



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

HARRISON ELEMENTARY

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School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harrison Elementary	39686766042618	Original – 01/18/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Harrison Elementary is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Harrison Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

## 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

Harrison Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 18, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Harrison Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the School Site Council meeting minutes.

In school year 2018-2019, also Year 2, Harrison Elementary again focused on the four questions within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the School Site Council meeting minutes for January 18, 2018.

In summary, Harrison identified the need for a Program Specialist to address the various components of AVID, PLTW, curriculum, and student assessment. We also identified the need for a full time instructional coach, Assistant Principal, and a supplemental instructional program.

As a result of the stakeholder involvement and data reviews, Harrison Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Identifying the barriers in meeting the three goals as well as the implementation of additional supports to address these barriers.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is not applicable for Harrison Elementary.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## Goal 1 – Student Achievement

ELA/ELD SMART Goal: During the 2019-20 school year Harrison will demonstrate by May of 2020-  
Decrease the distance from L3 a min of 3 points to -61.5  
Each of our subgroups decreasing by a minimum of 3 points from L3  
Increase the % of students meeting grade level RIT by a min of 5%

Math SMART Goal: During the 2019-20 school year Harrison will demonstrate by May of 2020-  
Decrease the distance a min of 3 points to -76.9  
Each of our subgroups decreasing by a minimum of 3 points from L3  
Increase the % of students meeting grade level RIT by a min of 5%

## Identified Need

ELA/ELD:

Dashboard:

Yellow indicator – 64.5 points below standard; increased 10 points

MAP:

32% met standards; 45% met growth target

English Learner Progress

Level 4 - Well Developed - 30.3%

Level 3 - Moderately Developed - 29.8%

Level 2 - Somewhat Developed - 18.8%

Level 1 - Beginning Stage - 21.2%

Math:

Dashboard:

Orange indicator – 79.6 points below standard; maintained -0.4 points

MAP:

28% met standards; 47% met growth target

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yellow indicator	– 64.5 points below standard	increased 10 points
Decrease the distance from L3	a min of 3 points	-61.5

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Orange indicator	– 79.6 points below standard;	maintained -0.4 points
Decrease the distance	a min of 3 points	-76.9



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), SkillsUSA, Multi-Tiered Systems of Support (MTSS), Measures of Academic Performance (MAP), Common Core, Adopted Curriculum, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc.

#### Substitute Pay Calculation:

173 hours X \$200 = \$34,600 (Allocated \$34,666)

#### Additional Hourly Pay Calculation for Program Specialist:

1 Program Specialist X 28 hours X \$60 = \$1,400

#### Conferences/Trainings/Workshops, Consultants, License Agreements:

AVID – Summer Institute – administration, program specialist, instructional coach, counselors, teacher

AVID – National Conference – administration, program specialist, instructional coach, counselors, teacher

PLC Conference – Summer Institute – administration, program specialist, instructional coach, counselors, teacher

PLC Conference – RTI – administration, program specialist, instructional coach, counselors, teacher

PLTW Conference – administration, program specialist, instructional coach, counselors, teacher

SkillsUSA – Regional Conference, State Conference, National Conference – administration, lead teacher, students

Robotics Competition – Regional Conference, State Conference, National Conference – administration, lead teacher, students

Agendas, action plan, classroom observations, coaching hours, # of teachers receiving coaching and the # of hours coaching

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$30,000 – Teacher substitute 50643 - 11700	Title I – 50643
\$4,666 – Teacher Substitute 23030 – 11700	LCFF – 23030
\$41,867 – Program Specialist – 19101	Title I – 50643
\$62,801 – Program Specialist – 19101	LCFF – 23030
\$18,039 – Statutory Benefits (PS) – 30000	Title I – 50643
\$31,246 – Statutory Benefits (PS) – 30000	LCFF – 23030
\$3,000 – other certificated add-comp (PS, Counselor, Admin) – 19500	Title I – 50643
\$1,400 – Instructional Coach add-comp – 19500	LCFF – 23030
\$5,000 – Conference – 52150	LCFF – 23030

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Advancement Via Individual Determination (AVID) Harrison School will implement AVID schoolwide with elective classes for students who meet the AVID student profile in 7th and 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors, AVID Conference, AVID Field Trip, etc.

Project Lead the Way (PLTW) Harrison School will implement PLTW schoolwide with elective classes for students want to take part in Robotics, Design and Modeling, and Medical Detectives in grades 6-8 and k-5 PLTW Curriculum and Materials, PLTW Conference, Field Trips, SkillsUSA competitions, Robotics competitions, etc.

