

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____.
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

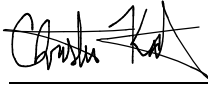
Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harrison Elementary	39686766042618	05/04/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Harrison Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African American and White student groups.

Description

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.

Engaging Educational Partners

Harrison Elementary developed a one-year (2023-2024) 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 4, 2023 and obtained board approval on .

Throughout the 2022-23 school year, the School Site Council, ELAC, School Leadership teams, and parent's groups reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. The school SSC reviewed the Needs Assessment and Annual Review that was completed and shared in December 2022, Feb 2023 and April 2023. The ELAC team was presented the 2023-24 SPSA May, 2023 for additional input and suggestions. Student achievement data, student attendance data, and student suspension data were all reviewed in the preparation of the Needs Assessment and Annual Review 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 increase in student attendance.

Harrison Elementary and its School Site Council reviewed the progress of the 2022-23 SPSA and the Annual Review and Needs Assessment. 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 December 2022, Feb 2023 and April 2023. 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.

As a result of the stakeholder involvement and data reviews, Harrison Elementary has been able to complete the Annual Review and Needs Assessment in December 2022, Feb 2023 and April 2023. Identifying the barriers in meeting the three goals as well as the implementation of additional supports to address these barriers.

Resource Inequities

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

During the Annual Review and Needs Assessment 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. The impacts on learning, emotional supports, and attendance for both students and staff, due to COVID and distance learning still being a contributing factor.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Leadership team, School Site Council, and English Learning Advisory Committee meets to review the SPSA and make recommendations and complete the development of the SPSA.

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Staffing and Professional Development

Staffing and Professional Development Summary

Provide teachers with professional learning opportunities and support for core instruction and additional support in planning student intervention with staff meetings, PLC collaboration, and additional afterschool opportunities, and conferences/training (e.g., AVID, PLTW, MTSS, Direct Instruction, Behaviors Systems, I-Ready, Illuminate, etc.).

Advancement Via Individual Determination (AVID): Harrison School is a schoolwide AVID site with elective classes for students who meet the AVID student profile in 7th and 8th grade and implements AVID Elementary at grades K-5.

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 on school wide goals and expectations.

Harrison consists of:

- 1 - preschool
- 1 - transitional Kinder
- 2 - Kindergarten
- 3 - 1st grade
- 3 - 2nd grade
- 3 - 3rd grade
- 2 - 4th grade
- 2 - 5th grade
- 2 - 6th grade
- 2 - 7th grade
- 2 - 8th grade
- 4 - SDC Mod/Sev k-8 continuum
- 1 - 6/8 PE
- 1 - RSP
- 2 Counselor

Harrison has 29 teachers

Fully credentialed - 22

Intern/Impact - 2

Probationary teachers - 5

Staffing and Professional Development Strengths

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 will be sending 8 members to AVID Summer Insitute and 8 to the PLC Institute this summer.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Staffing - - Under qualified teachers in classrooms - new teachers still in credential or intern program - Long term substitutes in classes - Limited substitutes available **Root Cause/Why:** - New Teachers - limited supports, no site coaches, no substitutes to release teachers to get coaching and support - Limited substitutes requiring classrooms to be split into other rooms - Teachers out extended

Teaching and Learning

Teaching and Learning Summary

ELA and Math

- Attend, monitor, and support collaboration meetings to maintain focus on student learning.
- Monitor MTSS implementation and make adjustments to support student learning based on student data

Professional development

- Provide opportunities for professional development for curriculum, AVID, PLTW, and effective instructional strategies for teachers, administration, and program specialist
- Provide release time for Academic conferences to review student progress and data, instructional groupings, trainings, and other schoolwide supports for student success
- Provide targeted support for teachers based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that "know it" by administration, coach, program specialist

Curriculum and Data

- Use I-Ready, Benchmark, Pearson data to make student groupings and interventions
- Use the I-Ready diagnostic data for student interventions and I-Ready lessons
- Provide intervention hour daily in grades k-3, Monday/Wednesday/Friday in grades 4-6

Support for teachers

- Full time Program specialist support for whole school
- Full time Instructional Coach support for whole school
- Assistant principal to assist with IEP's for 4 SDC classrooms, 2 SLP's, and a RSP teacher

Harrison has 29 teachers

- Fully credentialed - 22
- Intern/Impact - 2
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Teaching and Learning Strengths

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 on school wide goals and expectations.

