



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/09/2021

Version 3 – 06/22/2021

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 2 – Ver 3 – 05/20/2021	Ver 1 – 05/15/2020 Ver 2 – 02/04/2021 Ver 3 – 06/03/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021 Ver 3 – 06/22/2021

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-

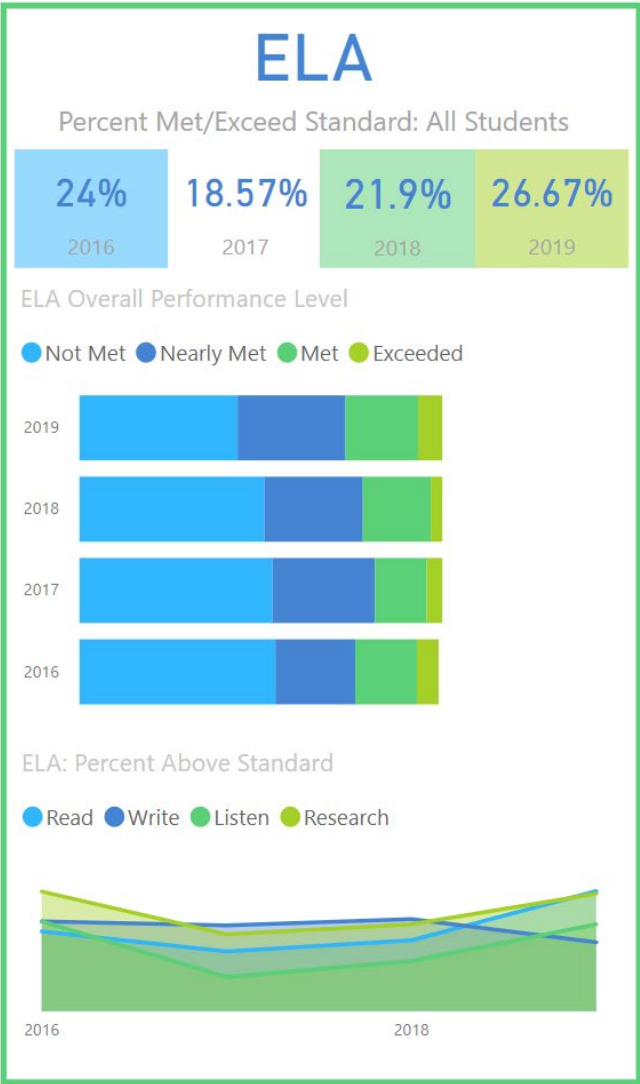
- New teachers and Under qualified teachers in classrooms.
- Long term substitutes in classrooms – 2019-20- a long term sub in 3rd, a new teacher in Kinder, 4 new teachers to the site, and 6 teachers who are still in a credential or impact program. 2018-19 a long term sub in 3rd, 4th, 6th, and 7th; 1 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-

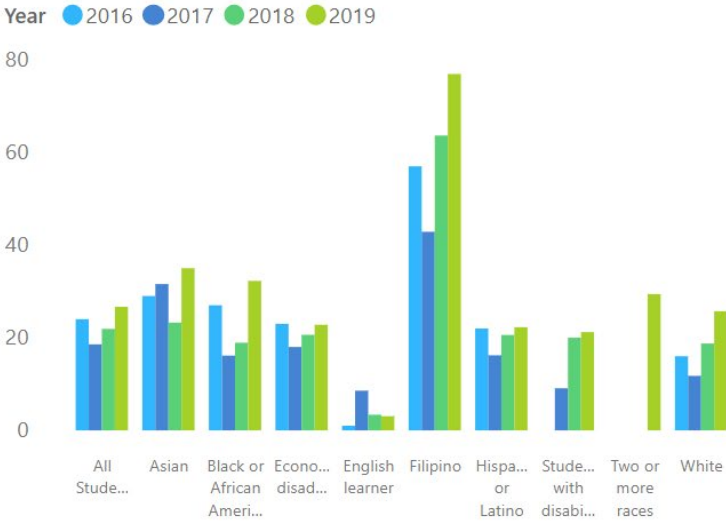
- Units of study was the adopted curriculum until the 2019-20 school year. In the 2019-20 school year there was a new curriculum adoption in ELA and Math. Teachers need more time to plan and become more familiar with the new curriculum.
- New curriculum has a lot of student interactions and teachers 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-

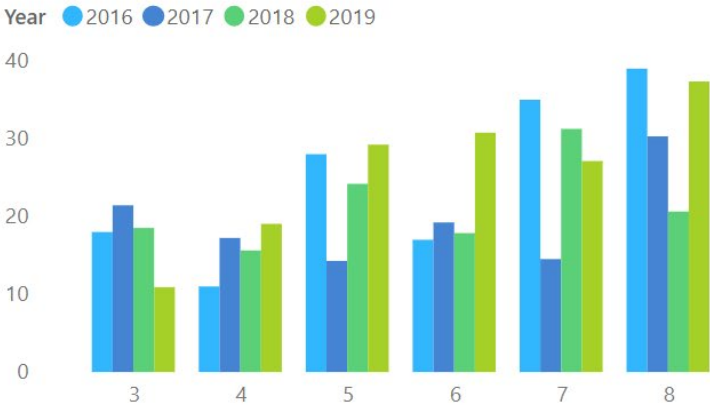
- Limited PD in writing across grade levels and in alignment with SBAC and ELPAC testing in grades K-8
- Lack of PD in effective teaching strategies in Tier 1 and Tier 2
- Lack of knowledge about language acquisition and effective strategies for developing academic language across content areas and making 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



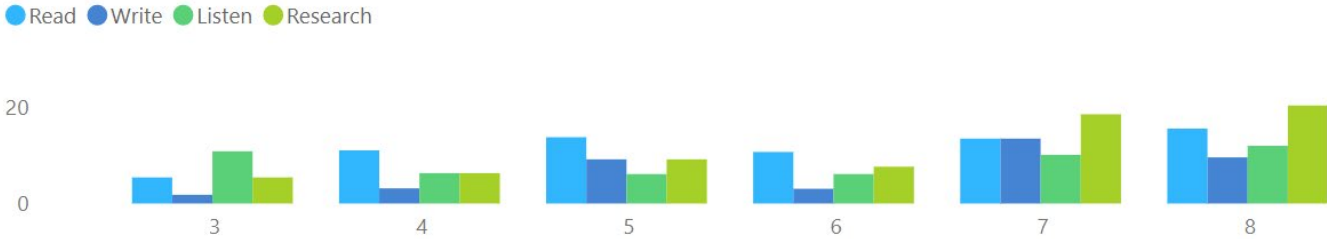
ELA CAASPP: Percent Met/Exceed Standard

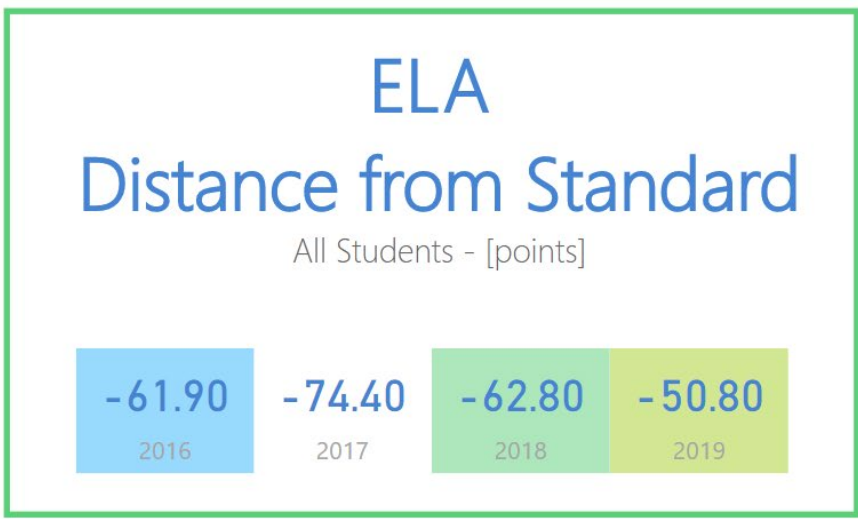


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



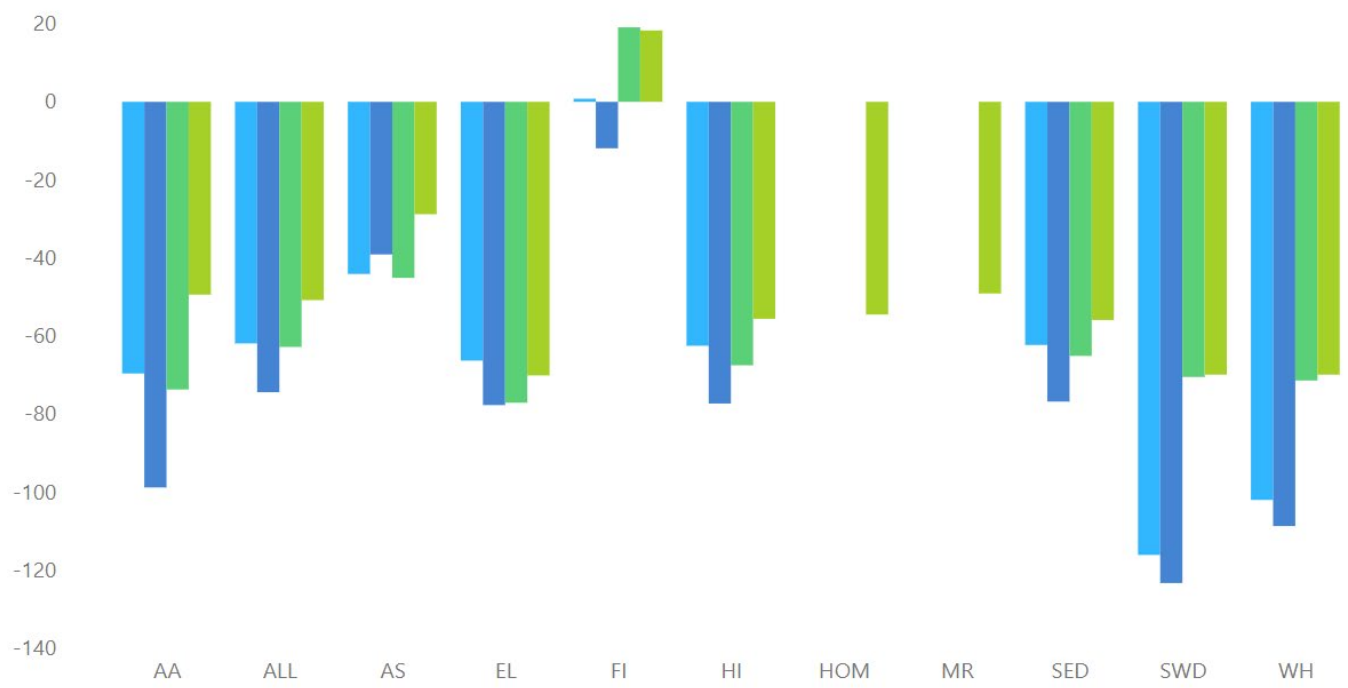
2019 Prelim ELA CAASPP: Area - Percent Above Standard

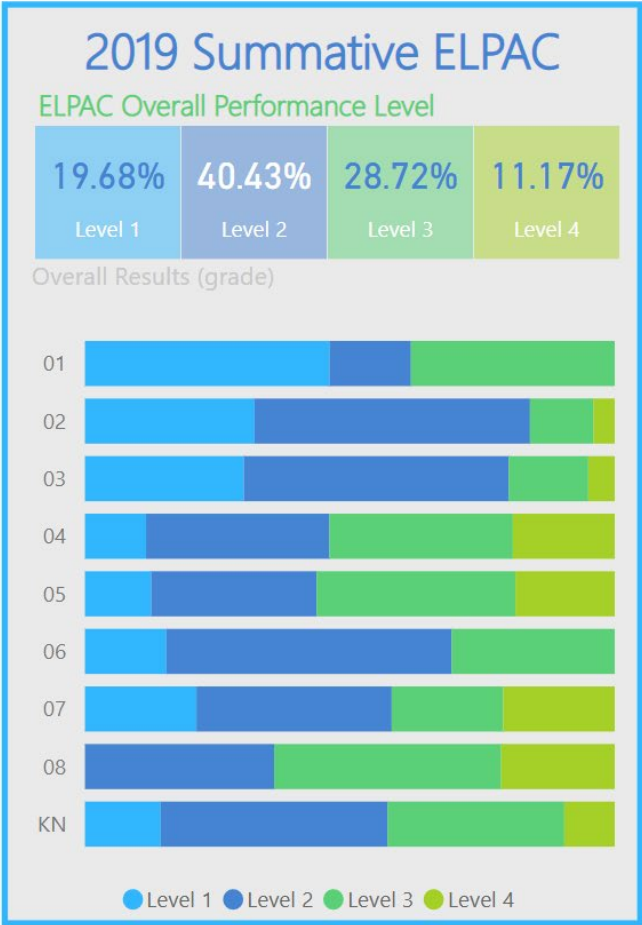




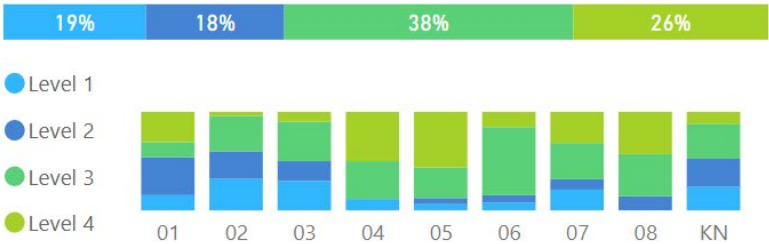
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

