



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Harrison Elementary School

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harrison Elementary	39686766042618	Ver 1 – 05/08/2020	Ver 1 – 05/15/2020	Ver 1 – 07/28/2020

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 one-year (2020-2021) 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 May 15, 2020 and obtained board approval on.

Throughout the 2019-20 school year, the School Site Council, ELAC, and parent's groups reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. The school SSC reviewed the DMM that was completed and shared in February 2020. Student achievement data, student attendance data, and student suspension data were all reviewed in the preparation of the DMM in the areas of continuous improvement-chronic absenteeism, continuous improvement-achievement in ELA, continuous improvement-achievement in mathematics, and continuous improvement-school climate. Additionally, team discussed use and effectiveness of the support of teachers in the development and understanding of the new curriculum and effective teaching strategies. The team discussed how this would lead to school climate and suspension reduction and student attendance.

Harrison Elementary and its School Site Council reviewed the progress of the 2019-20 culminating the document 2019-20 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 for February 6 and May 7, 2020. Overall, the findings showed that we did improve student achievement in the areas of mathematics and language arts. In language arts and mathematics, we have seen consistent and steady growth in the overall number of students meeting or exceeding standards and significant gains in closing the gap in the distance from standard. We discussed the district's newly adopted curriculum in mathematics and language arts and the use of the adopted curriculum for to the 2018-19 school year for mathematics as a pilot site and how we are looking to see if that made an impact of our student achievement growth in mathematics. In addition to student achievement we also focused on decreasing chronic truancy and suspension rates, as the suspension rates increased in the 2018-19 school year.

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) and the SPSA Review in December of 2019. Identifying the barriers in meeting the three goals as well as the implementation of additional supports to address these barriers.

1.0 FTE program specialist to oversee ELD program, state standardized testing, school-wide AVID program implementation, use of school library, and curriculum implementation support

.437 library media assistant to oversee the library, books, Accelerated Reader, support school-wide reading and literacy

Resource Inequities

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

During the Decision Making Model Harrison identified:

1. Professional Development for teachers aligned with the district adopted curriculum, AVID, PLTW, MTSS, high quality teaching strategies, illuminate, technology support, SBAC, ELPAC, priority standards aligned with the district adopted curriculum, etc...
2. A library clerk- .437 library media assistant to oversee the library, books, Accelerated Reader, support school-wide reading and literacy
3. A program specialist- 1.0 FTE program specialist to oversee ELD program, state standardized testing, school-wide AVID program implementation, use of school library, and curriculum implementation support

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

ELA SMART Goal:

During the 2020-21 school year Harrison will demonstrate by June of 2021, decrease the distance from standard a min of 3 points from 50.4 points below standard to 47.4 points below standard.

By June 2021, decrease the distance from standard for English Learners by 3 points from 69.8 to 66.8 points.

By June 2021, decrease the distance from standard for African American by 3 points from 47.5 to 44.5 points.

By June 2021, decrease the distance from standard for Asian by 3 points from 28.8 to 25.8 points.

By June 2021, decrease the distance from standard for Hispanic by 3 points from 55.3 to 52.3 points.

By June 2021, decrease the distance from standard for Socioeconomically Disadvantaged by 3 points from 55.6 to 52.6 points.

By June 2021, decrease the distance from standard for Students with Disabilities by 3 points from 69.9 to 66.9 points.

By June 2021, decrease the distance from standard for White by 3 points from 69.9 to 66.9 points.

EL SMART Goal:

During the 2020-21 school year Harrison will demonstrate by May of 2021 to increase the percentage of English Learners Progress by 3% from 43% to 40%.

Number of EL Students: 142 with a performance level of Low.

ELA English Learners 69.8 points below standard.

Math English Learners 88.4 points below standard.

EL's who Decreased at least one ELPI level- 20.4%

EL's who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H- 36.6%

EL's who Maintained ELPI Level 4- 1.4%

EL's who Progressed at least one ELPI Level- 41.5 %

School Goal for Math: (Must be a SMART Goal)

Math SMART Goal:

During the 2020-21 school year Harrison will demonstrate by June of 2021 decrease the distance from standard a min of 3 points from 73.3 points below standard to 70.3 points below standard.

By June 2021, decrease the distance from standard for English Learners by 3 points from 88.4 to 85.4 points.

By June 2021, decrease the distance from standard for African American by 3 points from 83.1 to 80.1 points.

By June 2021, decrease the distance from standard for Asian by 3 points from 58.4 to 55.4 points.

By June 2021, decrease the distance from standard for Hispanic by 3 points from 75.4 to 72.4 points.

By June 2021, decrease the distance from standard for Socioeconomically Disadvantaged by 3 points from 76 to 73 points.

By June 2021, decrease the distance from standard for Students with Disabilities by 3 points from 79.9 to 76.9 points.

By June 2021, decrease the distance from standard for White by 3 points from 86 to 83 points.

Identified Need

- Be sure English Learner data is reviewed and included.

English Language Arts	ELA 2017	ELA 2018	ELA 2019
Percent Met/Exceed standards	18.57%	21.9%	26.67%
Dashboard – Distance From Standard			
All students	-74.4	-64.5	-50.4
English Learners	-77.7	-78.4	-69.8
African American	-98.8	-78.5	-47.5
Asian	-39.1	-45.5	-28.8
Hispanic	-77.3	-68.7	-55.3
Socioeconomically Disadvantaged	-76.8	-66.9	-55.6
Students with Disabilities	-123.3	-91.4	-69.9
White	-108.7	-76.7	-69.9

Math	Math 2017	Math 2018	Math 2019
Percent Met/Exceed standards	17.05%	16.41%	18.51%
Dashboard – Distance From Standard			
All students	-79.2	-79.6	-73.3
English Learners	-76.6	-89.1	-88.4
African American	-99.6	-91.4	-83.1
Asian	-58.9	-65.3	-58.4
Hispanic	-76.6	-80	-75.4
Socioeconomically Disadvantaged	-79.1	-80.9	-76
Students with Disabilities	-112.9	-110.6	-79.9
White	-130.2	-103.9	-86

English Learner	English Learner Progress 2016-2017	English Learner Progress 2017-2018	English Learner Progress 2018-2019
English Learner Progress Indicator - % of current EL making progress towards proficiency or maintaining	71.2%		43%
Reclassification Rates	13%	15.5%	11.8%
ELPAC Overall Performance Level- Level 4		30.3%	11.17%
ELPAC Overall Performance Level- Level 3		29.8%	28.72%
ELPAC Overall Performance Level- Level 2		18.8%	40.43%
ELPAC Overall Performance Level- Level 1		21.2%	19.68%
Math - English Learners – points below standard	-76.6	-89.1	-88.4
Language Arts - English Learners – points below standard	-77.7	-78.4	-69.8

