title I Part A: Allocation 900.00	Continuity VSA for BRIDGE Intervention for Off Quarters Instruction 900
		Bridge Parent Nights -- Food and Supplies LCFF - Supplemental 300	Continuity VSA for BRIDGE Intervention for Off Quarters Instruction 300.00
Title One Coordinator		Title One Coordinator Title I Part A: Allocation 1512	

Analysis

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

This year the strategies/activities were more targeted to intervention due to the Covid pandemic. The implementation allowed for us to respond in the moment to the needs of specific students and to schedule used for both distance learning and modified in-person.

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

While this year we did not have the traditional measurements, we were able at the end of the year (End of May) to capture some formative data that we will be analyzing in June.

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

The difference between the proposed expenditures and the estimated actuals were directly related to the Covid pandemic. It brought additional student needs to light, as well as schedule model needs due to a quarter system and in-person versus distance learning challenges. Additionally, some funding shifts occurred because events could not run, so materials needs were addressed.

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

The changes to this goal were most often found with the need for targeted intervention and you can see this in the work to support Continuity Support in BRIDGE, AVID, and ELD.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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	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%	At this time we do not yet have the Healthy Kids Survey Results, and the Suspension and Chronic Absentee Data was also not available to the dashboard. We were able to collect the Youth Truth data which demonstrated for Harper overall the Relationships and Culture indicators rose sharply.

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		Community Liaison District Funded 60,000	
ADVISORY Program at Harper 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentations coordination 2. Collaborate on integration of curriculum across departmetns in completing projects for the portfolio.	Advisory Collaboration Release Time....was shifted to support our in-person opening. Once school re-opened after the pandemic to our modified schedule we did not have enough calculators for each student. Calculators were purchased to be placed in each classroom to ensure that all students could have the calculator they may need for $2000.	Freshman Advisory Lead and Showcase Advisor - VSA Title I Part A: Allocation 1900 Advisory Collaboration Release Time LCFF - Base 2500	 Re-opening Need for Calculators & English Learner Para Support Hours LCFF - Base 2500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3. Expand components of the Showcase to 7th grade, as appropriate 4. Continue to seek comunity and parent supportfor the program 5. Investigate model to respond to identify needs and strenghten pupose to meet student needs	In addition,$500 was spent to support Intervention by EL para-eductor with students identified as needing additional support by ELD department.		
Assemblies/Student outreach/Speakers - Motivational		Assemblies/Student Outreach/Speakers - Motivational Title I Part A: Allocation 4,000	
1) Conduct monthly Climate Committee meetings to invite student input regarding school culture. 2) Continue to implement anti-bullying assemblies and other "safe school" activities. 3) Provide targeted interventions with students who may be victimizing or victims of bullying. 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior. 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition. 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity. 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.		Web Advisor VSA Title I Part A: Allocation 2400	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year. Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution. 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches. 10) Provide new student welcome events			
Counselor - School Climate Support (Support Groups)		Counselor for Support Groups District Funded 6500	
Diversity Days - Inclusion and Equity	Due to the pandemic limitations on special events, the money was used to buy texts to support diversity, inclusion, and equity for student reading needs. English department identified connected texts for purchase	Title I Part A: Allocation 1500	Diversity, Inclusion and Equity Texts for Students Title I Part A: Allocation 1500
Intramural Coordinator Activities	Due to the pandemic and the health department limitations on events and distance learning, the money was moved to create BRIDGE continuity instruction and support by our BRIDGE teachers for	Intramural Coordinator Activities Title I Part A: Allocation 3000	BRIDGE Continuity Instruction and Support for Off-students Quarters Title I Part A: Allocation 3000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	all students who were off quarter.		

Analysis

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

This year the strategies/activities were more targeted to intervention due to the Covid pandemic. The implementation allowed for us to respond in the moment to the needs of specific students and to schedule used for both distance learning and modified in-person.

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

While this year we did not have the traditional measurements, although we were able to capture some Youth Truth data that demonstrated an increase in students feeling connected to the school and their teachers.

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

The difference between the proposed expenditures and the estimated actuals were directly related to the Covid pandemic. It brought additional student needs to light, as well as schedule model needs due to a quarter system and in-person versus distance learning challenges. Additionally, some funding shifts occurred because events could not run, so materials needs were addressed.

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

The changes to this goal were most often found with the need for targeted intervention and you can see this in the work to support Continuity Support in BRIDGE, AVID, and ELD.

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	284,059.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	138,350	0.00
Title I Part A: Allocation	85766	0.00
LCFF - Base	20468	0.00
LCFF - Supplemental	39475	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	56,485.00
	District Funded	81,865.00
	LCFF - Base	18,682.00
	LCFF - Base	1,786.00
	LCFF - Supplemental	37,975.00
	LCFF - Supplemental	1,500.00
	Title I Part A: Allocation	65,498.00
	Title I Part A: Allocation	20,268.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Teresa Zamora Cruz	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:

Kellie Sequeira	Principal, Ms. Kellie Sequeira on May 27, 2021
Kelly Heung	SSC Chairperson, Ms. Kelly Heung on May 27, 2021

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 measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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