Offered afterschool support for teachers and release time for teachers to work with Instructional Coaches, Program Specialist and teams.

Harrison will be sending 8 members to AVID Summer Insitute and 8 to the PLC Institute this summer.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Staffing - - Under qualified teachers in classrooms - new teachers still in credential or intern program - Long term substitutes in classes - Limited substitutes available
Root Cause/Why: - New Teachers - limited supports, no site coaches, no substitutes to release teachers to get coaching and support - Limited substitutes requiring classrooms to be split into other rooms - Teachers out extended

Parental Engagement

Parental Engagement Summary

Provide parents with support and resources that empowers them be engaged in their student's learning with 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.

Teacher and parent conferences done 1st trimester, some virtual and some one to one.

Trimester Awards assemblies, parent nights, parent involvement activities, and other activities to include families.

Full time Community Assist: to support families and have parent coffees

Monthly newsletter

Parent meetings weekly arranged with the Community assist

Parent nights and involvement:

- Back-to-School Night
- Fall Carnival
- Literacy Night
- AVID/PLTW Open House

Parental Engagement Strengths

Teacher and parent conferences done 1st trimester, some virtual and some one to one.

Full SSC team membership.

Full time Community Assist

Parent meetings weekly arranged with the Community assist.

Monthly newsletter

Parent nights and involvement:

- Back-to-School Night
- Fall Carnival
- Literacy Night
- AVID/PLTW Open House

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Limited Parent involvement with Awards ceremonies, parent coffees, and ELAC and Parent Night events **Root Cause/Why:** - Parents schedules - community assist new to the position

School Culture and Climate

School Culture and Climate Summary

Culture and Climate

- Utilize PLUS survey results to address needs
- Counselors will provide classroom presentations for areas of need identified in the PLUS surveys
- A place for Counselors and PLUS Advisors to have PLUS forums and activities
- CSA to monitor behavior during all recess and passing periods, respond to teacher needs in classrooms for support with behavioral concerns
- Community Assist to work with families and schedule meetings and trainings for parents
- Increase parent awareness through meetings and trainings regarding instruction, student support, school wide initiatives, testing, and other services available to families
- Provide additional support for families dealing with mental health concerns
- Provide additional support for students dealing with mental health concerns
- Provide updated monthly letters and calendars sent home
- Remind, School Website, and Blackboard message systems used to communicate with families
- Implement AVID to support college and career readiness
- Use of weekly incentives to reward students observed with good behavior

School Culture and Climate Strengths

- PBIS implementation of school wide expectations for all areas. Expectations are defined and taught and expectations are reinforced by all staff
- Use of weekly incentives to reward students observed with good behavior - "Panther Paws"
- Monthly and semester character trait awards
- Behavior management systems in place in every classroom - promote positive behavior systems
- Counselor to provide intervention and support for students regarding attendance and discipline
- Brag Tags for perfect attendance and awards handed out to students
- Student incentives for perfect attendance and class prizes for perfect attendance or highest percentage of positive attendance for the month

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Working on rebuilding the PLUS program and sports **Root Cause/Why:** - Schedules to ensure a PLUS class and that they can do activities within the school

Needs Statement 2 (Prioritized): Parent involvement with their students education **Root Cause/Why:** - schedules with parents and classes