Root Causes ELA/ELD/Math-

Teachers/Staff-

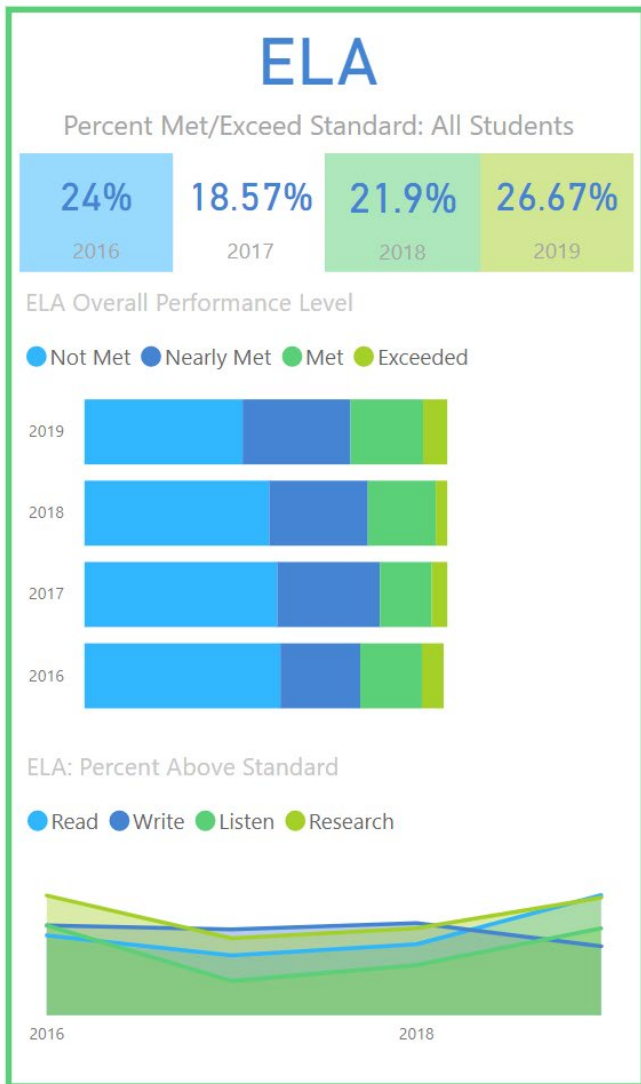
- New teachers and Under qualified teachers in classrooms.
- Long term substitutes in classrooms – 2019-20- a long term sub in 3rd, a new teacher in Kinder, 4 new teachers to the site, and 6 teachers who are still in a credential or impact program. 2018-19 a long term sub in 3rd, 4th, 6th, and 7th; 1 non-reelect; 2017-18 long term sub in 1st, 3rd needed additional teacher in classroom to support, mid-year hire 6th, two 6th grade teachers left beginning of year; 3 non-reelect
- Teachers need support in instruction and effective teaching strategies
- Coaches- spit coaches at sites, coaches are pulled off site for trainings. Limiting the amount of time to focus on teacher's needs.

Curriculum-

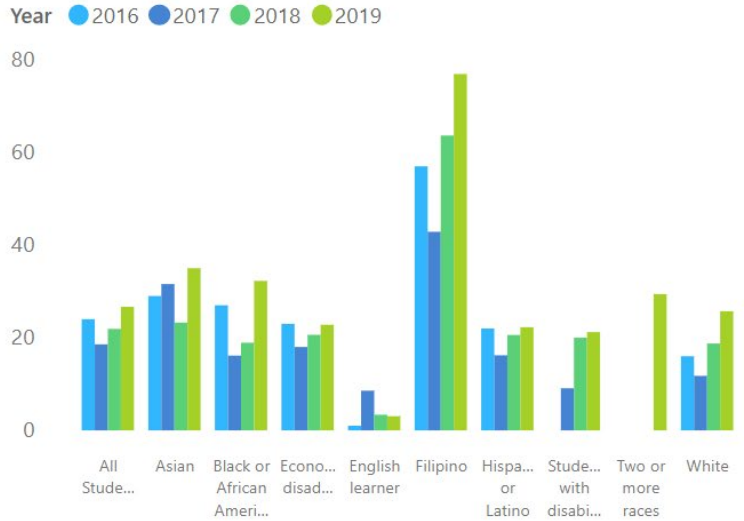
- Units of study was the adopted curriculum until the 2019-20 school year. In the 2019-20 school year there was a new curriculum adoption in ELA and Math. Teachers need more time to plan and become more familiar with the new curriculum.
- New curriculum has a lot of student interactions and teachers need more PD. Non-fiction reading for students that are not culturally relevant. Limited writing skills being addressed. Transition from DII to more student lead instruction.

Professional development-

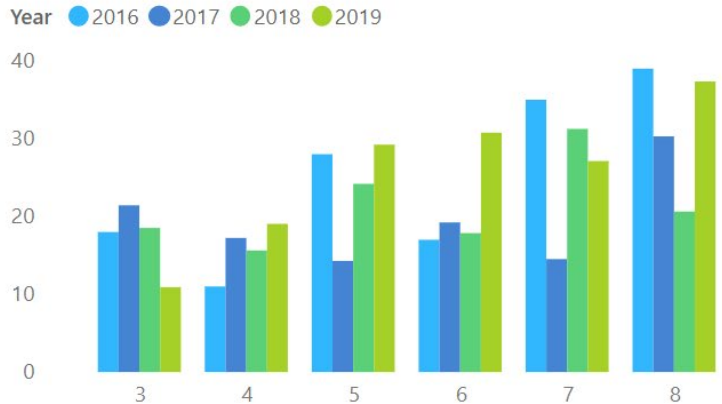
- Limited PD in writing across grade levels and in alignment with SBAC and ELPAC testing in grades K-8
- Lack of PD in effective teaching strategies in Tier 1 and Tier 2
- Lack of knowledge about language acquisition and effective strategies for developing academic language across content areas and making ELs accountable for using the vocabulary orally and in writing once the words have been introduced.
- Lack of knowledge on effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC).
- Lack of PD to develop an instructional plan with the new district adopted curriculum.
- Lack of PD to understand the data from i-ready in relationship to statewide and district assessments.
- Lack of time for PD to consist of vertical collaboration around the priority standards in district adopted curriculum.
- Moved from MAP to I-Ready assessments and lack of time for teachers to review and compare the data.
- Lack of PD for ELAC and SBAC alignment



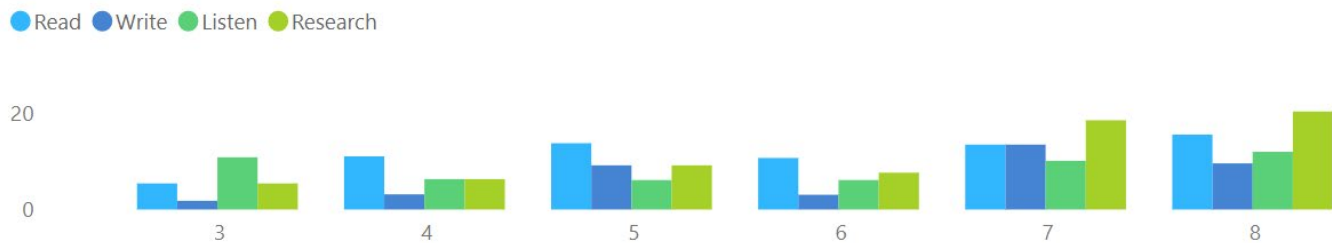
ELA CAASPP: Percent Met/Exceed Standard



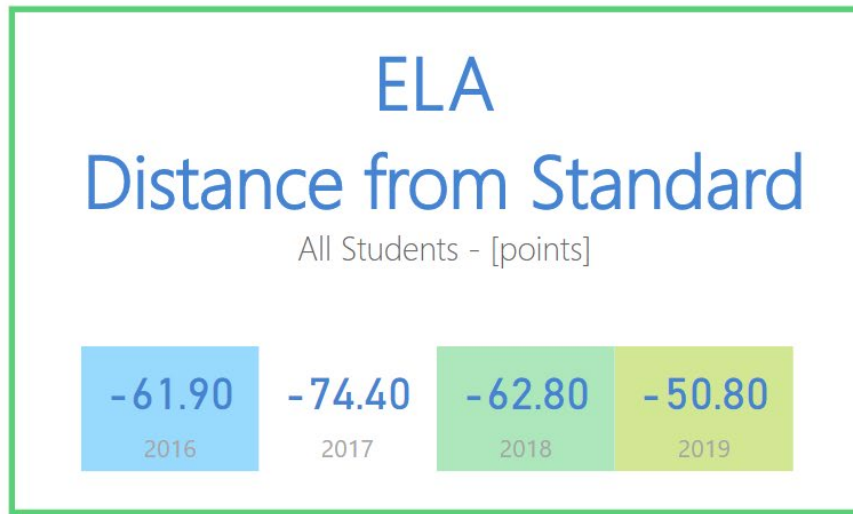
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

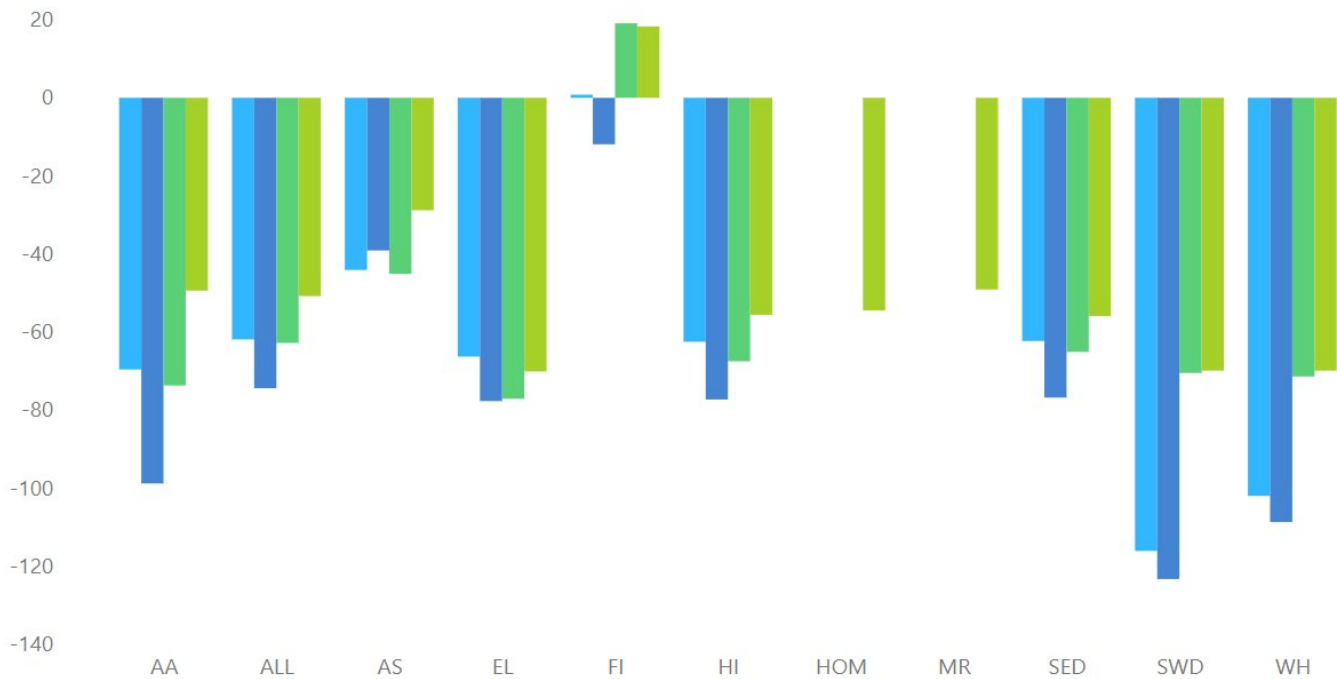


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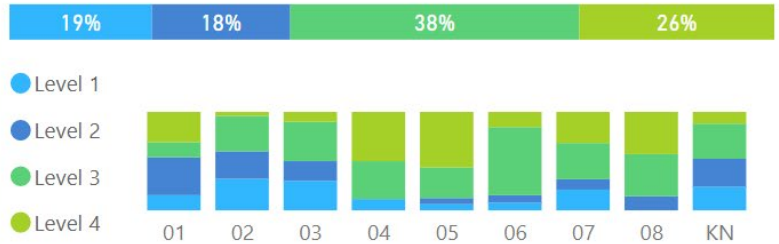
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

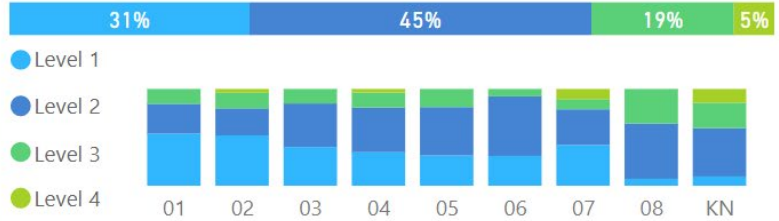




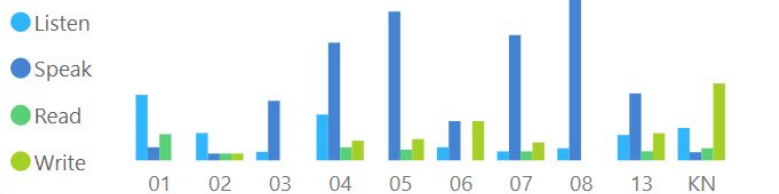
Oral Language Overall Performance Level



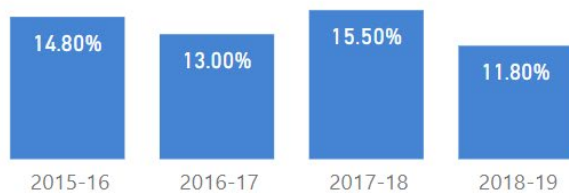
Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress Reclassification Rates

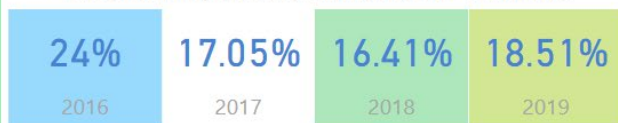


English Learner Progress Indicator (ELPI)

43%
ELPI 2019

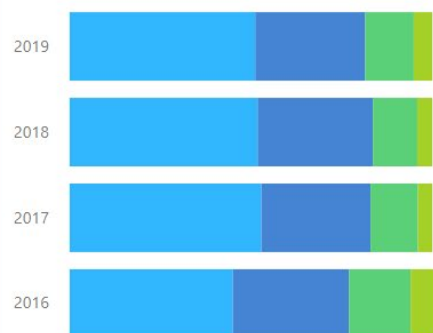
Math

Percent Met/Exceed Standard: All Students



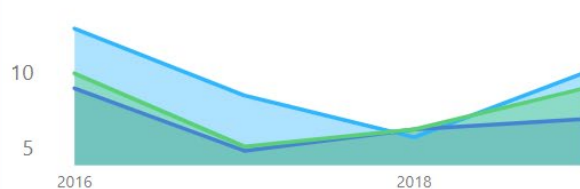
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



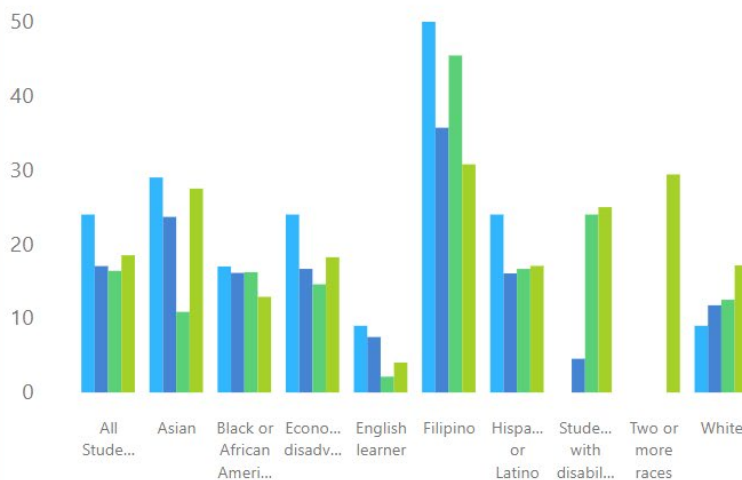
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



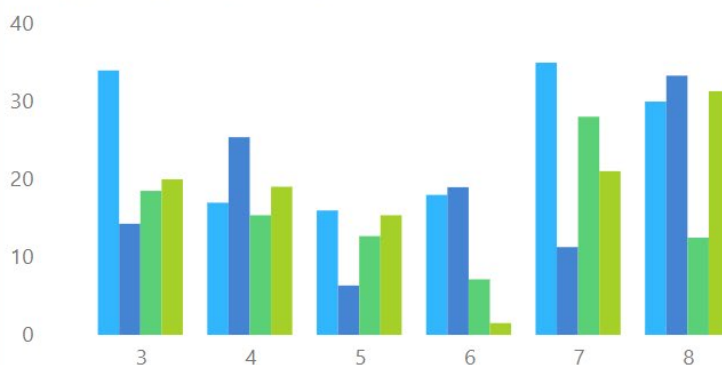
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



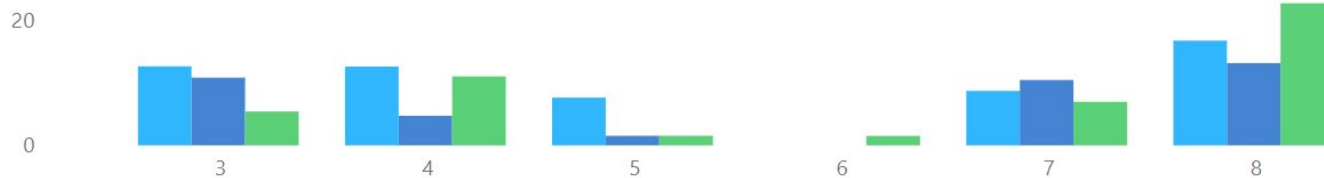
Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

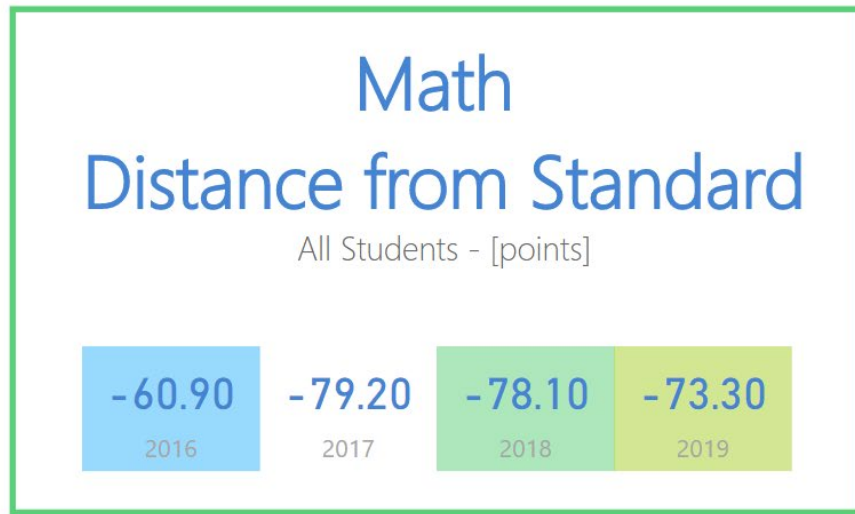


2019 Math CAASPP: Percent Above Standard

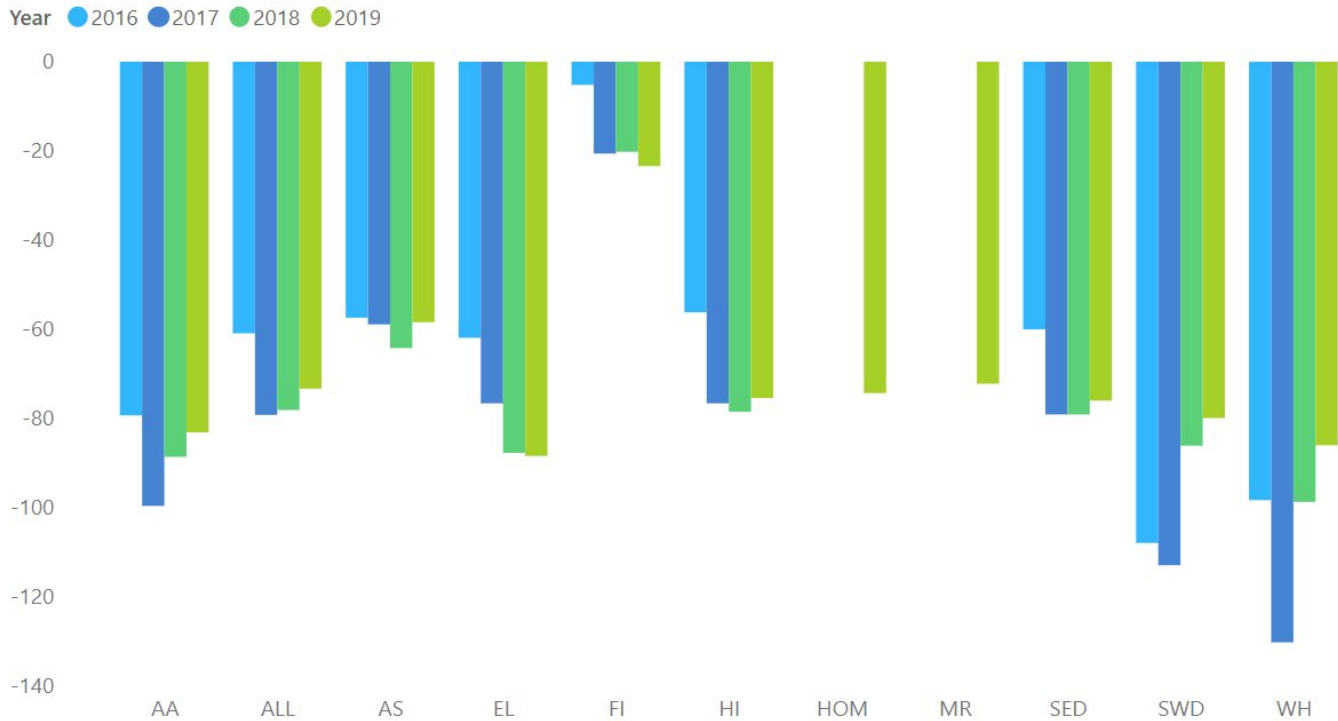
● Concepts ● Problem ● Reasoning



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Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