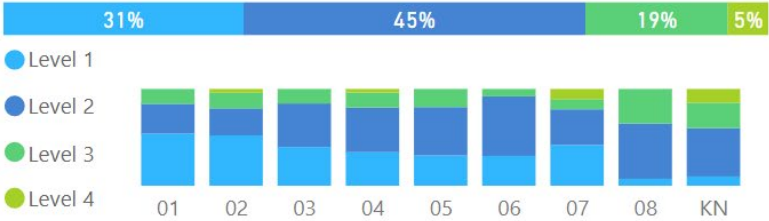




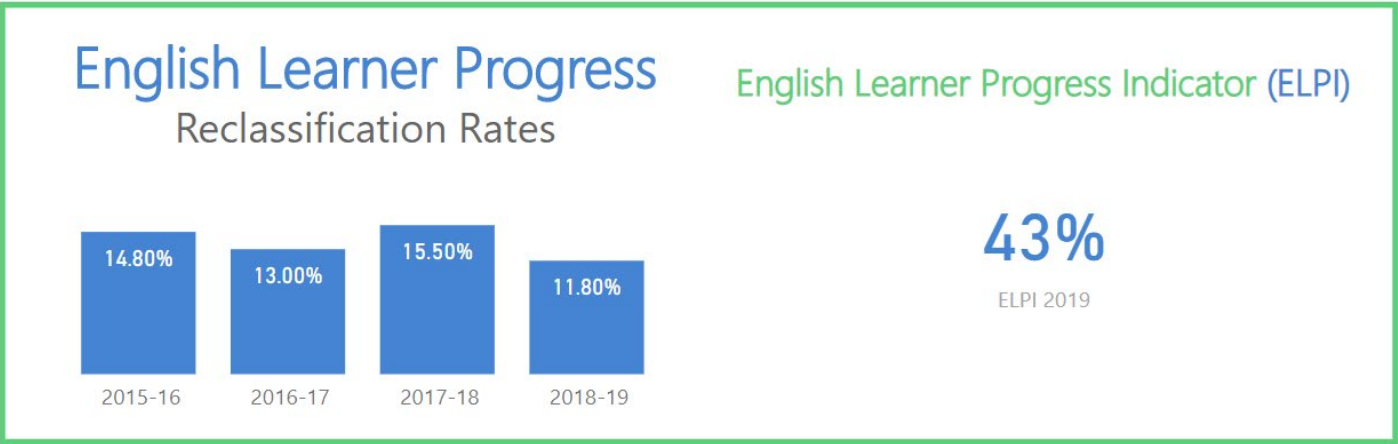
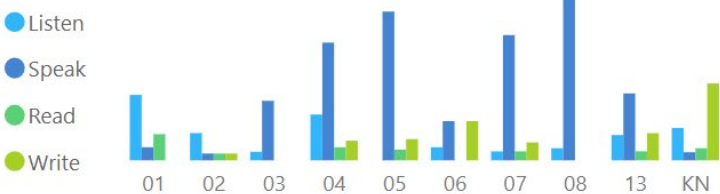
Oral Language Overall Performance Level



Written Language Overall Performance Level

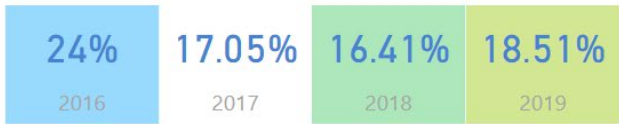


Performance Area: Percent Well Developed



Math

Percent Met/Exceed Standard: All Students



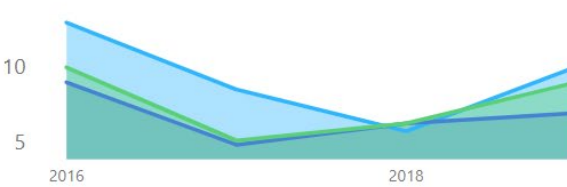
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



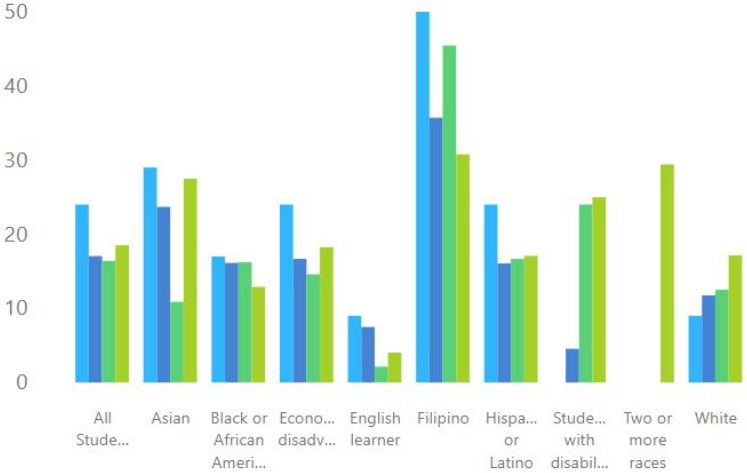
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning



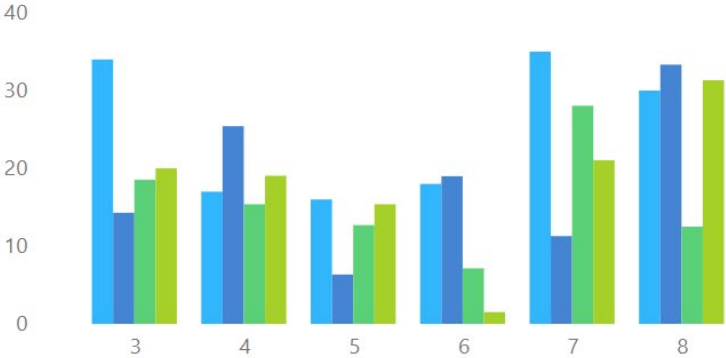
Math CAASPP: Percent Met/Exceed Standard

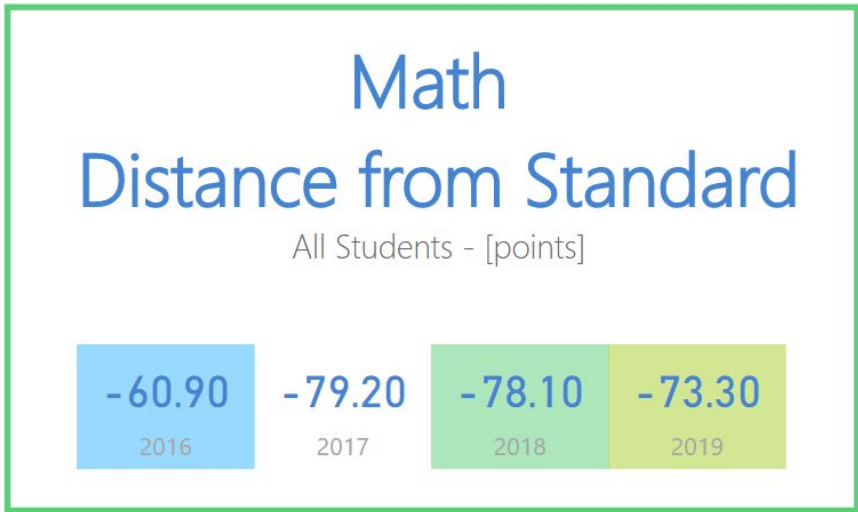
Year ● 2016 ● 2017 ● 2018 ● 2019



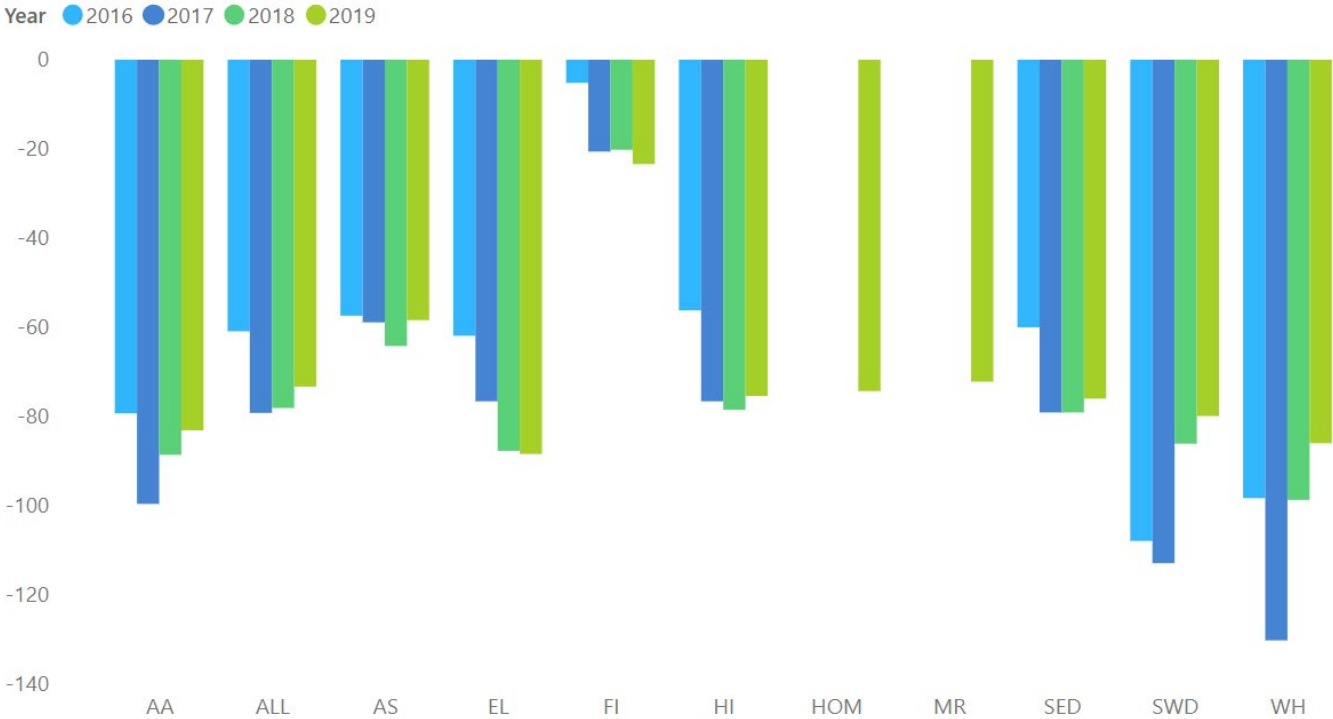
Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019





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

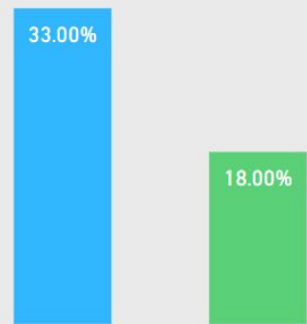
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

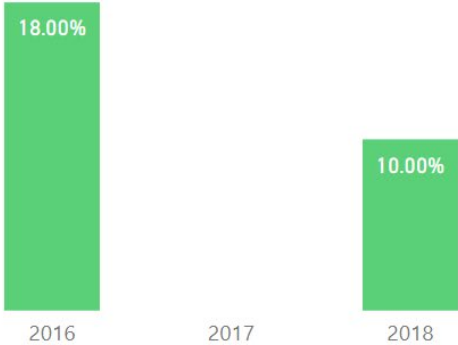
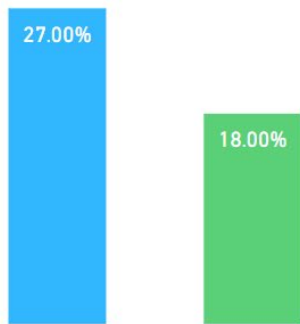
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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%

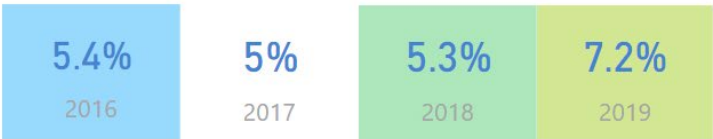
Attendance/Chronic Truancy –

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



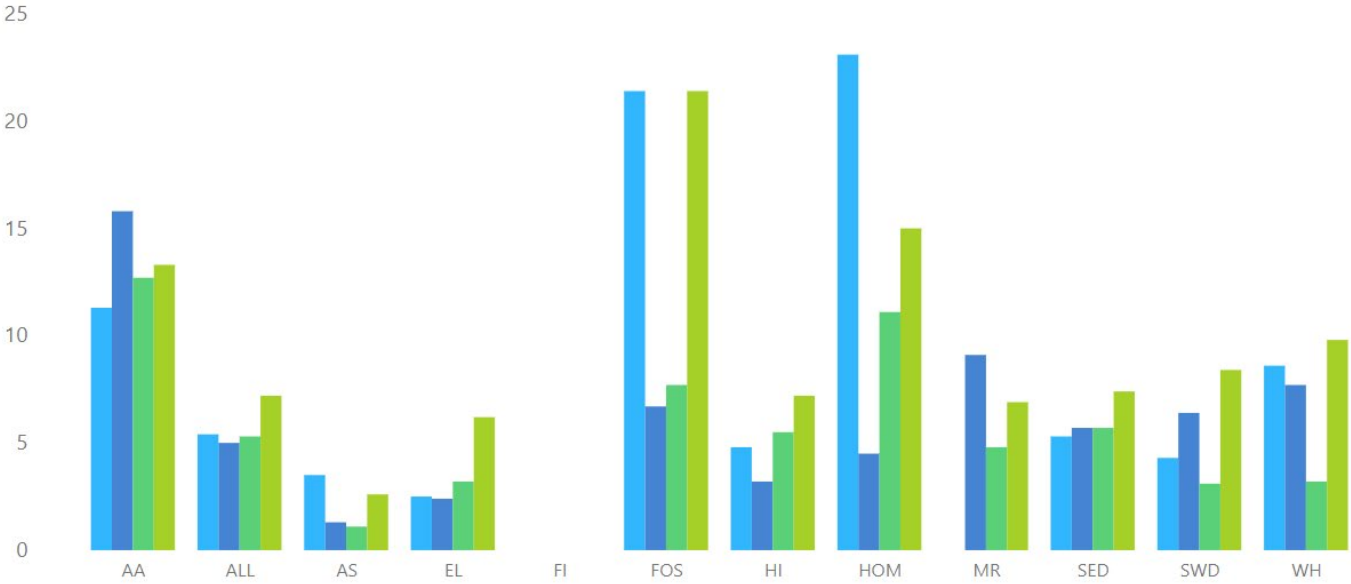
Expulsion

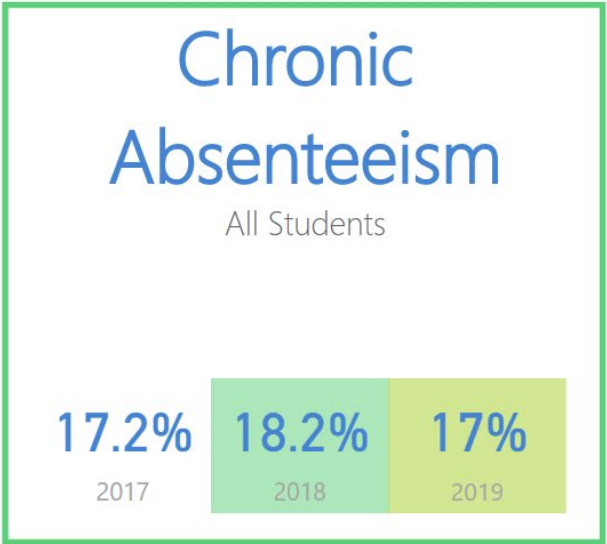
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



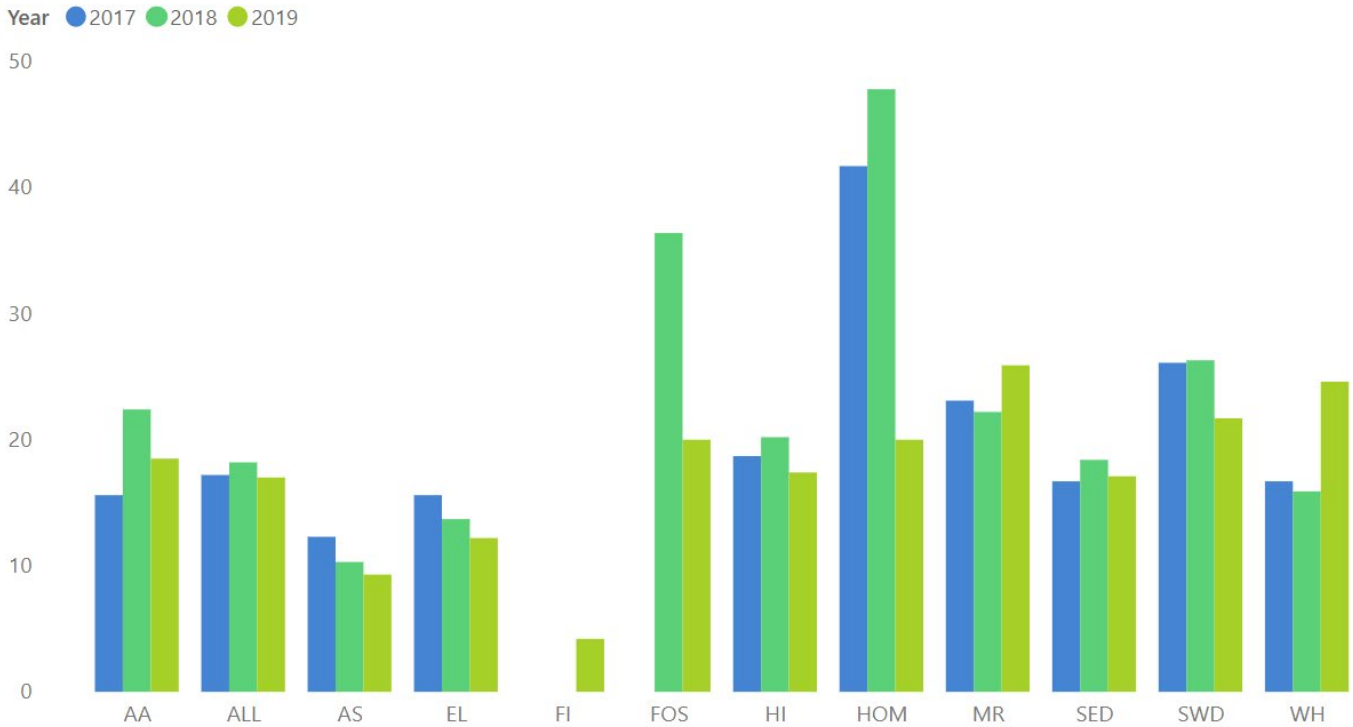
Suspension Rate: Student Group

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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Harrison's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Harrison's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$24,000 – 11700 – Teacher Substitutes: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

\$5,000 – 52150 – Conference: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

SPSA: Goal 1, Strategy 2:

Title I –

\$480 – 56590 – Maintenance Agreements: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

\$5,000 – 52150 – Conference: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

\$39,480 – 44000 – Equipment: Reallocated funds to purchase 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. Harrison will use the funds

School Plan for Student Achievement| SY 2020-2021

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Version 2 – Board Approval 02/09/2021

to purchase interactive projectors for classrooms. Student interaction, instruction, assessment data, and curriculum implementation. Data will be reviewed with stakeholders during Title I meetings, SSC, ELPIC, and other stakeholder meetings.

LCFF –

\$874 – 56590 – Maintenance Agreements: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

\$595 – 58450 – License Agreement: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

\$17,000 – 44000 – Equipment: Reallocated funds to purchase 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. Harrison will use the funds to purchase interactive projectors for classrooms. Student interaction, instruction, assessment data, and curriculum implementation. Data will be reviewed with stakeholders during Title I meetings, SSC, ELPIC, and other stakeholder meetings.

\$1,469 – 43110 – Instructional Materials/Supplies: Reallocated funds to purchase instructional materials/supplies: 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 reteaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments Instructional Materials/Supplies 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. Student interaction, instruction, assessment data, and curriculum implementation. Data will be reviewed with stakeholders during Title I meetings, SSC, ELPIC, and other stakeholder meetings.

SPSA: Goal 2, Strategy 1:

Title I –

\$2,000 – 52150 – Conference: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

\$3,000 – 58720 – Field Trips Non-District Transportation: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

LCFF –

\$17,000 – 58100 – Consultant Instructional: Under the current conditions of distance learning and Covid-19 safety regulation, the proposed resources have not been utilized on the scale that was originally anticipated or at all had we been able to provide in person instruction during the 20-21 school year.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Harrison is receiving additional monies in Parent Involvement (Cost Center: 50647). Harrison's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HARRISON	646	554	85.8%	\$ 151,192	\$ 3,365	\$ 154,557	\$ 3,014.00	\$ 351.00

Title I –

\$500 – 43400 – Parent Meeting: Reduced funds due to COVID-19 restrictions pertaining to social distancing policies limiting in-person parent meetings.

\$1,014 – XXXXX – Classified Additional Comp: Reduced funds due to COVID-19 restrictions pertaining to social distancing policies limiting in-person parent meetings.

\$500 – 43200 – Non-Instructional Materials: Reallocated funds to purchase hands-on materials supporting math, English and science skills taught to parents to support their student.

\$1,014 – 42000 – Books: Reallocated funds to purchase books to support parents.

Harrison Elementary School – Amendments

HARRISON #240

HARRISON #240

6/20/2020 jls

INITIAL BUDGET/DATE

2/9/2021

REVISED BUDGET/DATE

50647 - inc by \$351

TITLE I		TOTAL ALLOCATION		\$ 151,192	LCFF	TOTAL ALLOCATION		\$ 177,280	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,365							
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 151,192		TOTAL BUDGET DISTRIBUTED BELOW		\$ 177,280			TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,365							
		TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0			TO BE BUDGETED (Should be \$0.)		0							
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET			
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)		\$ 4,000			\$ 1,000														\$ 5,000
11700	Teacher Substitute (incl benefits)		\$ 6,000																	\$ 6,000
12151	Counselor																			\$ -
30000	Statutory Benefits																			
12500	Counselor-add Comp (incl benefits)																			
13201	Assistant Principal																			\$ -
30000	Statutory Benefits																			
19101	Program Specialist	0.400	\$ 42,749	0.600	\$ 64,124													1.000	\$ 106,874	
30000	Statutory Benefits		\$ 17,412		\$ 26,116															\$ 43,528
19500	Prog Spec-Add Comp (incl benefits)																			
19101	Instructional Coach																			\$ -
30000	Statutory Benefits																			\$ -
19500	Instr Coach-Add Comp (incl benefits)																			\$ -
21101	Instructional Asst/CAI																			\$ -
30000	Statutory Benefits																			\$ -
21500	Instr Asst/CAI -Add Comp (incl benefits)																			\$ -
21101	Bilingual Assistant																			\$ -
30000	Statutory Benefits																			\$ -
21500	Bi Asst-Add Comp (incl benefits)																			\$ -
22601	Library Media Assistant			0.438	\$ 14,333													0.438	\$ 14,333	
30000	Statutory Benefits				\$ 922															\$ 922
22500	Lib Med Asst-Add Comp (incl benefits)																			\$ -
22901	Community Assistant																			\$ -
30000	Statutory Benefits																			\$ -
22500	Comm Asst-Add Comp (incl benefits)																			\$ -
29101	Parent Liaison																			\$ -
30000	Statutory Benefits																			\$ -
	Classified addtl comp																	\$ -		\$ -
Sub Total - Personnel/Benefits			\$ 70,161		\$ 105,495		\$ 1,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 176,657
Books & Supplies																				
42000	Books																		\$ 1,514	\$ 1,514
43110	Instructional Materials		\$ 19,950		\$ 26,396															\$ 46,346
43200	Non-Instructional Materials		\$ 19,581		\$ 5,858													\$ 1,851		\$ 27,290
43400	Parent Meeting																	\$ -		\$ -
44000	Equipment		\$ 39,480		\$ 22,000															\$ 61,480
Sub Total - Books & Supplies			\$ 79,011		\$ 54,254		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,365	\$ 136,630
Services																				
57150	Duplicating				\$ 5,000															\$ 5,000
57250	Field Trip-District Trans																			\$ -
56590	Maintenance Agreement		\$ 1,020		\$ 5,126															\$ 6,146
52150	Conference		\$ -							\$ -										\$ -
58450	License Agreement				\$ 7,405															\$ 7,405
58720	Field Trip-Non-District Trans									\$ -										\$ -
58920	Pupil Fees																			\$ -
58100	Consultants-Instructional																			\$ -
58320	Consultants-Noninstructional																			\$ -
Sub Total - Services			\$ 1,020		\$ 17,531		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 18,551
GRAND TOTAL			\$ 150,192		\$ 177,280		\$ 1,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,365	

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

EOY 2020-21 Data:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students. ~~##-##~~% of Grade K-8 students will achieve iReady annual typical growth goals.

# Students Mid or Above Grade Level	121
% Students Mid or Above Grade Level	21%
# Students Early On Grade Level	92
% Students Early On Grade Level	16%
# Students One Grade Level Below	166
% Students One Grade Level Below	29%
# Students Two Grade Levels Below	78
% Students Two Grade Levels Below	14%
# Students Three or More Grade Levels Below	117
% Students Three or More Grade Levels Below	20%

EL:

EOY 2020-21 Data:

By EOY 2022, per ELPAC, increase the number of students who reclassify by 5 students.

Math:

EOY 2020-21 Data:

By EOY 2022, per iReady Diagnostic 3 Growth Report, the total number of students performing 2 or more grade levels below will decrease by 10 students. ~~##-##~~% of Grade K-3 students will achieve iReady annual typical growth goals.

# Students Mid or Above Grade Level	106
% Students Mid or Above Grade Level	18%
# Students Early On Grade Level	82
% Students Early On Grade Level	14%
# Students One Grade Level Below	197
% Students One Grade Level Below	34%
# Students Two Grade Levels Below	91
% Students Two Grade Levels Below	16%
# Students Three or More Grade Levels Below	99
% Students Three or More Grade Levels Below	17%

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

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. - (30 teachers' + 2 coaches + 1 Program Specialist) approx 5.3 hours per teacher 175 hours X \$60 rate of pay = \$10,512 total cost

Administration Additional Comp Pay Calculation (Object Code 11500) To be used to provide administration with professional learning opportunities and 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. - 2 administrators X 48 hours X \$80 rate of pay = \$7680 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 Agendas, action plan, classroom observations, coaching hours,

of teachers receiving coaching and the # of hours coaching.

2021-2022 Strategy Update

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 (2 @ .5 FTE Instructional Coaches – Centralized Service), 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.

- 33 teachers' X 6 hours X \$60 rate of pay = \$8,600 total cost

Administrator Additional Comp Pay Calculation (Object Code 13201)

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.

- 2 administrator's X 15 hours X \$80 rate of pay = \$2,400 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 – \$60,161 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 – \$90,240 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,

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
101,161	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

Harrison Elementary School – Amendments

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
102,163	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
	2000 Series	Classified Additional Comp (including benefits)
	4000 Series	Books & Supplies
	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 - \$27,723 – Title I, \$30,702 – 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 - \$10,000 – Title I,

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 Title I \$5000 LCFF

Equipment repair- \$5,000 Title I,

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, \$5000 Title I

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 LCFF

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 title I, \$5000 LCFF:

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 LCFF and Additional Comp Library Media Assistant: \$1,000 LCFF

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
42,723	4000 Series	Books & Supplies
16,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
16,255	2000 Series	Classified Personnel Costs (including benefits)
35,702	4000 Series	Books & Supplies
19,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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:

2 teachers X 3 hours X 12 weeks X \$60 rate of pay = \$4000 total cost

Progress Monitoring:

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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
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0	2000 Series	Classified Personnel Costs (including benefits)
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0	4000 Series	Books & Supplies
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\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not Applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 2022, Harrison will decrease suspension rate for all student by .3% to 6.9%.

By June 2022, Harrison will decrease behavioral referrals targeting defiance and disruption for all student by 50%.

By June 2022, maintain the expulsion rate for all students at 0%.

By June 2022, Harrison will decrease suspension rate for English Learners by 0.3% from 6.2% to 5.9%

By June 2022, Harrison will decrease suspension rate for African American by 0.3% from 13.3% to 13%

By June 2022, Harrison will decrease suspension rate for Asian by 0.3% from 2.6% to 2.3%

By June 2022, Harrison will decrease suspension rate for Hispanic by 0.3% from 7.2% to 6.9%

By June 2022, Harrison will decrease suspension rate for Socioeconomically Disadvantaged by 0.3% from 7.4% to 7.1%

By June 2022, Harrison will decrease suspension rate for Students with Disabilities by 0.3% from 8.4% to 8.1%

By June 2022, 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 2022, Harrison will decrease our chronic absenteeism rate for all students by 0.5%.

By June 2022, Harrison will decrease our chronic absenteeism rate for English Learners by 0.5% from 12.2% to 11.7%.

By June 2022, Harrison will decrease our chronic absenteeism rate for African American by 0.5% from 18.5% to 18%.

By June 2022, Harrison will decrease our chronic absenteeism rate for Asian by 0.5% from 9.3% to 8.8%.

By June 2022, Harrison will decrease our chronic absenteeism rate for Hispanic by 0.5% from 17.4% to 16.9%.

By June 2022, Harrison will decrease our chronic absenteeism rate for Socioeconomically Disadvantaged by 0.5% from 21.7% to 21.2%.

By June 2022, Harrison will decrease our chronic absenteeism rate for Students with Disabilities by 0.5% from 21.7% to 21.2%.

By June 2022, Harrison will decrease our chronic absenteeism rate for White by .5% from 24.6% to 21.1%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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: \$5000 Title 1

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

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

During the 2021-22 school year Harrison will demonstrate by May of 2022-

Harrison will increase the meaningful partnerships during the 2021-22 school year by 25%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

Parent Meeting - \$793: 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 - \$500: 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 - \$1,943: 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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,236	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

HARRISON #240

TITLE I		TOTAL ALLOCATION		\$ 174,384		LCFF		TOTAL ALLOCATION		\$ 177,280		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,249	
TOTAL BUDGET DISTRIBUTED BELOW		\$ 174,384				TOTAL BUDGET DISTRIBUTED BELOW		\$ 177,280				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,249			
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS		
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)		\$ 14,512				\$ 1,000										\$ 15,512
11700	Teacher Substitute (incl benefits)		\$ 6,000														\$ 6,000
12151	Counselor																\$ -
30000	Statutory Benefits																\$ -
12500	Counselor-add Comp (incl benefits)																\$ -
13201	Assistant Principal /principal add-comp		\$ 7,680														\$ 7,680
30000	Statutory Benefits																\$ -
19101	Program Specialist	0.400	\$ 42,749	0.600	\$ 64,124											1.000	\$ 106,873
30000	Statutory Benefits		\$ 17,412		\$ 26,116												\$ 43,528
19500	Prog Spec-Add Comp (incl benefits)																\$ -
19101	Instructional Coach																\$ -
30000	Statutory Benefits																\$ -
19500	Instr Coach-Add Comp (incl benefits)																\$ -
21101	Instructional Asst/CAI																\$ -
30000	Statutory Benefits																\$ -
21500	Instr Asst/CAI-Add Comp (incl benefits)																\$ -
21101	Bilingual Assistant																\$ -
30000	Statutory Benefits																\$ -
21500	BI Asst-Add Comp (incl benefits)																\$ -
22601	Library Media Assistant			0.438	\$ 14,333											0.438	\$ 14,333
30000	Statutory Benefits				\$ 922												\$ 922
22500	Lib Med Asst-Add Comp (incl benefits)																\$ -
22901	Community Assistant																\$ -
30000	Statutory Benefits																\$ -
22500	Comm Asst-Add Comp (incl benefits)																\$ -
29101	Parent Liaison																\$ -
30000	Statutory Benefits																\$ -
	Classified addtl comp															\$ -	\$ -
Sub Total - Personnel/Benefits			\$ 88,353		\$ 105,495		\$ 1,000		\$ -		\$ -		\$ -		\$ -		\$ 194,848
Books & Supplies																	
42000	Books															\$ 1,514	\$ 1,514
43110	Instructional Materials		\$ 19,950		\$ 26,396												\$ 46,346
43200	Non-Instructional Materials		\$ 19,581		\$ 5,858											\$ 1,735	\$ 27,174
43400	Parent Meeting															\$ -	\$ -
44000	Equipment		\$ 39,480		\$ 22,000												\$ 61,480
Sub Total - Books & Supplies			\$ 79,011		\$ 54,254		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 3,249	\$ 136,514
Services																	
57150	Duplicating				\$ 5,000												\$ 5,000
57250	Field Trip-District Trans																\$ -
56590	Maintenance Agreement		\$ 1,020		\$ 5,126												\$ 6,146
52150	Conference		\$ 5,000							\$ -							\$ 5,000
58450	License Agreement				\$ 7,405												\$ 7,405
58720	Field Trip-Non-District Trans									\$ -							\$ -
58920	Pupil Fees																\$ -
58100	Consultants-Instructional																\$ -
58320	Consultants-Noninstructional											\$ -					\$ -
Sub Total - Services			\$ 6,020		\$ 17,531		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ 23,551
GRAND TOTAL			\$ 173,384		\$ 177,280		\$ 1,000		\$ -		\$ -		\$ -		\$ -	\$ 3,249	354,913

2021-2022 Budget Spreadsheet

2021-2022 BUDGET HARRISON - 240 - H2 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 174,384		LCFF		TOTAL ALLOCATION				\$ 173,120		TITLE I - PARENT - 50647				TOTAL ALLOCATION				\$ 3,249	
TOTAL BUDGET DISTRIBUTED BELOW		TOTAL BUDGET DISTRIBUTED BELOW				\$ 174,384		TOTAL BUDGET DISTRIBUTED BELOW		TOTAL BUDGET DISTRIBUTED BELOW				\$ 173,120		TOTAL BUDGET DISTRIBUTED BELOW				TOTAL BUDGET DISTRIBUTED BELOW				\$ 3,249	
TO BE BUDGETED (Should be \$0.)		TO BE BUDGETED (Should be \$0.)				0		TO BE BUDGETED (Should be \$0.)		TO BE BUDGETED (Should be \$0.)				0		TO BE BUDGETED (Should be \$0.)				TO BE BUDGETED (Should be \$0.)				0	
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET				
Personnel Cost-Including Benefits																									
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 8,600	0.000	\$ 4,000	0.000	\$ 4,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 16,600				
11700	Teacher Substitute (incl benefits)	0.000	\$ 30,000	0.000	\$ 7,923	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 37,923				
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
13201	Assistant Principal (incl benefits)			0.000				0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
13201	Assistant Principal-add Comp (incl benefits)		\$ 2,400	0.000				0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 2,400				
19101	Program Specialist (incl benefits)	0.400	\$ 60,161	0.800	\$ 90,240	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 150,401				
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21101	Instructional Asst/CAJ (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21500	Inst Asst/CAJ -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21101	Bilingual Assistant (incl benefits)			0.000				0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21500	BIl Asst-Add Comp (incl benefits)			0.000				0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
22601	Library Media Assistant (incl benefits)			0.000	\$ 15,255			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 15,255				
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
Sub Total - Personnel/Benefits			\$ 101,161		\$ 117,418		\$ 4,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 222,579				
Books & Supplies																									
43110	Books/Supplies/Materials (less than \$500 per item)		\$ 37,723		\$ 31,702														\$ 806		\$ 70,231				
43400	Parent Meeting																		\$ 1,943		\$ 1,943				
44000	Equipment (\$500 - \$4999.99 per item)		\$ 10,000		\$ 5,000														\$ 500		\$ 15,500				
Sub Total - Books & Supplies			\$ 47,723		\$ 36,702		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,249		\$ 87,674				
Services																									
57150	Duplicating		\$ 5,000		\$ 5,000																\$ 10,000				
57250	Field Trip-District/Non-District Trans																				\$ -				
56590	Maintenance Agreement		\$ 1,500		\$ 6,000																\$ 7,500				
52150	Conference		\$ 15,000																		\$ 15,000				
58450	License Agreement				\$ 8,000																\$ 8,000				
58920	Pupil Fees																				\$ -				
58100	Consultants-Instructional/Non-Instructional																				\$ -				
Sub Total - Services			\$ 21,500		\$ 19,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 40,500				
GRAND TOTAL			\$ 170,384		\$ 173,120		\$ 4,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,249		\$ 350,753				
Assumptions:																									
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.																									
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.																									
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																									
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.																									
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.																									

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

FUND		INCREASE	DECREASE										
RETAIN	ELIMINATE	CHANGE	FTE	FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT		
LOCATION: H2		HARRISON K-8											
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27202422	PROGRAM SPEC	0090	12303021H2	19101	0.6000	0.6000		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27202422	PROGRAM SPEC	3010	15064321H2	19101	0.4000	0.4000		
TOTALS FOR ORG/OBJ CODE:										1.0000			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64163838	LIBRARY MEDIA ASSISTANT	0090	12303024H2	22601	0.4375	1.0000		
TOTALS FOR ORG/OBJ CODE:										0.4375			
TOTALS, THIS LOCATION: 240										1.4375			

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NOTE: For all NEW, ELIMINATIONS, FUNDING and/or FTE changes, PLEASE ATTACH THE PA's ANY and ALL ACTIONS must be developed, reviewed and approved by SCC.

Site Administrator's Approval:



DATE: 2/9/20

2020-2021 SPSA Evaluation

<u>LCAP/SPSA Goal 1 – Student Achievement</u>	<u>2018-2019</u>	<u>Identified Need</u>	<u>Material Changes</u>	<u>Annual Review – Goal</u>
<p>School Goal for ELA/ELD: (Must be a SMART Goal)</p> <p>ELA SMART Goal:</p> <p>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.</p> <p>By June 2021, decrease the distance from standard for English Learners by 3 points from 69.8 to 66.8 points.</p> <p>By June 2021, decrease the distance from standard for African American by 3 points from 47.5 to 44.5 points.</p> <p>By June 2021, decrease the distance from standard for Asian by 3 points from 28.8 to 25.8 points.</p> <p>By June 2021, decrease the distance from standard for Hispanic by 3 points from 55.3 to 52.3 points.</p> <p>By June 2021, decrease the distance from standard for Socioeconomically Disadvantaged by 3 points from 55.6 to 52.6 points.</p> <p>By June 2021, decrease the distance from standard for Students with Disabilities by 3 points from 69.9 to 66.9 points.</p> <p>By June 2021, decrease the distance from standard for White by 3 points from 69.9 to 66.9 points.</p> <p>EL SMART Goal:</p> <p>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%.</p>	<p><u>Total Enrollment 624</u></p> <p><u>ELA:</u></p> <p>Yellow indicator</p> <p>50.4 points below standard</p> <p>Increased 12.4 Points</p> <p>Number of Students: 389</p> <p><u>I-Ready Final Diagnostic</u></p> <ul style="list-style-type: none"> • Tier 3 - 39% • Tier 2 - 28% • Tier 1 - 33% <p><u>Math</u></p> <p>Yellow indicator</p> <p>73.3 points below standard</p> <p>Increased 4.8 Points</p> <p>Number of Students: 390</p> <p><u>I-Ready Final Diagnostic</u></p> <ul style="list-style-type: none"> • Tier 3 - 25% • Tier 2 - 37% • Tier 1 - 38% <p><u>2019-2020</u></p> <p><u>Total Enrollment 644</u></p> <p><u>ELA: - No SBAC Scores</u></p> <p>I-Ready ELA –</p> <p>On grade level</p> <ul style="list-style-type: none"> • Fall – 15.6% • Winter – 17.7% <p><u>I-Ready Final Diagnostic</u></p> <ul style="list-style-type: none"> • Tier 3 - 35% • Tier 2 - 36% • Tier 1 - 28% <p><u>Math:</u></p>	<p>Teachers/Staff-</p> <ul style="list-style-type: none"> - 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. <p>Curriculum-</p> <ul style="list-style-type: none"> - Units of study was the adopted curriculum until the 2019-20 school year. In the 2019-20 school year there was a new 	<p>2018-2019 (Year 2):</p> <p>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.</p> <p>2019-2020 (Year 3):</p> <p>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.</p> <p>2020-2021:</p>	<p><u>1</u></p> <p>2018-2019 (Year 2):</p> <p>Implementation</p> <p>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.</p> <p>Supplemental materials, resources, and technology to</p>

<p>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.</p> <p>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 %</p> <p>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.</p> <p>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.</p>	<p>I-Ready Math – On grade level</p> <ul style="list-style-type: none"> Fall – 8.9% Winter – 12.4% <p><u>I-Ready Final Diagnostic</u></p> <ul style="list-style-type: none"> Tier 3 - 28% Tier 2 - 45% Tier 1 - 26% <p><u>2020-2021</u> <u>Total Enrollment 629</u> <u>ELA: - I-Ready</u></p> <p>Fall</p> <ul style="list-style-type: none"> On Track 35% 2+ below 43% No Growth 33% Tier 3 - 42% Tier 2 - 37% Tier 1 - 21% <p>Winter</p> <ul style="list-style-type: none"> On Track 36% 2+ below 35% No Growth 22% Tier 3 - 33% Tier 2 - 32% Tier 1 - 35% <p><u>Math – I-Ready</u></p> <p>Fall</p> <ul style="list-style-type: none"> On Track 27% 2+ below 39% No Growth 34% Tier 3 - 38% Tier 2 - 50% Tier 1 - 12% <p>Winter</p>	<p>curriculum adoption in ELA and Math. Teachers need more time to plan and become more familiar with the new curriculum.</p> <p>- 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.</p> <p>Professional development-</p> <p>- 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</p>		<p>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.</p> <p>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.</p> <p>Advancement Via Individual Determination (AVID) Harrison School will implement AVID schoolwide with</p>
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<p>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.</p>	<ul style="list-style-type: none"> • On Track 31% • 2+ below 29% • No Growth 21% • Tier 3 - 27% • Tier 2 - 43% • Tier 1 - 30% 	<p>curriculum and statewide assessments (SBAC/ELPAC).</p> <ul style="list-style-type: none"> - 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 		<p>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.</p>
<p><u>Strategy/Activity 1</u> 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.</p> <p>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)</p>				<p>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.</p>

<p>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.</p> <p>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</p>				<p>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.</p> <p>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,</p>
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<p>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.</p> <p>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</p>				<p>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.</p> <p>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.</p> <p>Project Lead the Way (PLTW): Harrison School has a school wide focus on PLTW.</p>
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<p>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.</p> <p>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.</p>				<p>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.</p>
<p><u>Strategy/Activity 2</u> 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</p>				<p>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.</p> <p>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</p>

<p>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.</p> <p>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</p> <p>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</p>				<p>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.</p> <p>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.</p> <p>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</p>
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<p>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.</p> <p>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.</p> <p>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.</p> <p>Equipment - \$5,000:</p>				<p>the licensing fee for the I-Ready ELA. Several Conferences were not attended due to the Covid19.</p>
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<p>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.</p> <p>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</p> <p>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</p>				
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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

<p>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.</p> <p>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.</p>				
<p><u>Strategy/Activity 3</u> 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</p> <p>Progress Monitoring: Agendas, action plan, classroom observations, student performance data, pre/post assessments</p>				
<p><u>Strategy/Activity 4</u> 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</p>				

<p>*attend the district's one-week Summer Bridge program.</p> <p>Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</p>				
<p><u>Goal 2 – School Climate</u> 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%.</p> <p>By June 2021, Harrison will decrease behavioral referrals targeting defiance and disruption for all student by 50%.</p> <p>By June 2021, maintain the expulsion rate for all students at 0%.</p> <p>By June 2021, Harrison will decrease suspension rate for English Learners by 0.3% from 6.2% to 5.9%</p> <p>By June 2021, Harrison will decrease suspension rate for African American by 0.3% from 13.3% to 13%</p> <p>By June 2021, Harrison will decrease suspension rate for Asian by 0.3% from 2.6% to 2.3%</p> <p>By June 2021, Harrison will decrease suspension rate for Hispanic by 0.3% from 7.2% to 6.9%</p> <p>By June 2021, Harrison will decrease suspension rate for Socioeconomically Disadvantaged by 0.3% from 7.4% to 7.1%</p> <p>By June 2021, Harrison will decrease suspension rate for Students with Disabilities by 0.3% from 8.4% to 8.1%</p> <p>By June 2021, Harrison will decrease suspension rate for White by 0.3% from 9.8% to 9.5%.</p>	<p>Suspension 2018-2019 Red indicator - 7.2% suspended at least once Increased 1.9% Number of Students: 765</p> <p>2019-2020 15 unduplicated Count Suspensions</p> <p>2020-21 0 Suspensions</p> <p>Chronic Absenteeism 2018-2019 Yellow indicator 17% chronically absent Declined 1.3% Number of Students: 719</p> <p>2019-2020 17.7%</p> <p>2020-21</p>	<p>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%.</p> <p>Attendance/Chronic Truancy –</p> <p>Harrison's chronic absenteeism for 2018-19 was a yellow indicator at a rate of 17% it declined 1.3%</p>	<p><u>Material Changes</u> 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.</p>	<p><u>Annual Review – Goal 2</u> 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</p>

<p>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for all students by 0.5%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for English Learners by 0.5% from 12.2% to 11.7%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for African American by 0.5% from 18.5% to 18%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for Asian by 0.5% from 9.3% to 8.8%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for Hispanic by 0.5% from 17.4% to 16.9%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for Socioeconomically Disadvantaged by 0.5% from 21.7% to 21.2%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for Students with Disabilities by 0.5% from 21.7% to 21.2%.</p> <p>By June 2021, Harrison will decrease our chronic absenteeism rate for White by .5% from 24.6% to 21.1%.</p>				<p>as PBIS, PLUS program, CARE team and counseling.</p> <p>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.</p>
<p><u>Strategy/Activity 1</u></p> <p>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.</p>				<p>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.</p> <p>Effectiveness 1.5 counselors were here to provide students with social</p>

<p>Conferences/Trainings/Workshops: \$2000 PBIS Conference 2020-21 School year with the PBIS team (administration, program specialist, counselors, and teachers)</p> <p>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.</p> <p>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.</p> <p>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</p>				<p>and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, CARE team and counseling.</p> <p>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.</p>
<p>Goal 3 – Meaningful Partnerships School Goal for Meaningful Partnerships: (Must be a SMART Goal)</p>		<p>Identified Need Meaningful Partnerships:</p>	<p>Material Changes 2018-2019 (Year 2):</p>	<p>Annual Review – Goal 3 2018-2019 (Year 2): Implementation</p>

<p>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%.</p>		<p>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.</p>	<p>Harrison did not make any changes in the 2018-19 school year.</p>	<p>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, after school academic focused activities, etc.</p>
<p><u>Strategy/Activity 1</u> 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.</p> <p>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</p> <p>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.</p> <p>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</p>			<p>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.</p>	<p>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.</p> <p>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.</p> <p>2019-2020 (Year 3): Implementation</p>

<p>and provide a positive environment that is conducive to learning.</p> <p>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.</p> <p># of meetings coordinated # of parents attending # of parents attending parent/teacher conference</p>				<p>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.</p> <p>Effectiveness The parents took on the role to plan the professional development and meetings. Along with the materials and supplies needed for parent meetings and learning.</p>
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Comprehensive School Profile Data:

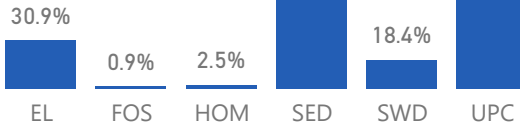
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



635

Enrollment



December

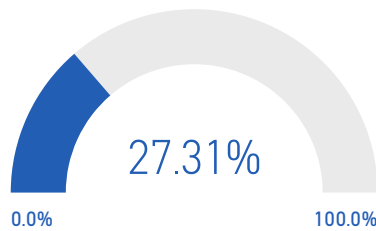


CWA

10

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

97%

ELA: K-11

On-Track

36%

Percent



Participation

97%

Math: K-8

On-Track

31%

Percent



Participation

(Blank)

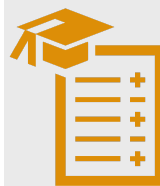
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

86%

Percent GL Tested

ELPAC IA

25

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

2495

Total Test Count

Ready Class

3963

Total Test Count

Saavas

460

Total Test Count



Plus Survey

School Climate

16.5%

83.5%

At my school, there is a teacher or other adult who really cares about me.

31.4%

68.6%

I feel like I am part of this school.



Enrollment

school search

Harrison Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

21

Dec-Jan change

01-Aug

623

Enrollment

06-Jan

637

Enrollment

02-Sep

627

Enrollment

03-Oct

626

Enrollment

04-Nov

633

Enrollment

05-Dec

635

Enrollment

SUSD RA v1.1

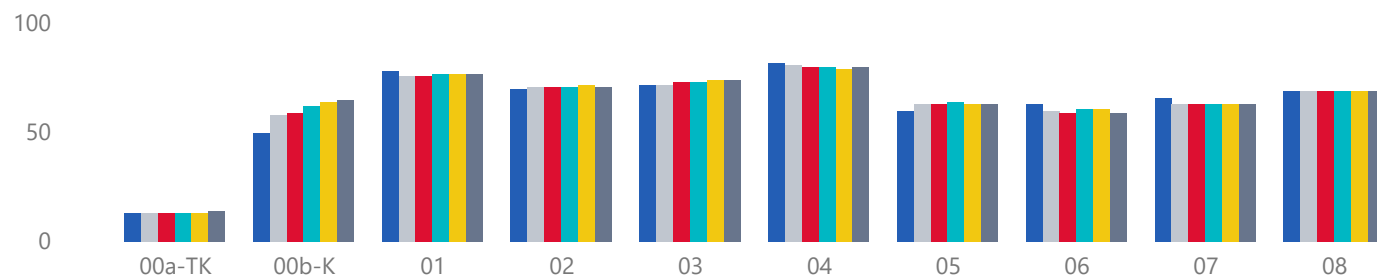
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

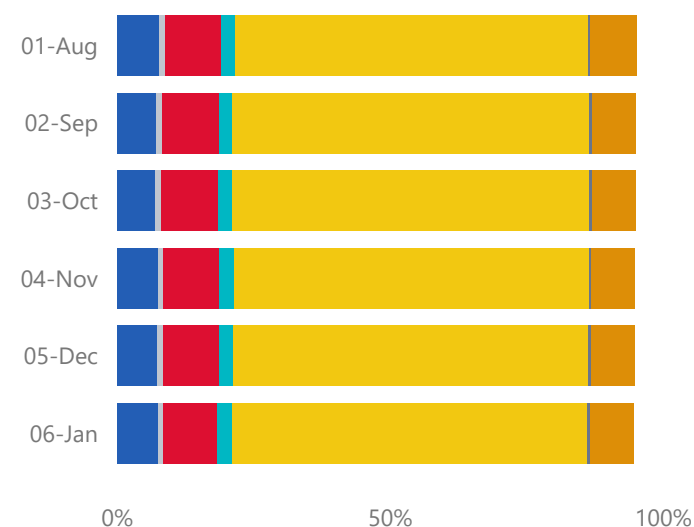
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



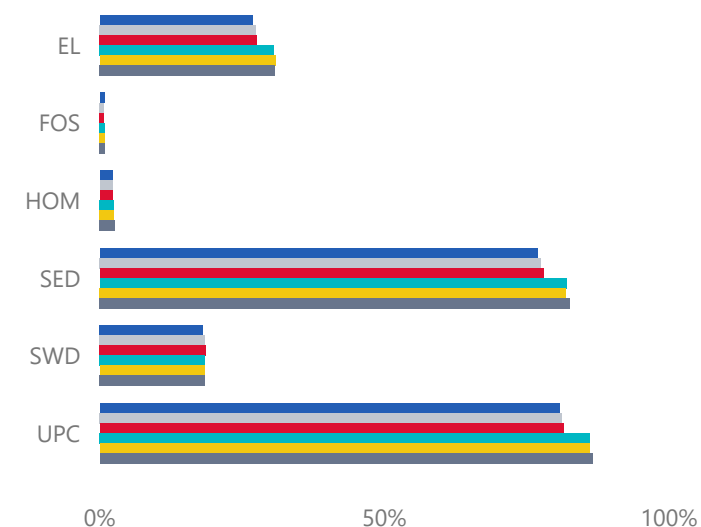
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Harrison Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0

Nov - Dec change

01-Aug

16.19%

Rate

01-Aug

101

Count

02-Sep

26.19%

Rate

02-Sep

165

Count

03-Oct

28.59%

Rate

03-Oct

183

Count

04-Nov

27.22%

Rate

04-Nov

175

Count

05-Dec

27.31%

Rate

05-Dec

177

Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

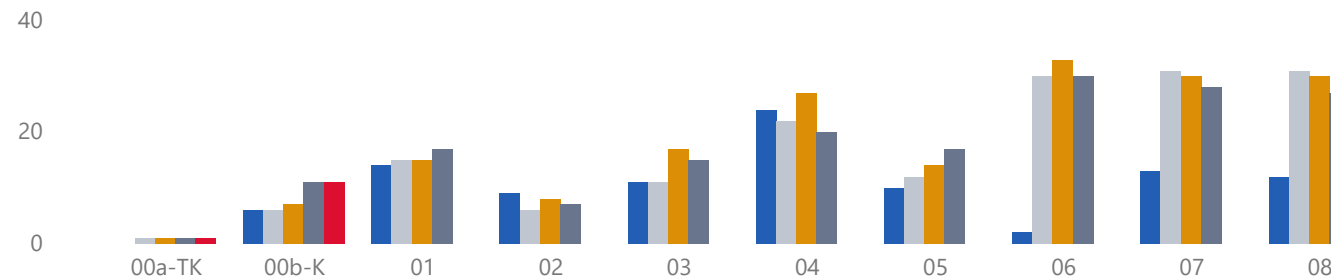
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

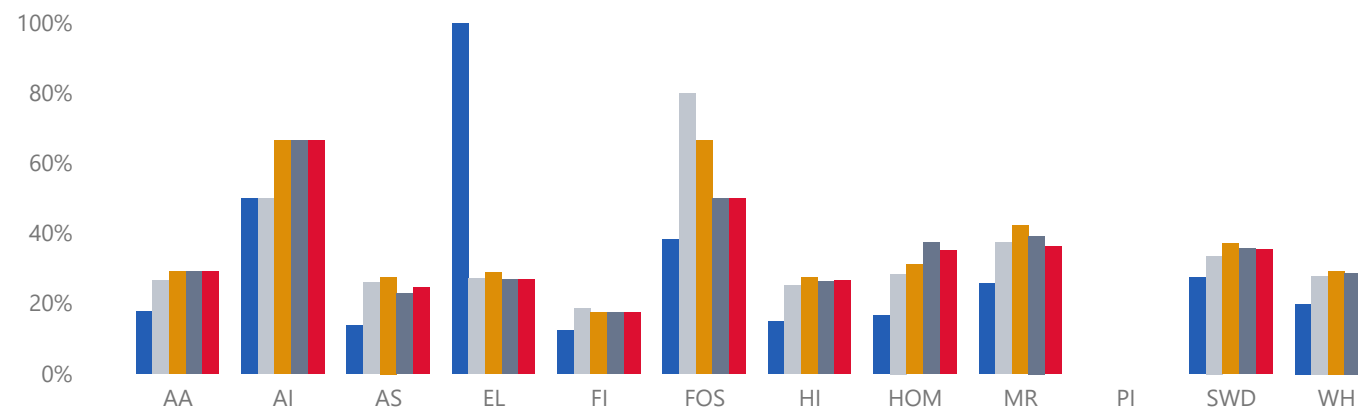
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



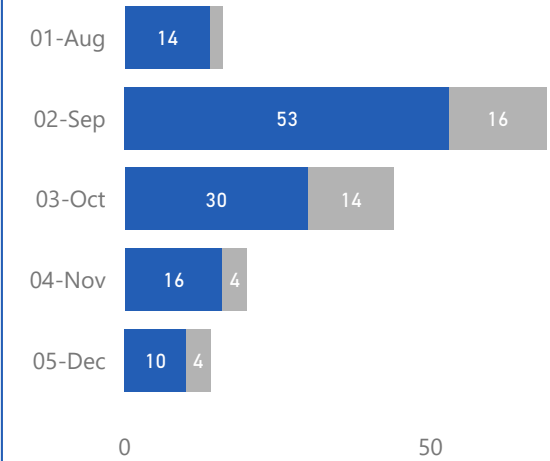
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

95%

Fall

97%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8):

iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

35%

Fall

36%

Winter

Spring

2+ Below

43%

Fall

35%

Winter

Spring

No Gro...

33%

All

22%

Winter

Spring

iReady Percent On-Track

Student Group	Diagnostic	01-Fall	02-Winter
00	59%	62%	
01	29%	19%	
02	27%	28%	
03	42%	43%	
04	30%	29%	
05	30%	26%	
06	24%	20%	
07	31%	40%	
08	50%	59%	
AA	39%	38%	
AI			
ALL	35%	36%	
AS	28%	38%	
EL			
FI	67%	69%	
HI	35%	34%	
MR	32%	32%	
PI	33%	33%	
SBAC	34%	36%	
SED	32%	34%	
SWD	26%	22%	
WH	38%	39%	

iReady Percent Two or More Years Below Grade Level

Student Group	Diagnostic	01-Fall	02-Winter
01	17%		
02	36%	25%	
03	33%	35%	
04	46%	30%	
05	70%	72%	
06	74%	64%	
07	67%	53%	
08	50%	41%	
AA	39%	38%	
AI		25%	
ALL	43%	35%	
AS	47%	32%	
EL	63%	53%	
FI	20%		
HI	44%	38%	
MR	36%	29%	
PI			
SBAC	55%	48%	
SED	43%	36%	
SWD	48%	51%	
WH	45%	27%	

iReady Percent No Growth (since Winter 2019)

Student Group	Diagnostic	01-Fall	02-Winter
01			
02			
03	31%		
04	37%	19%	
05	51%	39%	
06	51%	52%	
07	57%	27%	
08	30%	25%	
AA	22%		
AI		67%	
ALL	33%	22%	
AS	43%		
EL	37%	25%	
FI	18%		
HI	35%	27%	
MR	24%		
PI			
SBAC	42%	28%	
SED	33%	21%	
SWD	26%	25%	
WH	26%	18%	

F-W Growth

56%

All

F-S Growth

iReady F-W Typical Growth

Student Group	F-W Typical Growth
00	69%
01	56%
02	44%
03	61%
04	59%
05	54%
06	50%
07	57%
08	60%
AA	52%
AI	50%
ALL	56%
AS	73%
EL	53%
FI	69%
HI	53%
MR	60%
PI	67%
SBAC	57%
SED	56%
SWD	48%
WH	54%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

3963

Total Test Count

Saavas

460

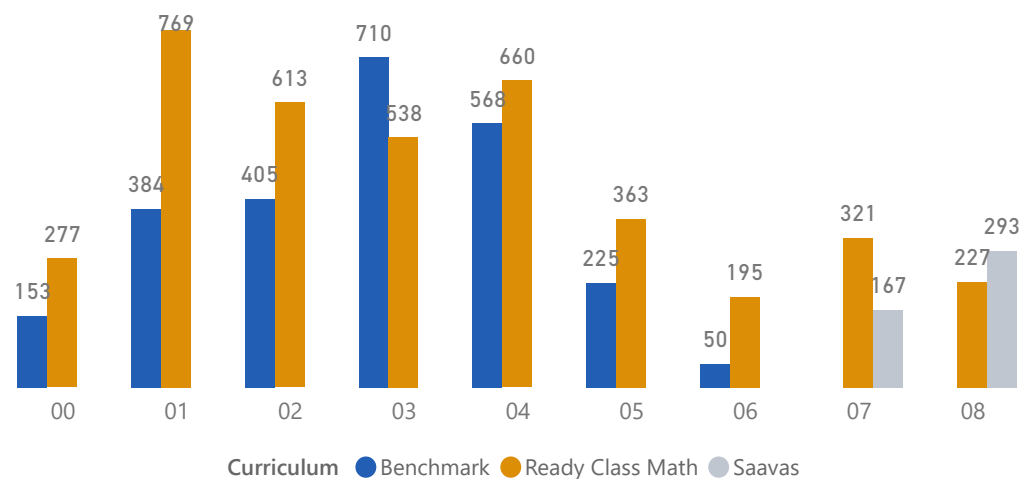
Total Test Count

Benchmark

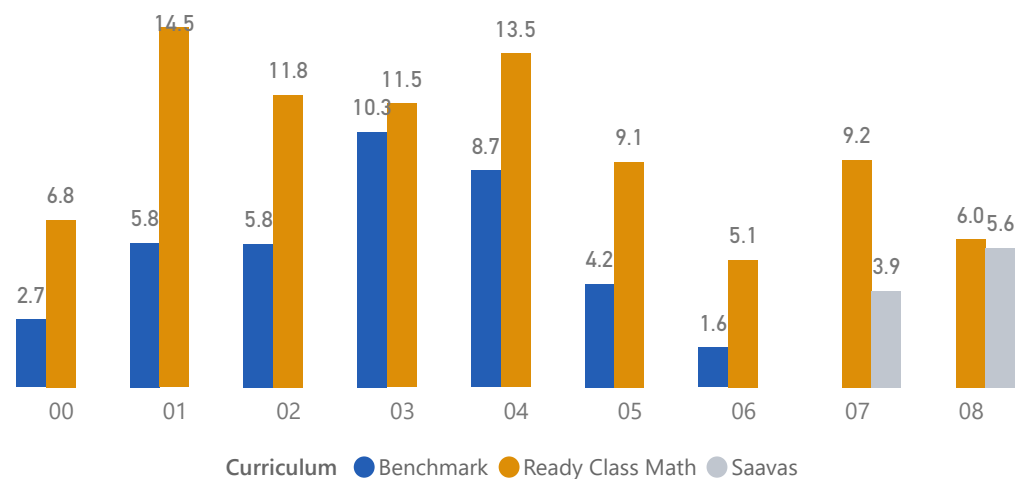
2495

Total Test Count

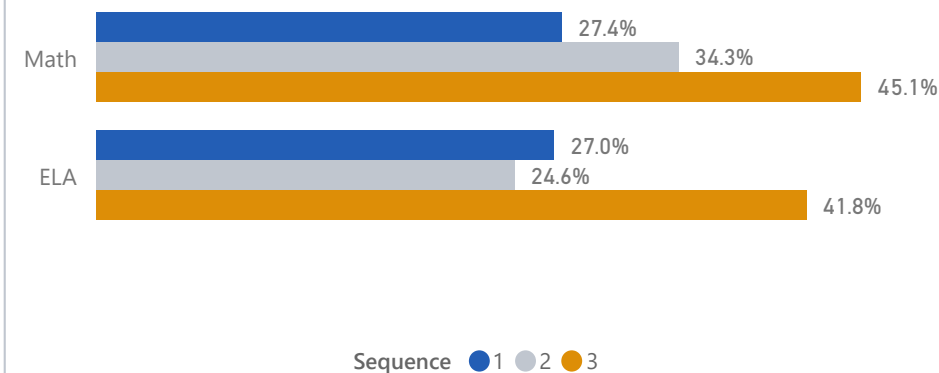
Curriculum: Test Count



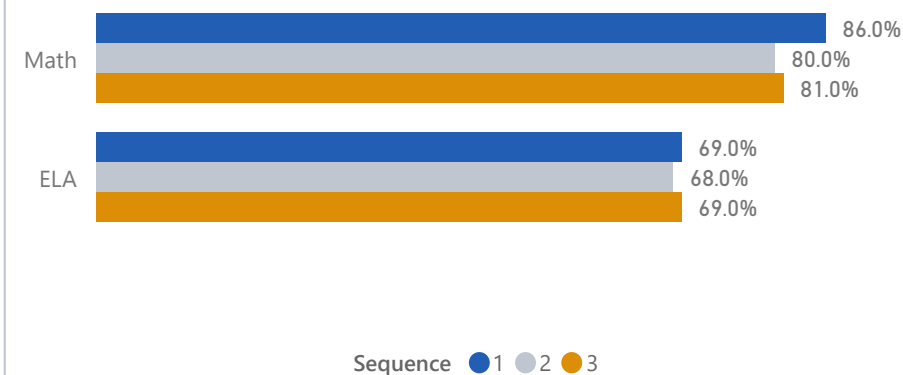
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

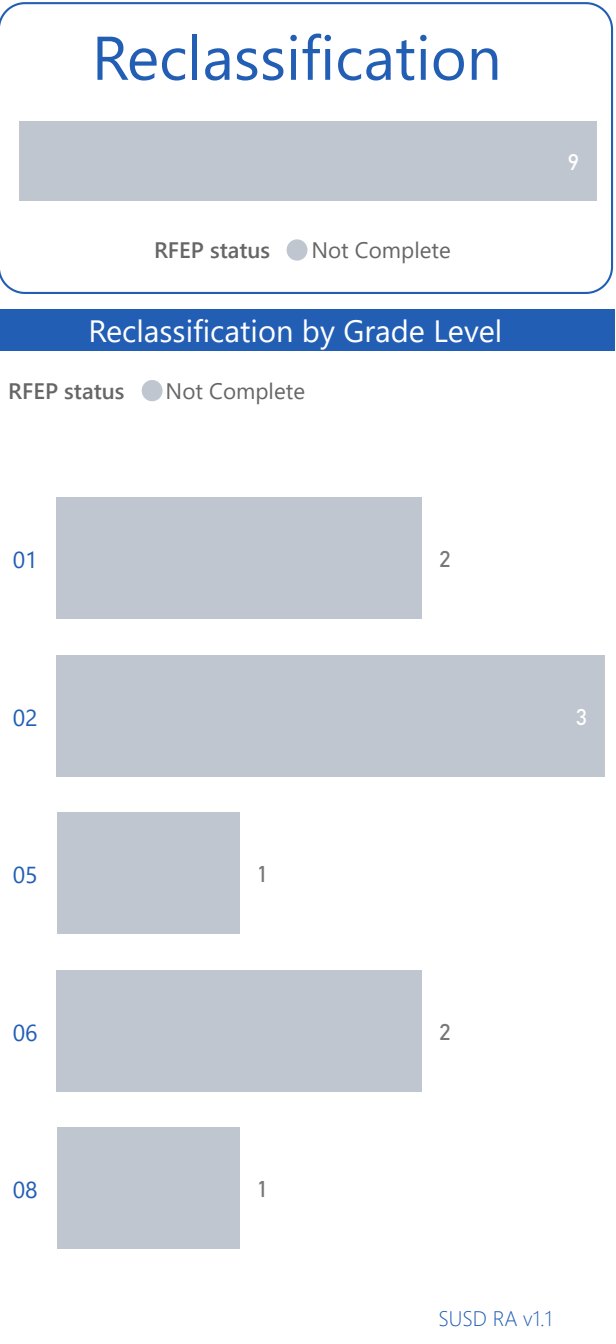
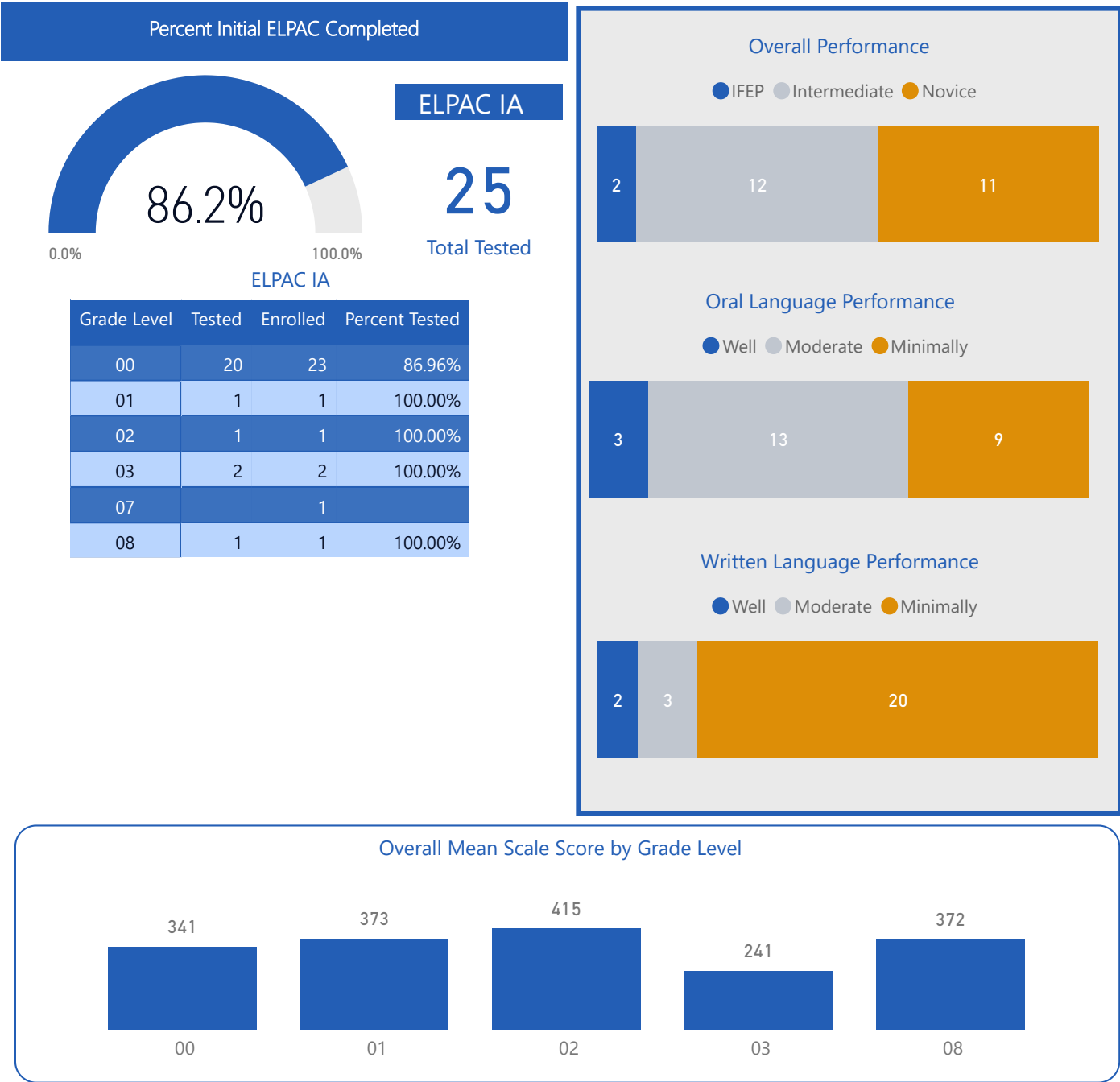
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

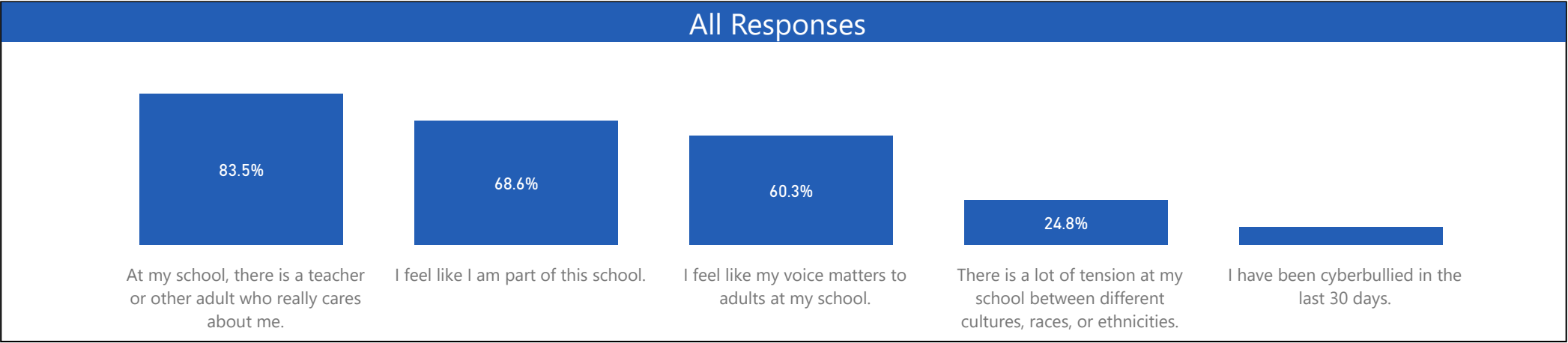


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

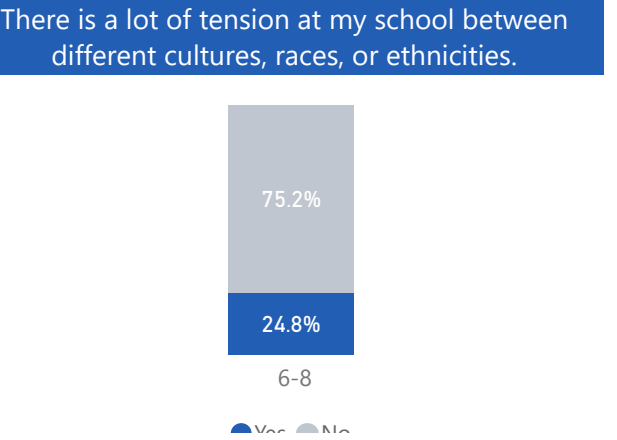
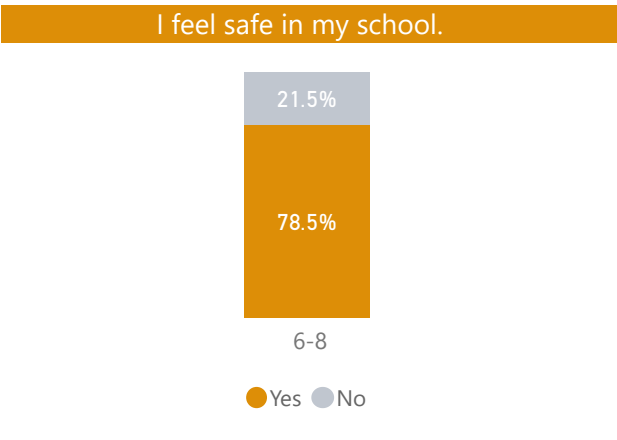
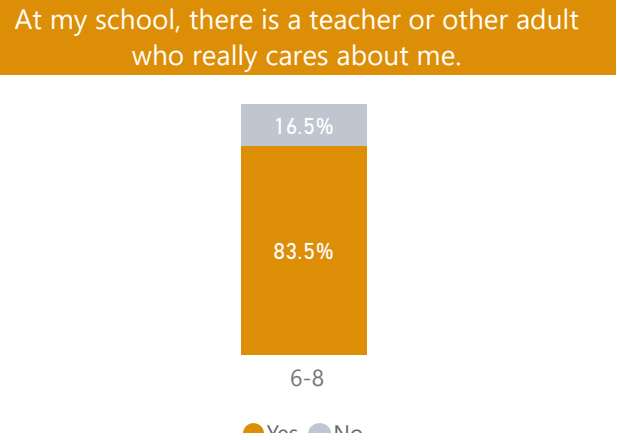
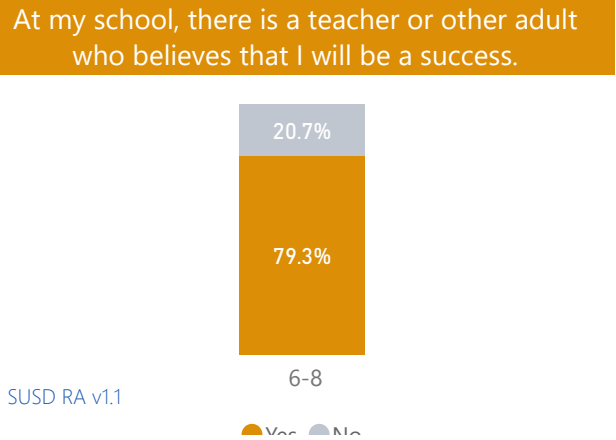
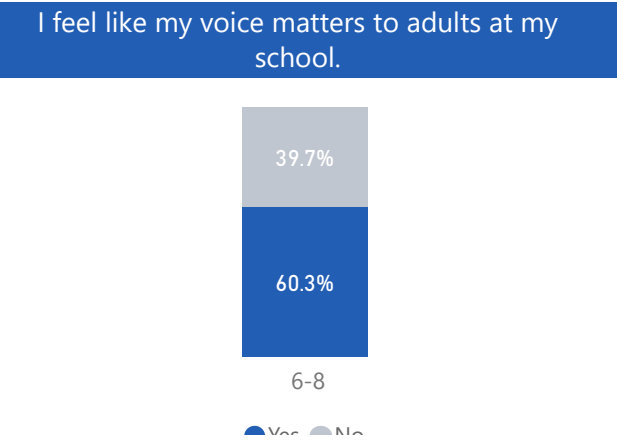
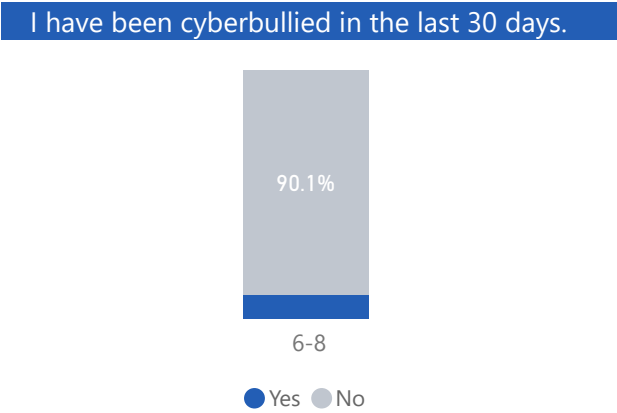
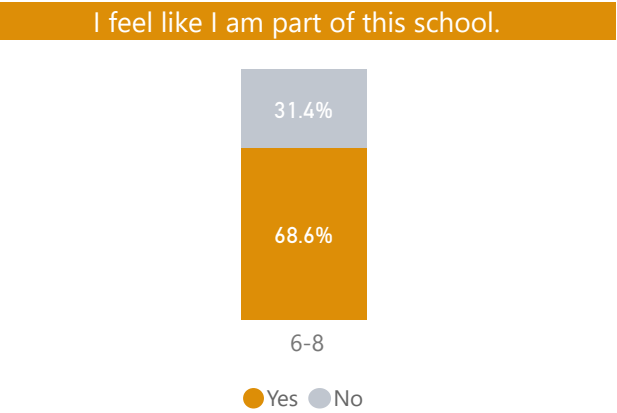
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	121	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: **Updated: January 2021**