Needs Statement 3 (Prioritized): Mental health concerns for students **Root Cause/Why:** Students are coming to school with more mental health or behavioral concerns.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By May 2024, Harrison will increase by 3% of students on or above grade level in Reading from the 2022-23 school year. They met the requirements. Reading Beginning of year I-Ready Overall 8.1% Students Mid or Above Grade Level 8.1% Students Early On Grade Level 36.3% Students One Grade Level Below 21.8% Students Two Grade Levels Below 25.8% Students Three or More Grade Levels Below Reading Winter I-Ready Overall - Current on or above 28.8% 11.9% Students Mid or Above Grade Level 16.8% Students Early On Grade Level 32.6% Students One Grade Level Below 18.5% Students Two Grade Levels Below 20.1% Students Three or More Grade Levels Below EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 5 students. Math: By May 2024, Harrison will increase by 3% of students on or above grade level in Math from the 2022-23 school year. They met the requirements. Math Beginning of the year I-Ready Overall 2.6% Students Mid or Above Grade Level 6.4% Students Early On Grade Level 47.1% Students One Grade Level Below 19.9% Students Two Grade Levels Below 24.1% Students Three or More Grade Levels Below Math Winter I-Ready Overall - Current on or above 17.3% 6.4% Students Mid or Above Grade Level 10.9% Students Early On Grade Level 47.3% Students One Grade Level Below 15.7% Students Two Grade Levels Below 19.7% Students Three or More Grade Levels Below

Identified Need

Staffing - - Under qualified teachers in classrooms - new teachers still in credential or intern program - Long term substitutes in classes - Limited substitutes available

Staffing - - Under qualified teachers in classrooms - new teachers still in credential or intern program - Long term substitutes in classes - Limited substitutes available Root Cause/Why

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students on grade level of above in Math (All Students)	17% on grade level of above in Reading	20% on grade level of above in Reading
Percentage of students on grade level of above in Reading (All Students)	26% on grade level of above in Reading	29% on grade level of above in Reading

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

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 (1 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 3 hours X \$60 rate of pay is approximately \$6000 total cost Conferences/Trainings/Workshops: \$8500 LCFF 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 - \$67,200 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 - \$100,800 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. Program Specialist Additional Comp Pay Calculation (Object Code 19500) To be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. To be provided by program specialist. - 1 teacher' X 50 hours X \$60 rate of pay = \$3,000 total cost Instructional Coach Additional Comp Pay Calculation (Object Code 19500) To be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. To be provided by program specialist. - 1 teacher' X 33 hours X \$60 rate of pay = \$2,000 total cost 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

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

Amount(s)	Source(s)
\$30,000	50643 - Title I
\$6,000	50643 - Title I
\$7,500	23030 - LCFF (Site)
\$67,200	50643 - Title I
\$100,800	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)
\$2,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

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 - \$10,000 - Title I, \$7,378 - 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 - \$13,497- Title I, \$6,000 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 \$10,000 Title I \$5000 LCFF 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, \$10000 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 - \$10,000 Title I, 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: \$25,622 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	50643 - Title I
\$7,378	23030 - LCFF (Site)
\$13,497	50643 - Title I
\$10,000	50643 - Title I
\$5,000	23030 - LCFF (Site)
\$10,000	50643 - Title I
\$8,000	23030 - LCFF (Site)
\$1,500	50643 - Title I
\$6,000	23030 - LCFF (Site)
\$10,000	50643 - Title I
\$25,622	23030 - LCFF (Site)
\$1,000	23030 - LCFF (Site)
\$6,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

English Learners

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 12 weeks X \$60 rate of pay = \$2,000total cost Progress Monitoring: Agendas, action plan, classroom observations, student performance data, pre/post assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

ELA and Math Curriculum and Instruction - limited time for additional PD or support for teachers to implement curriculum Due to distance learning students and teachers have to spend additional time reteaching missed skills Under qualified teachers in classrooms - new teachers still in credential or intern program New Teachers - limited supports - no site coaches, no availability to have substitutes to release teachers to get coaching and support Long term substitutes or limited substitutes Limited substitutes requiring classrooms to be split into other rooms Students out for longer periods of time due to COVID