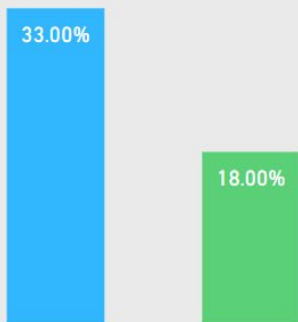
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

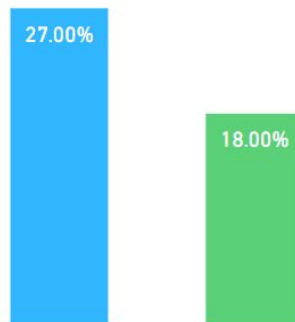
Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017 ● 2018

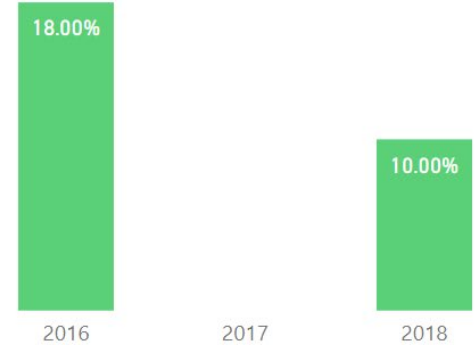


Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW &
Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-50.4 points below standard	-47.4 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-73.3 points below standard	-70.3 points below

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 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), I-Ready assessments, Common Core, Adopted Curriculum, 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 (Object Code 11700)-

To be used to provide teachers with professional learning opportunities – to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing the key standards, to support core instruction, etc... such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration

- 150 days X \$200 = \$30,000 (Allocated \$30,000)

Teacher Additional Comp Pay Calculation (Object Code 11500)

To be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. To be provided by coaching with instructional coach, program specialist, and administration, or with district-based professional development.

- 21 teachers' X 2 hours X \$60 rate of pay = \$2,500 total cost

Conferences/Trainings/Workshops: \$5,000

AVID – Summer Institute – 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.

1 FTE Program Specialist:

40% - Title I – Identify students for reading and math intervention, assist with organization and scheduling of intervention. iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission. CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students. AVID assist with site leadership meetings, collect AVID evidence, assist in certification documents, assist in AVID recruitment process, provide ongoing site-based training in AVID strategies.

60% - LCFF – English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering test. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD course, monitoring designated ELD classes, supporting ELD instruction, ELD classroom walks. SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering test. CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources. Participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, advocate for students. Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. PLTW coordinator, monitor and inventory the PLTW curriculum and components, assist in evidence, district visits, inventory and distribution of materials, and coordinating staff training. Serve on operations team and leadership committee.

Progress Monitoring:

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,

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$60,111	19101	.4 FTE Program Specialist (salary and benefits)
\$2,500	11500	Teacher - Add Comp
\$30,000	11700	Teacher Substitute
\$5,000	52150	Conference
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$90,167	19101	.6 FTE Program Specialist (salary and benefits)

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

School Initiatives:

AVID: Advancement Via Individual Determination (AVID) Harrison School will implement AVID school wide K-8 with an elective class for students who meet the AVID student profile in 6th – 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors, AVID Conference, AVID Field Trip, etc.

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

Instructional Materials/Supplies & Non-Instructional Materials:

Provide students with materials, resources, and supports to increase ELA, EL, and Math proficiency through AVID, PLTW, and CORE instructional strategies to meet grade level expectations in all domains. Also to provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments

Instructional Materials/Supplies - \$20,000 – Title I, \$25,000 – LCFF:

AVID: Harrison has a school wide AVID program TK-8th grade with a focus on student achievement, WICOR strategies, and College and Career ready. The instructional materials and supplies will address the key strategies in AVID and WICOR. They will provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments. Supplemental materials 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.).

PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8 with 4 elective opportunities in middle school, Robotics competitions, and SKILLS USA components. Instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions.

Books: books, SIPPS reading and comprehension, access to the library and select new books to purchase to offer students opportunities to read a wide variety of texts.

Non-Instructional Materials - \$19,581 – Title I, \$5,858 – LCFF:

Non-instructional materials include paint, glue, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, PLTW/STEM, literacy night, AVID/PLTW night, and other enrichment activities that provide students with key strategies to support the schools focus. Toner for printers, duplo toner, copier toner, laminating film, master rolls for copy machines, other supplies for copy machines, headphones for students to use with chromebooks/laptops/tablets/etc., speakers for classrooms, projector light bulb replacement, chromebook/laptop/etc replacement screens or other replacement parts, computer/technology cables, etc.

Equipment - \$5,000:

Technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, chromebooks, etc. District adopted curriculum uses equipment in student instruction, assessment, and planning. Students and staff use computers, tablets, iPads, chromebooks and other forms of technology with the adopted curriculum and present the curriculum with the use of projectors, doc cameras, poster makers, etc. The student's complete assessments for district and state using technology equipment.

Conferences/Trainings/Workshops, \$5,000:

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- \$8,000

Accelerated Reader – to increase reading proficiency school wide- AR will be monitored in grades 2-8 each trimester and included on the students' progress reports and with options for emerging readers in grades k-1.

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 and used to increase ELA and writing school wide.

Maintenance Agreement - \$1,500 – Title I, \$6,000 – LCFF:

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment to support student learning and understanding of the curriculum

MACHINE	ACCOUNT	AMOUNT
Title 1- DUPLO DP-U510	1-23030-10-H2-56590	\$340.60
Title 1- LAMINATORS	1-23030-10-H2-56590	\$1670.99
Title 1- DUPLO DP-F510	1-23030-10-H2-56590	\$295
LCFF- CANNON COPIERS & IR C5051 & IR6275B	1-50643-10-H2-56590	\$6,080

Duplicating - \$5,000:

Reprographics within the district to provide posters to align with student instruction and the adopted curriculum, packets for students that are aligned with the adopted curriculum and standards, planners for students to support AVID in organization, fliers to be sent home for families, promotion paperwork, etc.. to support the adopted curriculum, instruction, school wide and district initiatives and student achievement.

.4375 Library Media Assistant: \$15,255

The Library Media Assistant will increase reading school wide, to provide students access to the library and books, assist students with appropriate book selection based on Lexile levels, and to select new books to purchase to offer students opportunities to read a wide variety of texts. Library Media Clerk will also support the implementation of the Accelerated Reader Program to all students. and read with students in grades PK-2.

Progress Monitoring:

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, Accelerated Reader data, I-Ready Math, ELA and writing.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,500	56590	Maintenance Agreements
\$5,000	52150	Conference
\$20,000	43110	Instructional Materials
\$19,581	43200	Non-Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$25,000	43110	Instructional Materials
\$5,858	43200	Non-Instructional Materials
\$5,000	44000	Equipment

\$ Amount(s)	Object Code	Description
\$5,000	57150	Duplicating
\$6,000	56590	Maintenance Agreements
\$8,000	58450	License Agreement
\$15,255	24101	.4375 Library Media Assistant

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.

Teacher Additional Comp Pay Calculation (Object Code 11500) for tutoring:

1 teachers X 3 hours X 6 weeks X \$60 rate of pay = \$1000 total cost

Progress Monitoring:

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

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	11500	Teacher - Add Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and SPSA Year Reviewed: 2019-2020 – Year 3

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.

2018-2019 (Year 2):

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, PLTW, 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 2018-19 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.

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

2019-2020 (Year 3):

Implementation

Provided teachers with professional learning opportunities and to support 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, PLTW, MTSS, I-Ready, Common Core, District Adopted curriculum, Effective Teaching strategies and Instruction, Behaviors Systems, Illuminate, grading, SBAC, ELPAC, alignment of key standards, 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, phonics, etc.

Advancement Via Individual Determination (AVID): Harrison School has a schoolwide focus on AVID. We had 17 participants attend the AVID Summer Institute. PD was provided during the year around AVID.

Project Lead the Way (PLTW): Harrison School has a school wide focus on PLTW. During the 2019-20 school year PLTW was incorporated in the school schedule on Tuesday and Thursday's for 1 hour, during the 2018-20 school years all staff have been trained in PLTW and have received additional PD.

Effectiveness

The teachers utilized various opportunities for professional learning during the 2019-20 school year. Teachers attended Academic Conferences, AVID Institutes, PLTW trainings and PD, coaching support, and various other professional development offered through the district.

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. Harrison had a PLTW District Showcase.

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

2018-2019 (Year 2):

Harrison did not have material changes between the Proposed Expenditures made in the 2018-19 budget allocation and the estimated actual expenditures at the end of the year.

2019-2020 (Year 3):

Harrison did have material changes between the Proposed Expenditures made in the 2019-20 budget allocation and the estimated actual expenditures at the end of the year, we did not have to pay the licensing fee for the I-Ready ELA.

Several Conferences were not attended due to the Covid19.

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

2018-2019 (Year 2):

- 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.

2019-2020 (Year 3):

Harrison does not have any future changes to this strategy/activities for the 2020-21 school year.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, Harrison will decrease suspension rate for all student by .3% to 6.9%.

By June 2021, Harrison will decrease behavioral referrals targeting defiance and disruption for all student by 50%.

By June 2021, maintain the expulsion rate for all students at 0%.

By June 2021, Harrison will decrease suspension rate for English Learners by 0.3% from 6.2% to 5.9%

By June 2021, Harrison will decrease suspension rate for African American by 0.3% from 13.3% to 13%

By June 2021, Harrison will decrease suspension rate for Asian by 0.3% from 2.6% to 2.3%

By June 2021, Harrison will decrease suspension rate for Hispanic by 0.3% from 7.2% to 6.9%

By June 2021, Harrison will decrease suspension rate for Socioeconomically Disadvantaged by 0.3% from 7.4% to 7.1%

By June 2021, Harrison will decrease suspension rate for Students with Disabilities by 0.3% from 8.4% to 8.1%

By June 2021, Harrison will decrease suspension rate for White by 0.3% from 9.8% to 9.5%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, Harrison will decrease our chronic absenteeism rate for all students by 0.5%.

By June 2021, Harrison will decrease our chronic absenteeism rate for English Learners by 0.5% from 12.2% to 11.7%.

By June 2021, Harrison will decrease our chronic absenteeism rate for African American by 0.5% from 18.5% to 18%.

By June 2021, Harrison will decrease our chronic absenteeism rate for Asian by 0.5% from 9.3% to 8.8%.

By June 2021, Harrison will decrease our chronic absenteeism rate for Hispanic by 0.5% from 17.4% to 16.9%.

By June 2021, Harrison will decrease our chronic absenteeism rate for Socioeconomically Disadvantaged by 0.5% from 21.7% to 21.2%.

By June 2021, Harrison will decrease our chronic absenteeism rate for Students with Disabilities by 0.5% from 21.7% to 21.2%.

By June 2021, Harrison will decrease our chronic absenteeism rate for White by ,5% from 24.6% to 21.1%.

Identified Need

Suspension – Dashboard: Red indicator --- indicating a major area of need, as the rate increased 1.9%

Harrison suspension rate for 2018-19 was 7.2%.

During the 2018-19 school year Harrison had an increase in suspensions of 1.9%.

Suspension	2017	2018	2019
All students –	5%	5.3%	7.3%
Indicator	- Yellow Indicator	- Orange Indicator	- Red Indicator
Change	Declined 0.4%	Increased 0.3%	Increased 1.9%
English Learners –	2.4%	3.2%	6.2%
Indicator	- Yellow Indicator	- Orange Indicator	- Red Indicator
Change	Maintained -0.1%	Increased .08%	Increased 3%
African American –	15.8%	12.7%	13.3%
Indicator	- Red Indicator	- Orange Indicator	- Red Indicator
Change	Increased 4.5%	Declined 3.1%	Increased 0.6%
Asian –	0.9%	1.1%	2.6%
Indicator	- Green Indicator	- Yellow Indicator	- Orange Indicator
Change	Declined 2.2%	Maintained -0.2%	Increased 1.4%
Hispanic –	3.2%	5.5%	7.2%
Indicator	- Yellow Indicator	- Red Indicator	- Red Indicator
Change	Declined 1.5%	Increased 2.3%	Increased 1.7%
Socioeconomically Disadvantaged –	5.8%	5.7%	7.4%
Indicator	- Orange Indicator	- Orange Indicator	- Red Indicator
Change	Increased 0.3%	Maintained 0.1%	Increased 1.6%
Students with Disabilities –	6.4%	3.1%	8.4%
Indicator	- Red Indicator	- Yellow Indicator	- Red Indicator
Change	Increased 2.1%	Declined 3.3%	Increased 5.3%
White –	7.9%	3.2%	9.8%
Indicator	- Orange Indicator	- Yellow Indicator	- Red Indicator
Change	Declined 0.9%	Declined 4.5%	Increased 6.7%

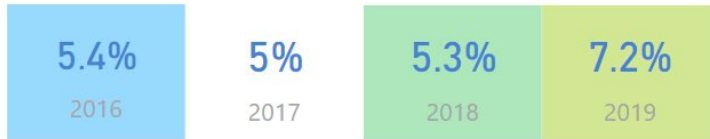
Attendance/Chronic Truancy –

Harrison's chronic absenteeism for 2018-19 was a yellow indicator at a rate of 17% it declined 1.3%

Chronically Absent	2017	2018	2019
All students –	17.2%	18.2%	17%
Indicator		- Orange Indicator	- Yellow Indicator
Change		Increased 1%	Declined 1.3%
English Learners –	15.6%	13.7%	12.2%
Indicator		- Yellow Indicator	- Yellow Indicator
Change		Declined 1.9%	Declined 1.4%
African American –	15.6%	22.4%	18.5%
Indicator		- Red Indicator	- Yellow Indicator
Change		Increased 6.8%	Declined 3.9%
Asian –	12.3%	10.3%	9.3%
Indicator		- Yellow Indicator	- Green Indicator
Change		Declined 2%	Declined 1%
Hispanic –	18.8%	20.2%	17.4%
Indicator		- Red Indicator	- Yellow Indicator
Change		Increased 1.4%	Declined 2.7%
Socioeconomically Disadvantaged –	16.7%	18.4%	17.1%
Indicator		- Orange Indicator	- Yellow Indicator
Change		Increased 1.7%	Declined 1.3%
Students with Disabilities –	26.5%	26.3%	21.7%
Indicator		- Red Indicator	- Orange Indicator
Change		Maintained 0.2%	Declined 4.5%
White –	16.7%	15.9%	24.6%
Indicator		- Yellow Indicator	- Red Indicator
Change		Declined 0.8%	Increased 8.7%

Suspension Rate

All Students
percent of unduplicated suspension



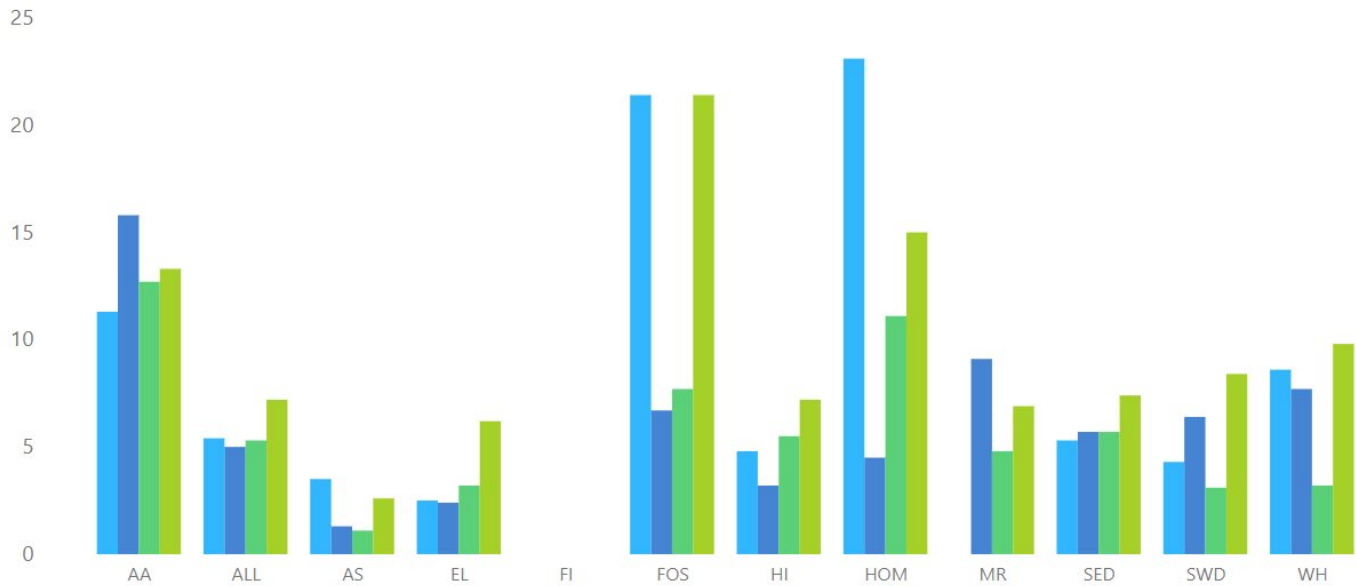
Expulsion

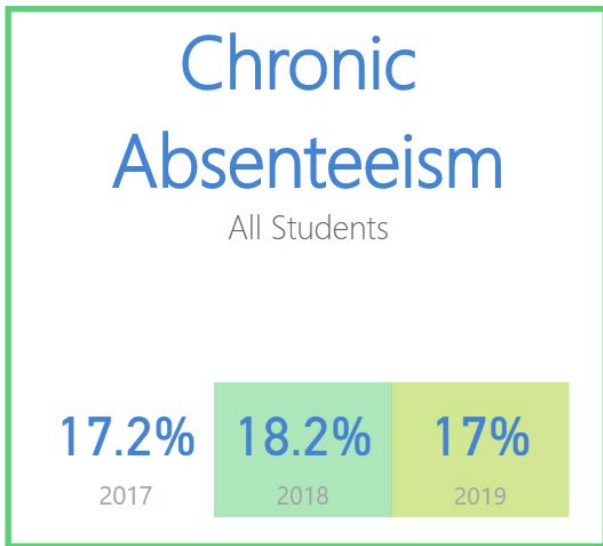
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



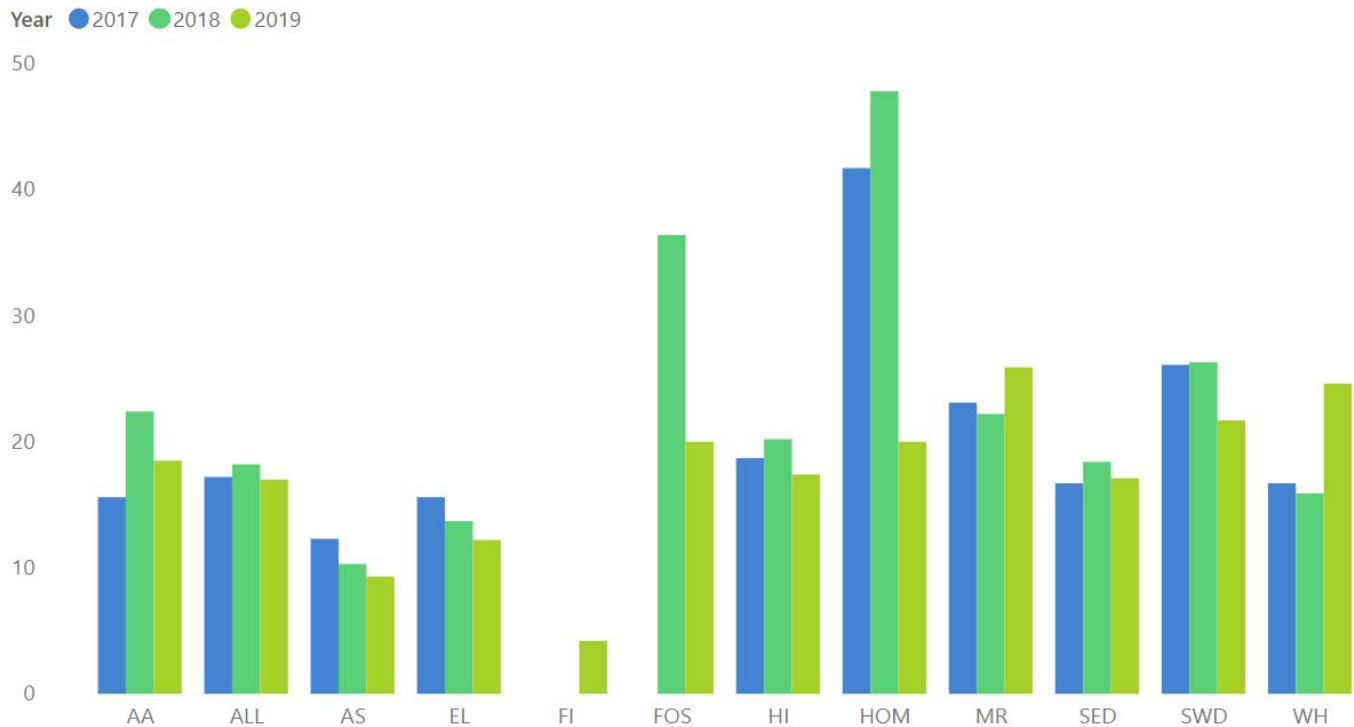
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7.2%	6.9
Chronic Absenteeism (All Students)	17%	16.5%

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. The PBIS team will collaborate to improve school climate and participate in the CARE team.

Conferences/Trainings/Workshops: \$2000

PBIS Conference 2020-21 School year with the PBIS team (administration, program specialist, counselors, and teachers)

Consultants:

Sports for Learning Consultants – a lunchtime sports program that focuses on grades k-5, to provide structured student engagements activities such as a Science Technology Engineering Math (STEM) & sports program during lunch recess with focus on teaching STEM concepts, sports skills, teamwork, fair play, and physical activity.

Field Trips: \$3000

1. Middle School grades 6-8 Students to College campuses to complete school or career exploration to provide support and resources to support student learning and life skills building. To provide students with goal setting skills for high school and college. With a focus on the AVID/PLUS program and components. A fall and spring school or career visit.

Progress Monitoring:

of discipline referrals

of students suspended

of student counseling referrals

of student attending school

of student attending on time

% of students with chronic absenteeism

% of students with chronic absenteeism in each significant subgroup

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	58720	Field Trip-Non-District Trans
\$2,000	52150	Conference

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$17,000	58320	Consultants – Non-Instructional

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2 and SPSA Year Reviewed: 2019-2020 – Year 3

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.

2018-2019 (Year 2):

Implementation

Harrison had 1.5 counselors a week to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, CARE Team, PLUS program, and counseling. Harrison used the Sports for Learning STEM Program during lunch as a structured student engagement activity to improve student behavior and attendance.

Effectiveness

1.5 counselors were here to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, CARE team and counseling.

Sports for Learning 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.

2019-2020 (Year 3):

Implementation

Harrison had 1.5 counselors a week to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, CARE Team, PLUS program, and counseling. Harrison used the Sports for Learning STEM Program during lunch as a structured student engagement activity to improve student behavior and attendance.

Effectiveness

1.5 counselors were here to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, CARE team and counseling.

Sports for Learning 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

2018-2019 (Year 2):

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

2019-2020 (Year 3):

The conferences were not attended due to the COVID19.

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

2018-2019 (Year 2):

Harrison does not have any future changes to this strategy/activities for the 2019-20 school year.

2019-2020 (Year 3):

Harrison does not have any future changes to this strategy/activities for the 2020-21 school year.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

During the 2020-21 school year Harrison will demonstrate by May of 2020-
Harrison will increase the meaningful partnerships during the 2020-21 school year by 25%.

Identified Need

Meaningful Partnerships:

Need weekly parent coffee and trainings, monthly coffee with administrators, offer parents more options within the school, and to involve more families in our parent nights.

Parent nights and involvement: Back-to-School Night; Fall Festival; Literacy Night; AVID/PLTW Open House with more parent's support and events. Offer more options to families for times and types of events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign in Sheets- parent nights	4	5
Parent sign in sheets – weekly meetings	20	25

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.

Staff Additional Hourly Pay Calculation (Object Code varies based on position):

5 staff X 4 hours X \$50 rate of pay = \$1,014 total cost

Parent Meeting - \$500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Books - \$1,000: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

Non-Instructional Materials - \$1,000: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

of meetings coordinated

of parents attending

of parents attending parent/teacher conference

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,014		Classified Additional Comp
\$500	42000	Books
\$1,000	43110	Non-Instructional Materials
\$500	43400	Parent Meetings

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2 and SPSA Year Reviewed: 2019-2020 – Year 3

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.

2018-2019 (Year 2):

Implementation

Parents took part in weekly parent meetings, parent nights, and other events with the school. Parents were encouraged 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 parents took on the roll to plan the professional development and meetings. Along with the materials and supplies needed for parent meetings and learning.

2019-2020 (Year 3):

Implementation

Parents took part in weekly parent meetings, parent nights, and other events with the school. Parents were encouraged 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 parents took on the roll 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

2018-2019 (Year 2):

Harrison did not make any changes in the 2018-19 school year.

2019-2020 (Year 3):

Harrison did make Proposed Expenditures changes in the budget to help with additional services for parent meetings made in the 2019-20 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

2018-2019 (Year 2):

Harrison does not have any planned future changes or Proposed Expenditures for the 2019-20 budget allocation.

2019-2020 (Year 3):

More family nights and parent coffees.
Community events and nights.

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	\$154,206
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	\$331,486

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	\$154,206

Subtotal of additional federal funds included for this school: \$154,206

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	\$177,280

Subtotal of state or local funds included for this school: \$177,280

Total of federal, state, and/or local funds for this school: \$331,486

Budget Spreadsheet Overview – Title I

HARRISON**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 151,192
TOTAL BUDGET DISTRIBUTED BELOW	\$ 151,192
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 3,014
TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,014
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 4,000	\$ 1,000				\$ 5,000
11700	Teacher Substitute		\$ 30,000					\$ 30,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.4000	\$ 60,111					\$ 60,111
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified						\$ 1,014	\$ 1,014
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 94,111	\$ 1,000	\$ -	\$ -	\$ 1,014	\$ 96,125
Books & Supplies								
42000	Books						\$ 500	\$ 500
43110	Instructional Materials		\$ 20,000					\$ 20,000
43200	Non-Instructional Materials		\$ 19,581				\$ 1,000	\$ 20,581
43400	Parent Meeting						\$ 500	\$ 500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 39,581	\$ -	\$ -	\$ -	\$ 2,000	\$ 41,581
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 1,500					\$ 1,500
56530	Equipment Repair							\$ -
52150	Conference		\$ 10,000		\$ 2,000			\$ 12,000
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans				\$ 3,000			\$ 3,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 11,500	\$ -	\$ 5,000	\$ -	\$ -	\$ 16,500
	GRAND TOTAL		\$ 145,192	\$ 1,000	\$ 5,000	\$ -	\$ 3,014	

Budget Spreadsheet Overview – LCFF

HARRISON

REVISED March 30, 2020

**Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 177,280
TOTAL BUDGET DISTRIBUTED BELOW	\$ 177,280
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.6000	\$ 90,167				\$ 90,167
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.4375	\$ 15,255				\$ 15,255
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 105,422	\$ -	\$ -	\$ -	\$ 105,422
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 25,000				\$ 25,000
43200	Non-Instructional Materials		\$ 5,858				\$ 5,858
43400	Parent Meeting						\$ -
44000	Equipment		\$ 5,000				\$ 5,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 35,858	\$ -	\$ -	\$ -	\$ 35,858
Services							
57150	Duplicating		\$ 5,000				\$ 5,000
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 6,000				\$ 6,000
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement		\$ 8,000				\$ 8,000
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional				\$ 17,000		\$ 17,000
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 19,000	\$ -	\$ 17,000	\$ -	\$ 36,000
GRAND TOTAL			\$ 160,280	\$ -	\$ 17,000	\$ -	\$ 177,280