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

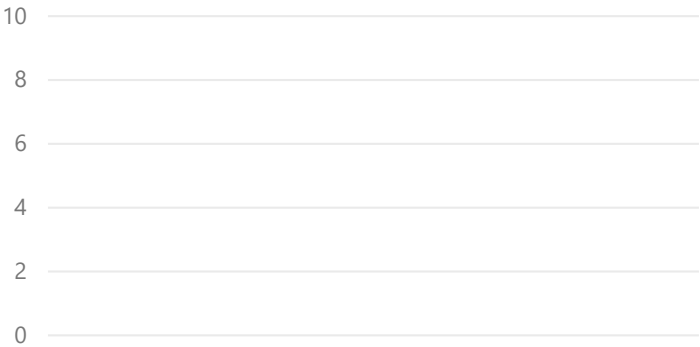
All

MDTP: Fall Diagnostic

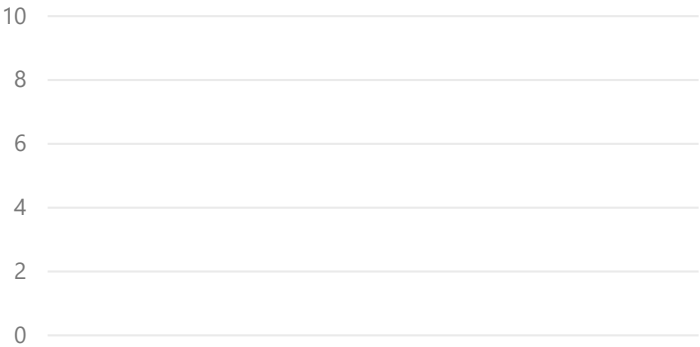
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

97%

Fall

97%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interinter/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

- On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
- Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
- No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

27%

Fall

31%

Winter

Spring

2+ Below

39%

Fall

29%

Winter

Spring

No Gro...

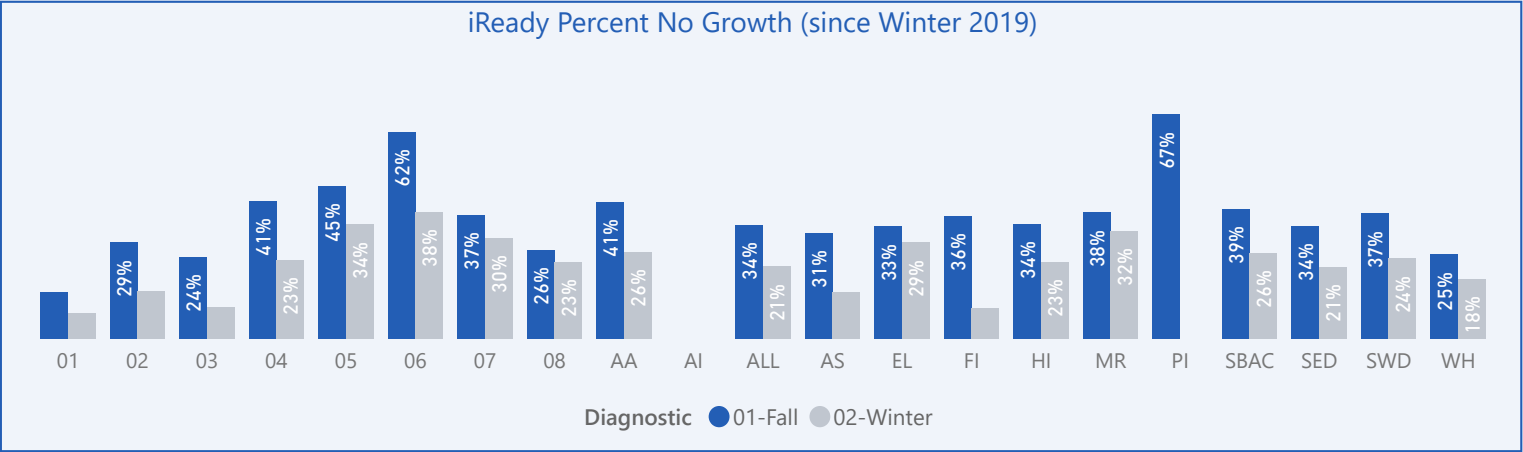
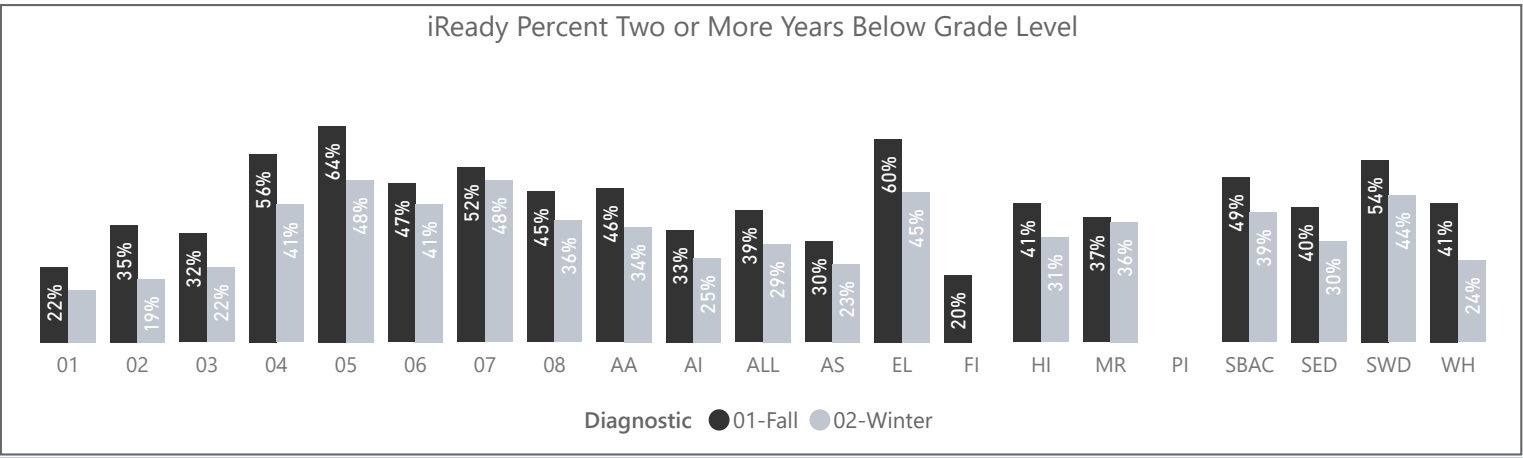
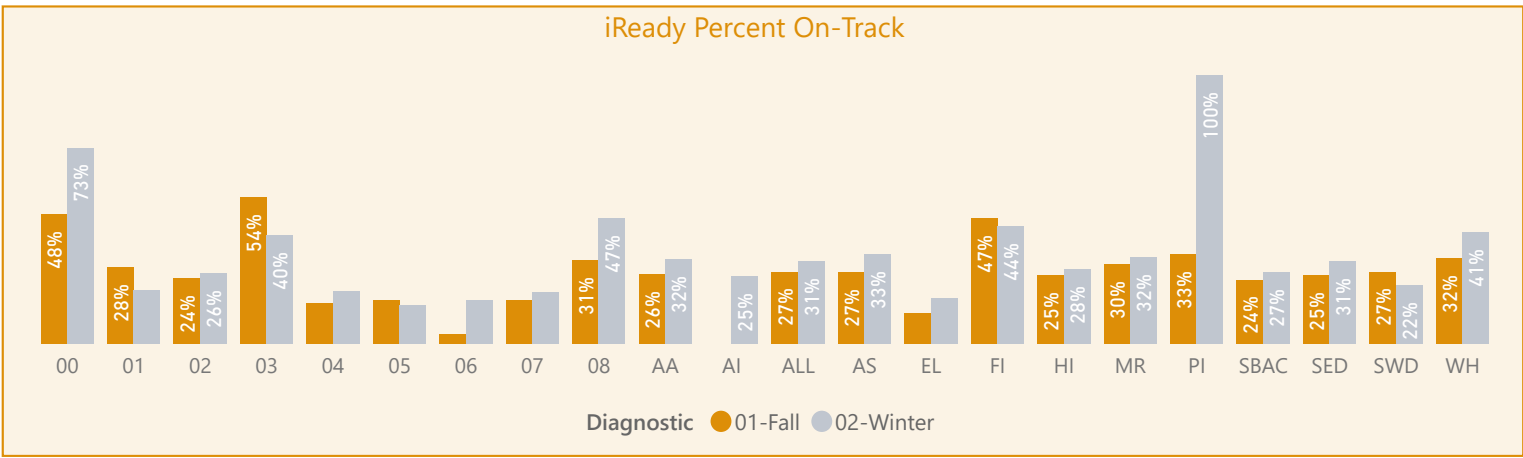
34%

All

21%

Winter

Spring

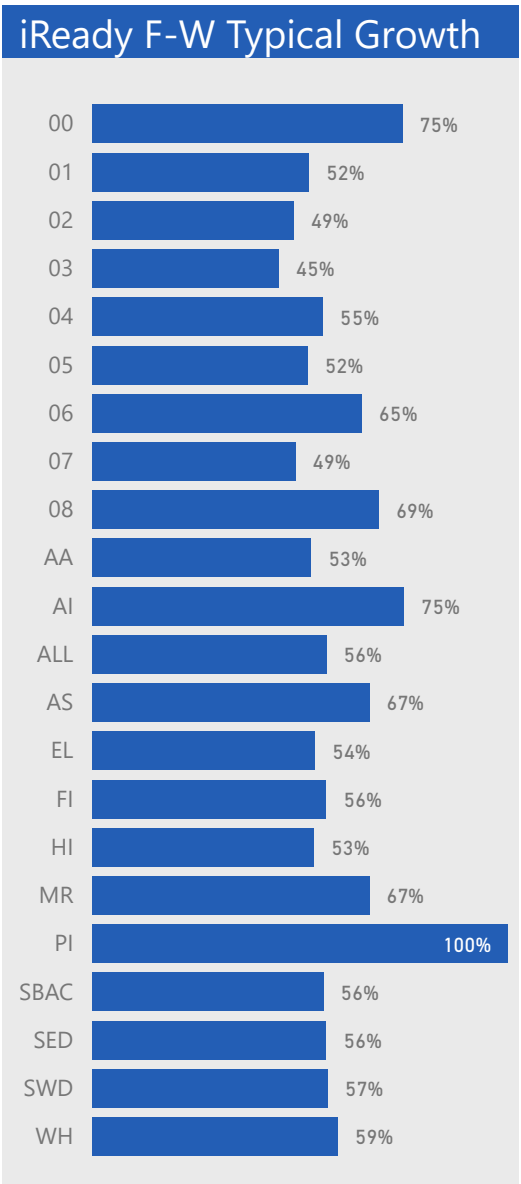


F-W Growth

56%

All

F-S Growth



Recommendations and Assurances:

Site Name: Harrison

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Parent Involvement Committee

05/20/2021

Date of Meeting

Other committees established by the school or district (list):

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on

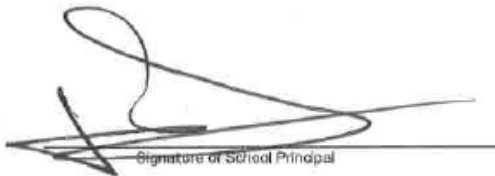
6/3/2021

Date of Meeting

Attested:

Christina Katen

Typed Name of School Principal


Signature of School Principal

6/3/2021
Date