AVID implementation, PLTW implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, I-Ready ELA and writing,

Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, paper, headphones, folders, post-its, 1", 2", and 3" binders, planners, poster boards, project boards, presentation materials, colored paper, construction paper, colored pencils, crayons, markers, pencils, etc.), books, technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, chromebooks, etc.), SIPPS reading and comprehension, PLTW (Project Lead the Way) supplies and materials, access to the library and books, web-based programs (e.g. Accelerated Reader, i-Ready ELA and Writing, etc.), etc.

Conferences/Trainings/Workshops, Consultants, License Agreements:

AVID – Summer Institute – administration, program specialist, instructional coach, counselors, teacher

AVID – National Conference – administration, program specialist, instructional coach, counselors, teacher

PLTW Conference – administration, program specialist, instructional coach, counselors, teacher

SkillsUSA – Regional Conference, State Conference, National Conference – administration, lead teacher, students

Robotics Competition – Regional Conference, State Conference, National Conference – administration, lead teacher, students

License Agreement-

Accelerated Reader – to increase reading schoolwide

I-Ready ELA and Writing – an intervention and enrichment program for students to complete during College Workshop (an intervention and enrichment period) and during afterschool tutoring.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,500 Maintenance Agreements – 56590	Title I – 50643
\$23,064 Instructional Materials – 43110	Title I – 50643
\$10,000 Non-instructional materials – 43200	Title I – 50643
\$5,000 Duplicating – 57150	Title I – 50643
\$22,600 License Agreement – 58450	LCFF – 23030
\$3000 Maintenance Agreements – 56590	LCFF – 23030
\$5,000 Duplicating – 57150	LCFF – 23030
\$10,000 Equipment – 44000	LCFF – 23030
\$25,000 Instructional Materials – 43110	LCFF – 23030
\$15,000 – Conference 50643 – 52150	Title I – 50643

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students and Students determined for Afterschool tutoring based on data

**Strategy/Activity**

Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as ELPAC Bootcamp, afterschool tutoring, etc.

Agendas, action plan, classroom observations, student performance data, pre/post assessments

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000 –Teacher Additional Comp 11500	LCFF – 23020
\$3,000 – Teacher Additional Comp 11500	LCFF – 23030
\$6,000 – Teacher Additional Comp 11500	Title I – 50643

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UOS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.

Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, folders, post-its, 3” binders, planners, etc.), books, technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Accelerated Reader, etc.), etc.

Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as Saturday School, ELPAC Bootcamp. etc.

Advancement Via Individual Determination (AVID) Harrison School will implement AVID schoolwide with elective classes for students who meet the AVID student profile in 7th and 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors, AVID Conference, AVID Field Trip, etc.

#### Effectiveness

The teachers utilized various opportunities for professional learning during the 2017-18 school year. Teachers attended Academic Conferences, AVID Institutes, ELD Institutes, Closed Reading/Writing trainings, coaching support, and various other professional development offered through the district and county.

Teachers were given opportunities to collaborate with grade levels teams, and life level teams twice a month, additional time was given to teams that required additional time. Leadership teams for AVID, PLTW, and PBIS were able to collaborate monthly on school wide goals and expectations.

Teachers and students were given supplemental supplies, materials, resources, and other items based on the schoolwide goals and needs.

Students were given opportunities to attend ELPAC boot camp, Saturday school based on student data.

AVID was implemented school wide in grades K-8. Teachers and administration attended the AVID Summer Institute.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

Harrison did not have any material differences between the Proposed Expenditures made in the 2017-18 budget allocation and the estimated actual expenditures at the end of the year.

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

#### Future Changes

Reduction for the Year 2 (2018-2019) Harrison will no longer have Saturday School.

Additions for the Year 2 (2018-19) purchase a web based subscription to i-ready for the afterschool program to continue to utilize supplemental materials, resources, and technology to support core instruction, books, technology/equipment, web-based programs, etc. Harrison will provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as, ELPAC Bootcamp. etc.

Additions for the Year 2 (2018-19) a full time Program Specialist. To ensure the support to continue to providing teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching, PLC collaboration process, conferences/training, data analysis, academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.



## Goal 2 – School Climate

School Climate –

During the 2019-20 school year Harrison will demonstrate by May of 2020-

- Suspension – 5.3% currently
- Decrease our suspension rate during the 19-20 school year by a minimum of .3 to 5
- Decrease behavioral referrals targeting defiance and disruption
- Expulsion 18-19 – 2

During the 2019-20 school year Harrison will –

- Attendance/Chronic Truancy – 18.2% currently
- Decrease our chronic absenteeism rate during the 19-20 school year by a minimum of 0.5, including each of our subgroups decreasing by a minimum of 0.5

### Identified Need

Suspension –

- Dashboard: Orange indicator --
- 5.3% for 2018 Increase of .03%
- African American = 12.7% and increase of -3.1
- SWD = 3.1% and increase of --3.3
- Expulsion – 2

Attendance/Chronic Truancy –

- Dashboard- Orange indicator 2018 - 18%
- 36% foster youth, 48% homeless, 18% student with disabilities

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Dashboard	5.3%	Decrease our suspension rate by a minimum of .3 to 5
Attendance/Chronic Truancy	18.2%	Decrease .5%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Sports for Learning a lunchtime sports program that focuses on grades k-5, students are taught skills, rules, and how to play a variety of sports with the guidance of coaches, etc.), etc. to improve student behavior and attendance. PBIS team to attend PBIS conference and training.

Conferences/Trainings/Workshops, Consultants, License Agreements:

PBIS Conference 2019-20 School year with the PBIS team (administration, program specialist, counselors, and teachers)

Sports for Learning Consultants – a lunchtime sports program that focuses on grades k-5, students are taught skills, rules, and how to play a variety of sports with the guidance of coaches

# of student attending school

# of student attending on time

# of discipline referrals

# of students suspended

# of student counseling referrals

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$20,500 – 23034 Consultants

LCFF – 23034

\$5,000 – Conference – 52150

LCFF – 23030

## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

Harrison had a counselor 2 days a week to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, and counseling. Harrison used the Coast to Coast STEM Soccer Program during lunch as a structured student engagement activities to improve student behavior and attendance.

#### Effectiveness

A counselor was here two days a week to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, and counseling.

Coast to Coast was implemented during lunch recess for grades k-5 3 days a week. The students had structured activities to participate in during recess, in a reduction of incidents and discipline referrals during lunchtime.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

A difference of \$6,156 was added to the Coast to Coast budget to allow for the program to run through the school year.

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

#### Future Changes

Additions for the Year 2 (2018-19) a full time counselor. To provide students with social and emotional supportive resources that positively impacts student learning through various programs to improve student behavior and attendance.

## Goal 3 – Meaningful Partnerships

During the 2019-20 school year Harrison will demonstrate by May of 2020-

Will continue to build meaningful partnerships with the stakeholders within Harrison School. During the 2019-20 increase the parent involvement with weekly parent coffee and trainings, offer parents more options within the school, and to involve more families in our parent nights.

### Identified Need

Parent meetings weekly – not a consistent location on campus

No additional space for staff or students for interventions or collaboration

Parent nights and involvement:

Back-to-School Night

Fall Festival

Literacy Night

AVID/PLTW Open House

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and parents

### Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as Academic Parent Teacher Teams (APTT) and parent conferences to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc.

# of meetings coordinated

# of parents attending

# of parents attending parent/teacher conference

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,500 – Books – 42000	Title I – 50647
\$1,038 – Non-instructional materials – 43200	Title I – 50647
\$500 – Parent meeting – 43400	Title I – 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

A community assistant was here four and a half hours a day to provide parents with support and resources that allowed parents to be engaged in their student's learning with parent conferences, parent coffees, and other trainings that were offered to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication.

Supplies and materials were purchased to support the parent meetings and learning.

#### Effectiveness

The community assistant was unable to perform the duties assigned to her, leaving a vacancy for the remainder of the 2017-18 school year. The parents agreed to take the roll of community assistant to plan the professional development and meetings. Along with the materials and supplies needed for parent meetings and learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

Harrison did not have any material differences between the Proposed Expenditures made in the 2017-18 budget allocation and the estimated actual expenditures at the end of the year.

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

#### Future Changes

Reduction for the Year 2 (2018-2019) Harrison will no longer have a community assistant.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$153,470
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$367,853

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$153,470

Subtotal of additional federal funds included for this school: \$153,470

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$241,383

Subtotal of state or local funds included for this school: \$241,383

Total of federal, state, and/or local funds for this school: \$367,853