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

Curriculum and Instruction - limited time for additional PD or support for teachers to implement curriculum Due to distance learning students and teachers have to spend additional time reteaching missed skills Under qualified teachers in classrooms - new teachers still in credential or intern program New Teachers - limited supports - no site coaches, no availability to have substitutes to release teachers to get coaching and support Long term substitutes or limited substitutes Limited substitutes requiring classrooms to be split into other rooms

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.

Changes that were made during the 2022-23 school year is that substitute money was placed into additional conferences and supplies.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: - During the 2023-24 school year Harrison had suspensions. By May 2024, Harrison will decrease suspension rate for all students by 5. By May 2024, Harrison will decrease behavioral referrals targeting defiance and disruption for all student by 50%. By May 2024, maintain the expulsion rate for all students at 0%. School Goal for Attendance/Chronic Truancy: - During the 2022-23 school year Harrison had a chronic absenteeism rate of 34.9%. - By May 2024, Harrison will decrease our chronic absenteeism rate for all students by 3%.

Identified Need

Staffing - - Under qualified teachers in classrooms - new teachers still in credential or intern program - Long term substitutes in classes - Limited substitutes available

Working on rebuilding the PLUS program and sports

Parent involvement with their students education

Mental health concerns for students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	25 students , 3.7%	Decrease by 5
Chronic Absenteeism (All Students)	34.9%	31.9%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income
English Learners
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: \$2500 LCFF PBIS Conference 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,500	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Chronic Absenteeism & Suspension Teachers out on leave and long term substitutes, or no substitute in the class and class is split Ongoing behavioral issues for a small percentage of students Most incidents involve defiance and disruption Most students were at home for 18 months and are still adjusting Limited support from families for attendance and behavior expectations Place to work with students on behaviors and interventions

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

Teachers out on leave and long term substitutes, or no substitute in the class and class is split.

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.

No changes during the 2022-23 school year.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) During the 2023-24 school year Harrison will demonstrate meaningful partnerships with 25% more parents by May of 2024. Harrison will increase the meaningful partnerships during the 2023-24 school year by 25%.

Identified Need

Limited Parent involvement with Awards ceremonies, parent coffees, and ELAC and Parent Night events

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

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. Parent Meeting - \$1000 Title I Parent: 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 - \$300 Title I Parent: 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 - \$666 Title I Parent: 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. License Agreement- \$1,500 Title I Parent Remind Application - to increase school to home parent communication. A whole school communication application for teachers, program specialist, coaches, administration, office, community assistant, counselors, and other school staff to communicate events and other school information to families. .8125 Community Assistant: \$44,473 Title I The Community Assistant will increase parent involvement school wide, to provide families access to the school wide supports and supplies for families to help their students be successful in school and at home. The Community Assistant will provide workshops, clinics, trainings, and other supports to family. # of meetings coordinated # of parents attending # of parents attending parent/teacher conference

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent
\$666	50647 - Title I - Parent
\$44,473	50643 - Title I
\$1,500	50647 - Title I - Parent
\$300	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Culture and Climate PLUS advisor and a class Parent Night events were positively attended Parent meetings are done weekly

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

Culture and Climate PLUS advisor and a class Parent Night events were positively attended Parent meetings are done weekly

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.

There are not changes to the SPSA for the 2022-23 school year.

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	\$210,136.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$382,936.00

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 (\$)
50643 - Title I	\$206,670.00
50647 - Title I - Parent	\$3,466.00

Subtotal of additional federal funds included for this school: \$210,136.00

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 (\$)
23030 - LCFF (Site)	\$172,800.00

Subtotal of state or local funds included for this school: \$172,800.00

Total of federal, state, and/or local funds for this school: \$382,936.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov