



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harvest Magnet Middle School	28662660101568	October 31, 2019	

## Purpose and Description

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

Schoolwide Program  
Targeted Support and Improvement

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.

Harvest Middle School conducted a comprehensive needs assessment of the entire school that included information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive

needs assessment with all community stakeholders. The stakeholders included: English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of an analysis of various data points from the California Dashboard and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes and next steps (action items) moving forward.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: 1) Strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards. 2) The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. 3) Programs, activities, and courses necessary to certify completion of IB requirements that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards and rigor of the IB programme. 4) The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including a school and family engagement survey and a school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A teacher survey was completed by the teachers to better understand their needs to sustain the IB, AVID, and ISA programs at Harvest Middle School as well as implement the Common Core Standards using technology infused IB units. Many teachers expressed a desire to continue site professional learning with opportunities to build on their expertise and deepen their understanding of IB practices in the area of unit design and assessments, the implementation of AVID strategies alongside IB, and support ISA-Dual Immersion with language in Spanish in IB and AVID. Additionally, professional development support was built into the bell schedule deliberately to allow department Professional Learning Communities (PLC) to meet throughout the 2019-2020 on a weekly bases and provides Advisory classes for students four times a week. The goal of the Professional Learning Community is to build teacher capacity in providing cognitively complex tasks through learning activities strategically designed in IB. Teachers also analyze assessment data and student work to collaborate on designing effective instructional lessons and identify target students in need of additional support. Teachers agreed to plan Advisory lessons focused on supporting the climate and culture at Harvest Middle School and provide students an opportunity to have additional support for learning. A survey was also developed by the Harvest ELAC committee and given to the Hispanic families within the community to better understand topics of interest that will support their student's academic success. As a result of the survey, the ELAC committee will plan and schedule ELAC meetings on the four areas identified by parents: College Readiness, Vaping, Nutrition, and Immigration.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The three school administrators conduct formal and informal observations as part of the teacher evaluation process. Teachers conduct peer observations to observe teaching practices through scheduled school wide Learning Walks conducted three times a year. Learning Walks provide teachers the opportunities to observe and debrief IB practices to inform progress on instruction and student growth. There are also frequent visits and tours given to outside parties to observe IB in action in classrooms. Additionally parents, guardians, community members and partners are invited to observe learning at Harvest Middle School.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and administrators used program information (Aeries, MI, RI, ELlevation, 5X5 Ca Dept. of Education Dashboard Data (targets and claims), School Wide Learning Outcomes, IB formative and summative rubrics, Reading Inventory (RI), Math Inventory (MI) Interim Comprehensive Assessments (ICA), CELDT now ELPAC data, and CAASPP state testing data to help analyze, modify instruction and guide placement recommendations. These assessment practices will continue for 19-20 academic school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

District benchmark, IB embedded formative and summative assessments (rubrics), RI and MI are used to monitor student progress and guide differentiation of instruction. The data is also used to correctly place students into core classes to best meet their academic needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Based on current academic year's assignments, 100 percent of teachers are Highly Qualified in the subjects they are teaching.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers attend monthly professional development on site specific to IB philosophy, instructional practices and skills, and assessment. Ongoing coaching on the Common Core Standards as they relate to IB Standards are also provided. Department teacher leads attend district training and inform their teams of information obtained during weekly scheduled PCLs to debrief new learning and actions.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers select training on the Common Core Standards in their subject matter areas and review IB Standards to establish alignment. Teachers attend training on PBIS, Math and ELA Priority Standards, Science NGSS, Study Sync, English Language Development (integrated and Designated ELD), Interim Comprehensive Assessments Administration and Scoring, Smarter Balance Assessment, Scoring and Analysis, AVID Excel and AVID.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Harvest has a half-time Academic Specialist to support teachers and administration.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are allotted a weekly period of time for subject alike departments to collaborate on student outcomes (data) and design effective IB units aligned with skills and practices to support student academic growth (PLC). Teachers also have two scheduled monthly meetings with grade level teams to identify and discuss students requiring additional support both academically and social emotionally with the assistance of a school site counselor. Additional staff meeting time is dedicated once a month to inform and support Professional Development.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use adopted curriculum aligned with Common Core Standards within IB units that include differentiated strategic supports to ensure the success of all learners.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Harvest exceeds the recommended instructional minute requirement for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Harvest master schedule contains rigorous IB core courses, ELD 1 and 2, AVID EXCEL and AVID, Legacy, an opportunity for all students to take a Spanish as an elective, Dual Immersion, and electives specific to the IB philosophy such as Chorus, Band, Orchestra, Dance, Art, Garden, and Journalism. Directed Studies and Resource classes are offered in Math, English Language Arts, Social Studies, and Sciences for identified Special Education students. Extended day support classes are offered once or twice a week for strategic intervention in math and English Language Arts through the ACE program to assist students needing additional support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to instructional materials per the Williams audit.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers utilize the IB Standards aligned with Common Core Standards, SBE-adopted and standards aligned materials adopted by the Napa Valley Unified School District. Harvest Math teachers use Pre-Math 180 and Math 180 as intervention curriculum resource. English Language Arts curriculum includes System 44, Read 180, and Study Sync to support students needing strategic intervention and/or supports.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers are trained in Specially Designed Academic Instruction in English as well as differentiation strategies to meet the needs of under-performing students. Teachers are using the work of Michael McDowell and John Hattie to engage deeper student learning on cognitively complex tasks, moving along a continuum from surface, deep, and transfer levels of learning. Professional Development provided by the District, IB Coordinator, Leadership, and Academic Specialist are providing explicit instructional strategies to support English Language Learners and academically struggling students. Additionally, an after school support class is offered to Migrant Education eligible students to support their academic success.

Evidence-based educational practices to raise student achievement

Teachers utilize ongoing IB formative and summative assessments, Approaches to Learning Skills, Learner Profile Traits, Progress Charts directed feedback, Collaborative Groups, Student Inquiry, GLAD, and other educational strategies and pedagogy to raise student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Additional resources are provided by two full-time school counselors, one half-time social worker, one half time school Psychologist, one half time school resource officer, one full time Parent Liaison, a Boys and Girls Club after school program, AVID classes, a site MTSS team, after school intervention classes, Migrant Education after school class, Legacy program on site, ELAC committee, and a Parent/Teacher Organization.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Harvest receives input and feedback from its School Site Council and English Learner Advisory Committee when planning its implementation of school programs and allocation of site funds.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Harvest utilizes site Supplemental funding to provide a .2 IB Coordinator, 6 hours a week classified staff, 17.1 hours a week classified staff to support PBIS/ Restorative Circles, and professional learning for IB training on assessment and instructional feedback to monitor student progress and identify students that are under-performing to support their needs. Additional district Intervention funds support Read 180, ELD 1 classes, AVID Excel, Migrant Ed after school class when applicable, and after school intervention classes with additional support through ACE funding.

Fiscal support (EPC)

Additional funds are provided through Base (0000) and Parent Faculty Club. Harvest Middle School operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

# 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

In the proceeding Winter/Spring, ELAC parents were shown student performance data and SPSA fund allocations for last year. They were asked how they would advise the Harvest Site Council to fund the Supplemental Budget for the following year. The Harvest Site Council was also shown student performance data, given the ELAC parent feedback, heard on going reports from teacher leaders on site funding needs and continually revised the Harvest budget priorities list. This led to the approval of the budget foundation for this year's SPSA.

## Resource Inequities

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

As the district continues to reduce budgets due to declining enrollment, larger class sizes in all core and elective classes at Harvest Middle School are eminent and challenges have increased in designing an equitable Master Schedule to ensure all students at Harvest Middle have the opportunity to promote 8th grade with all IB requirements. While the trend is for all class sizes to become the same, teachers and administrators remain concerned that students who need additional academic help, may not be receiving the same levels of intervention assistance that they have received in the past.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.25%	0.13%		2	1
African American	0.1%	0.49%	0.5%	1	4	4
Asian	0.5%	0.37%	0.5%	4	3	4
Filipino	0.3%	0.12%	%	2	1	
Hispanic/Latino	69.0%	69.37%	73.59%	522	564	588
Pacific Islander	%	%	%			
White	27.2%	27.80%	23.53%	206	226	188
Multiple/No Response	0.4%	%	%	3		
Total Enrollment				757	813	799

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	221	242	205
Grade 7	269	297	318
Grade 8	267	274	276
Total Enrollment	757	813	799

### Conclusions based on this data:

1. Hispanic/Latino and white students remain the largest ethnic subgroups at Harvest Middle School



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	181	233	249	23.9%	28.7%	31.2%
Fluent English Proficient (FEP)	287	274	269	37.9%	33.7%	33.7%
Reclassified Fluent English Proficient (RFEP)	31	38	45	20.5%	21.0%	19.3%

### Conclusions based on this data:

1. Harvest Middle School has experienced significant increase of English Learners since 2016-2017.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	214	242	200	212	235	198	212	235	198	99.1	97.1	99
Grade 7	270	290	320	267	284	314	266	283	315	98.9	97.9	98.1
Grade 8	259	266	277	256	259	274	256	259	274	98.8	97.4	98.9
All Grades	743	798	797	735	778	786	734	777	787	98.9	97.5	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2455.	2464.	2478.	3.77	5.53	5.56	16.51	23.40	24.24	30.19	23.83	31.31	49.53	47.23	38.89
Grade 7	2510.	2509.	2527.	7.52	7.77	12.42	26.69	27.92	29.94	29.32	27.21	24.20	36.47	37.10	33.44
Grade 8	2534.	2543.	2524.	8.98	8.88	8.39	31.25	33.59	27.37	24.61	27.03	27.01	35.16	30.50	37.23
All Grades	N/A	N/A	N/A	6.95	7.46	9.29	25.34	28.44	27.61	27.93	26.13	26.97	39.78	37.97	36.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.71	7.66	9.60	41.43	39.15	46.46	52.86	53.19	43.94
Grade 7	13.91	13.43	14.65	44.36	42.40	44.59	41.73	44.17	40.76
Grade 8	17.46	15.83	13.14	37.70	42.86	42.34	44.84	41.31	44.53
All Grades	12.77	12.48	12.85	41.21	41.57	44.27	46.02	45.95	42.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.22	8.09	5.56	37.32	42.55	50.51	56.46	49.36	43.94
Grade 7	16.54	17.31	25.80	50.00	43.82	45.54	33.46	38.87	28.66
Grade 8	16.19	21.62	16.12	49.39	47.88	50.92	34.41	30.50	32.97
All Grades	13.43	15.96	17.32	46.12	44.79	48.66	40.44	39.25	34.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.69	8.51	5.56	57.35	51.49	64.65	36.97	40.00	29.80
Grade 7	9.02	7.42	9.87	58.27	57.24	62.42	32.71	35.34	27.71
Grade 8	9.49	13.13	7.66	63.64	62.55	64.96	26.88	24.32	27.37
All Grades	8.22	9.65	8.02	59.86	57.27	63.87	31.92	33.08	28.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.90	15.74	15.66	41.71	45.53	50.51	47.39	38.72	33.84
Grade 7	20.30	18.73	24.52	46.99	53.36	47.77	32.71	27.92	27.71
Grade 8	19.52	22.01	16.79	45.02	52.90	44.89	35.46	25.10	38.32
All Grades	17.31	18.92	19.59	44.78	50.84	47.46	37.91	30.24	32.95

**Conclusions based on this data:**

1. Harvest scores show minimal growth in standard overall achievement for all students.
2. In the area of listening, students show significant increase from 2017-2018 to 2018 - 2019.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	214	241	199	214	234	197	213	234	197	100	97.1	99
Grade 7	270	289	319	264	285	312	264	284	313	97.8	98.6	97.8
Grade 8	259	266	277	255	262	273	255	260	274	98.5	98.5	98.6
All Grades	743	796	795	733	781	782	732	778	784	98.7	98.1	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2421.	2460.	2449.	1.41	5.98	8.12	7.51	14.10	6.09	23.47	30.34	29.95	67.61	49.57	55.84
Grade 7	2472.	2460.	2481.	2.27	4.23	8.97	16.67	11.62	12.50	27.65	23.59	27.88	53.41	60.56	50.64
Grade 8	2475.	2473.	2473.	2.75	3.85	6.96	10.20	13.46	9.89	24.71	23.85	19.41	62.35	58.85	63.74
All Grades	N/A	N/A	N/A	2.19	4.63	8.06	11.75	12.98	9.97	25.41	25.71	25.45	60.66	56.68	56.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.83	11.54	9.18	18.40	28.63	23.47	78.77	59.83	67.35
Grade 7	7.25	7.45	12.18	31.30	20.57	26.60	61.45	71.99	61.22
Grade 8	3.97	2.77	8.06	21.83	31.62	24.91	74.21	65.61	67.03
All Grades	4.82	7.15	9.99	24.24	26.66	25.22	70.94	66.19	64.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.76	5.13	5.58	27.23	38.46	34.01	69.01	56.41	60.41
Grade 7	7.58	7.77	12.18	45.45	36.04	40.71	46.97	56.18	47.12
Grade 8	6.72	10.89	10.62	35.97	43.97	30.77	57.31	45.14	58.61
All Grades	6.16	8.01	9.97	36.85	39.41	35.55	56.99	52.58	54.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.41	8.55	8.67	31.92	36.32	33.67	66.67	55.13	57.65
Grade 7	4.55	6.74	8.97	45.08	48.94	51.28	50.38	44.33	39.74
Grade 8	4.35	5.93	7.69	46.64	40.32	37.73	49.01	53.75	54.58
All Grades	3.56	7.02	8.45	41.78	42.26	42.13	54.66	50.72	49.42

**Conclusions based on this data:**

1. There was a significant increase in the percent of students scoring at Standard Not Met in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1514.6	1525.1	1509.8	1508.5	1518.9	1541.2	91	82
Grade 7	1507.3	1548.1	1501.8	1536.0	1512.3	1559.8	66	104
Grade 8	1508.0	1519.7	1493.3	1510.4	1522.2	1528.4	38	56
All Grades							195	242

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	17.58	12.20	42.86	45.12	27.47	36.59	12.09	6.10	91	82
7	*	30.77	43.94	34.62	27.27	24.04	18.18	10.58	66	104
8	*	5.36	36.84	35.71	31.58	41.07	*	17.86	38	56
All Grades	14.36	18.60	42.05	38.43	28.21	32.23	15.38	10.74	195	242

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	39.56	18.29	45.05	50.00	*	26.83	*	4.88	91	82
7	31.82	39.42	33.33	31.73	21.21	17.31	*	11.54	66	104
8	*	17.86	47.37	42.86	*	26.79	*	12.50	38	56
All Grades	34.36	27.27	41.54	40.50	12.82	22.73	11.28	9.50	195	242

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	16.48	8.54	21.98	35.37	26.37	42.68	35.16	13.41	91	82
7	*	22.12	18.18	28.85	34.85	38.46	40.91	10.58	66	104
8	*	3.57	36.84	16.07	*	51.79	36.84	28.57	38	56
All Grades	10.77	13.22	23.59	28.10	28.21	42.98	37.44	15.70	195	242

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	29.67	13.41	58.24	73.17	12.09	13.41	91	82
7	18.18	16.35	63.64	59.62	18.18	24.04	66	104
8	*	0.00	63.16	73.21	*	26.79	38	56
All Grades	24.10	11.57	61.03	67.36	14.87	21.07	195	242

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	58.24	34.15	34.07	54.88	*	10.98	91	82
7	46.97	55.77	42.42	32.69	*	11.54	66	104
8	47.37	33.93	39.47	51.79	*	14.29	38	56
All Grades	52.31	43.39	37.95	44.63	9.74	11.98	195	242

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	14.29	8.54	25.27	43.90	60.44	47.56	91	82
7	*	23.08	22.73	45.19	72.73	31.73	66	104
8	*	7.14	*	26.79	71.05	66.07	38	56
All Grades	8.72	14.46	24.62	40.50	66.67	45.04	195	242

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	15.38	34.15	74.73	64.63	*	1.22	91	82
7	*	24.04	84.85	69.23	*	6.73	66	104
8	*	3.57	65.79	83.93	*	12.50	38	56
All Grades	14.36	22.73	76.41	71.07	9.23	6.20	195	242

**Conclusions based on this data:**

1. Most of the English Learners at Harvest Middle School scored at Level 2 or Level 3 on ELPAC.
2. Given that 2018-2019 was the first year of implementing ELPAC, we do not have comparison data.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
813	69.1%	28.7%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	233	28.7%
Foster Youth	4	0.5%
Homeless	25	3.1%
Socioeconomically Disadvantaged	562	69.1%
Students with Disabilities	92	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.5%
American Indian	2	0.2%
Asian	3	0.4%
Filipino	1	0.1%
Hispanic	564	69.4%
Two or More Races	13	1.6%
White	226	27.8%

### Conclusions based on this data:






1. Harvest Middle School serves the highest percentage of socio economically disadvantaged students among middle schools.
2. Harvest Middle School serves a high percentage of English Learners in comparison with other secondary schools.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. The 2018 California Dashboard shows Harvest Middle School performance in ELA in Yellow, compared to the district as a whole which performed in Orange.
2. The 2018 California Dashboard shows Harvest Middle School Chronic Absenteeism Indicator in Red. Addressing Chronic Absenteeism is a goal of this plan.

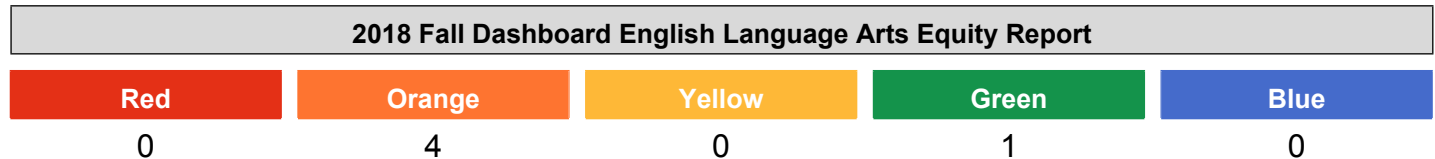
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Orange		 No Performance Color	
42.8 points below standard		92.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased 3.4 points		Increased 12.9 points		4 students	
767 students		346 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Orange		 Orange	
116.1 points below standard		68.3 points below standard		126.6 points below standard	
Declined -23.4 points		Maintained -1.1 points		Increased 7.8 points	
22 students		536 students		96 students	

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>  Orange 63.6 points below standard Maintained 0.1 points 532 students	<b>Two or More Races</b>  No Performance Color 32.3 points above standard Increased 12.7 points 13 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 3.1 points above standard Increased 16.3 points 213 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 127.9 points below standard Increased 21.2 points 184 students	<b>Reclassified English Learners</b> 52.1 points below standard Increased 7.4 points 162 students	<b>English Only</b> 1.4 points above standard Increased 14.7 points 283 students
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#### Conclusions based on this data:

1. The 2018 California Dashboard shows over growth at Harvest.
2. The 2018 California Dashboard also shows that English Learners had significant growth in English Language Arts.

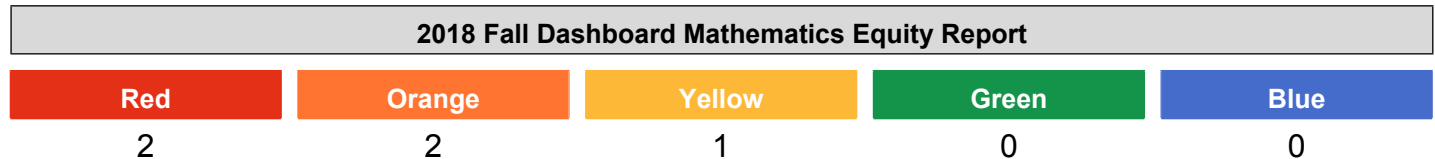
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 103.9 points below standard Increased 5.3 points 767 students	<b>English Learners</b>  Orange 149.2 points below standard Increased 14.4 points 345 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Homeless</b>  No Performance Color 145.9 points below standard Increased 10.8 points 21 students	<b>Socioeconomically Disadvantaged</b>  Red 128 points below standard Maintained 2.8 points 535 students	<b>Students with Disabilities</b>  Orange 190.3 points below standard Increased 6.3 points 94 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>  Red 127.7 points below standard Maintained -0.8 points 531 students	<b>Two or More Races</b>  No Performance Color 6.5 points below standard Increased 58.3 points 13 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 51.7 points below standard Increased 21.7 points 214 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 179 points below standard Increased 31.5 points 184 students	<b>Reclassified English Learners</b> 115.1 points below standard Maintained -0.6 points 161 students	<b>English Only</b> 56.3 points below standard Increased 18.1 points 284 students
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#### Conclusions based on this data:

- 2018 California Dashboard almost all groups of students, while far below standard of 3, they are showing growth.
- Hispanic subgroup decreased in the overall score. Performance in the Hispanic subgroups is address in the plan.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
195	14.4%	42.1%	28.2%	15.4%

### Conclusions based on this data:

1. The largest percentage of students is in the level of moderately developed, level 3.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Data not available for middle school.



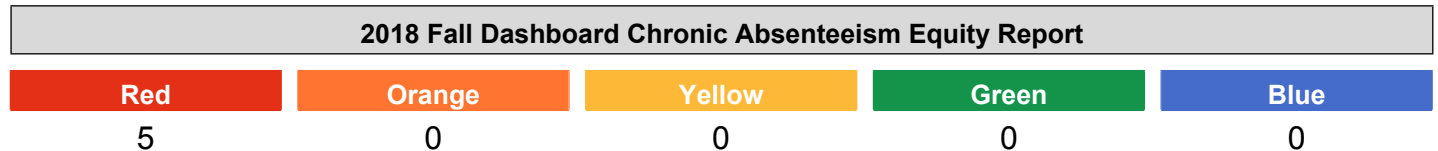
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 16.5% chronically absent Increased 5.6% 824 students	<b>English Learners</b>  Red 20.9% chronically absent Increased 3.4% 253 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<b>Homeless</b>  No Performance Color 57.6% chronically absent Increased 20.1% 33 students	<b>Socioeconomically Disadvantaged</b>  Red 19% chronically absent Increased 7.6% 580 students	<b>Students with Disabilities</b>  Red 22.9% chronically absent Increased 9.3% 96 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>  Red 15.8% chronically absent Increased 5.7% 569 students	<b>Two or More Races</b>  No Performance Color 15.4% chronically absent Declined 7.3% 13 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  Red 18.1% chronically absent Increased 6.6% 232 students

### Conclusions based on this data:

- Overall chronic absenteeism has increased in all subgroups. Chronic absenteeism is addressed in the plan.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

### Conclusions based on this data:

1. Data not available for middle school.

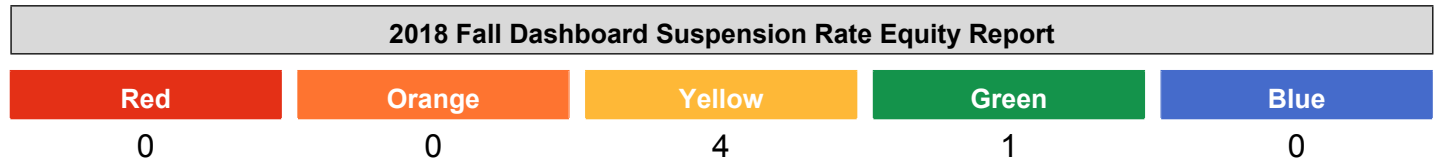
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 8% suspended at least once Declined -1.6% 833 students	<b>English Learners</b>  Yellow 9% suspended at least once Declined -4.8% 256 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6 students
<b>Homeless</b>  No Performance Color 19.4% suspended at least once Declined -1.4% 36 students	<b>Socioeconomically Disadvantaged</b>  Yellow 9.6% suspended at least once Declined -0.7% 586 students	<b>Students with Disabilities</b>  Yellow 11.3% suspended at least once Declined -9.8% 97 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 3 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1 students
<b>Hispanic</b>  Yellow 9.2% suspended at least once Declined -0.6% 575 students	<b>Two or More Races</b>  No Performance Color 7.7% suspended at least once Increased 3.1% 13 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 5.5% suspended at least once Declined -4.4% 235 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
10.6% suspended at least once	9.6% suspended at least once	8% suspended at least once

#### Conclusions based on this data:

1. Since 2016 Harvest Middle School shows a decline in Suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 1

Student Learning, Achievement and Access

### Identified Need

At Harvest Middle School, students struggle to reach the grade level standard - especially in Mathematics. Although growth has been made, students continue to struggle to reach grade level standard in the area of English Language Arts. In analyzing the cause for student struggle in both areas, chronic attendance is significantly high resulting in student performance of Not Met on the CAASPP.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Scores	All Students - 51.4% Not Met, SpEd 88.3%, Homeless 78.6%, LEP 79.7% (Math)	We will reduce our student-wide performance in Not Met on the CAASPP Math, by a minimum of 10% - or approximately 38 students, by the next CAASPP exams.
CAASPP ELA Score	All Students - 20% Not Met, SpEd 63.5%, Homeless 50%, LEP 51.4% 22.4% Nearly Met, LEP 35%	We will reduce our student-wide performance in Not Met on the CAASPP ELA, by a minimum of 25% - or approximately 42 students, by the next CAASPP exams.  Will reduce our student-wide performance in Nearly Met on the CAASPP ELA by a minimum of 20% - or approximately 40 students, by the next CAASPP exams.
Attendance vs SBAC	16 or more Days Absences 65% Not Met (Math) 53% Not Met (ELA)	We will reduce the number of students chronically absent and at NOT Met on the CAASPP, by a minimum of 25% - or approximately 30 students, by the next CAASPP exams.

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 1

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

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

All Students, with a focus on dual-identified English Learners in the area of Math

### Activities

#### 1. Strategies aligned to promote student academic progress on Math CAASPP

A. Harvest TOSA will support math department in increasing their knowledge of the Priority Math Standards and the implementation of Common Core in Mathematics

B. Harvest will dedicate weekly Professional Learning Community (PLC) time for the Math department to reflect on SBC data, backwards map Priority Math Standards and Common Core Standards to develop strategic Instructional math practices into daily lessons. Implementation of cycles of inquiry focused on CCSS, IB Criterion, ATL Skills, and or IB Learner Profile traits will reflect on student achievement using student data and evidence.

C. Ongoing progress monitoring will take place through the use of formative and summative assessments. Analysis of student learning and progress will be made to identify students in need of additional time for practice towards mastery with Intervention provided by TOSA.

D. Math PLC will communicate and work with ELD/AVID EXCEL PLCs to inform teachers of the language demands of math concepts within IB math units to be able to provide additional direct instruction which will provide students increased exposure to the academic math language.

E. District Math lead will participate on the district Priority Math Standard committee to support 6-12 alignment and share knowledge obtained with Harvest math department.

F. Harvest teachers will participate in site professional development to review and enhance IB knowledge of unit planning and assessment.

G. Implementation of Progress Charts consisting of learning intentions and success criteria describing student learning at the surface, deep, and transfer level.

H. Teachers will have instructional materials, supplies, and access to copy machines, laminator, and other machines and supplies to enhance student learning.

I. Students will use web-based technology learning, collaboration, and communication platforms and applications in 6th-8th grades. Technology staff will be hired to support this type of learning.

### 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)

750.00

0000 – No Reporting Requirements

886.00

0000 – No Reporting Requirements



2,585.00	0000 – No Reporting Requirements
12,121.00	0000 – No Reporting Requirements
8,395.19	0003 - Supplemental

## Strategy 2

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

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

All students, with a focus on dual-identified English Learners in the area of English Language Arts

### Activities

#### 2.Strategies aligned to promote student academic progress on English Language Arts CAASPP

A. Harvest will dedicate weekly Professional Learning Community (PLC) time for the English Language Arts department to reflect on SBC data, backwards map Priority Language Arts Standards and Common Core Standards to develop strategic Instructional language practices into daily lessons. TOSA and Assistant Principal will work closely with the English Language Arts PLC team to review CAASPP data specifically claims and targets to direct the interdisciplinary work that will take place during PLCs. Implementation of cycles of inquiry focused on CCSS, IB Criterion, ATL Skills, and or IB Learner Profile traits will reflect on student achievement using student data and evidence.

B. English Language Arts PLC will communicate and work with ELD/AVID EXCEL PLCs to inform teachers of the language skills within the IB units to provide additional time to receive direct instruction on specific CAASPP skills identified as an area of growth.

C. Harvest English Language Arts lead will participate in district professional development to learn how to maximize Study Sync resources.

D. Harvest teachers will participate in site professional development to review and enhance IB knowledge of unit planning and assessment.

E. Implementation of Progress Charts consisting of learning intentions and success criteria describing student learning at the surface, deep, and transfer level.

F. Teachers will have instructional materials, supplies, and access to copy machines, laminator, and other machines and supplies to enhance student learning.

G. Students will use web-based technology learning, collaboration, and communication platforms and applications in 6th-8th grades. Technology staff will be hired to support this type of learning.

H. Materials in the Library will support instruction for all subgroups; collection will support standards; School wide independent reading program will be supported b Overdrive digital library resources (including easy access to intervention level and ELL level reading selections) and SRI diagnostic reading assessment.

### 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)
750.00	0000 – No Reporting Requirements
886.00	0000 – No Reporting Requirements
2,585.00	0000 – No Reporting Requirements
8,395.18	0003 - Supplemental
10,132.52	0003 - Supplemental
970.00	0003 - Supplemental

### Strategy 3

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

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

Students identified with chronic absenteeism of 16 days or more, focus on English Learners, Homeless, and Foster Youth.

#### Activities

3. Attendance vs SBC correlation impact on student learning
- A. Parent Liaison, with the support of the school site TOSA and Administration, will review Attendance and SBC data to identify students chronically absent.
- B. Parent Liaison, TOSA, and Administration will design an outreach plan to communicate and inform parents of the impact that missing school has on their student's academic success.
- C.The Harvest ELAC committee consisting of the Assistant Principal, Parent Liaison, Site Counselor, and Office Registrar with provide educational support to the spanish speaking community regarding the correlation between academic progress and chronic attendance.
- D.Harvest Attendance Officer will generate timely reports to identify students who are becoming chronically absence to inform Parent Liaison in order to reach out to parents.

#### 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)
500	0000 – No Reporting Requirements

### Strategy 4

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

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

All students

#### Activities

##### 4. Consultant and Managebac (IB software)

- A. Assist administration to research and explore best instructional practices.
- B. Planning and implementation of professional development for all staff, once every month.
- C. Establish protocols to engage Professional Learning Communities (PLC) in analyzing student data to assess student progress towards obtaining one years growth in one years time.
- D. Establish protocol and plan implementation of school site learning walks with staff, three times a year.
- E. Assist with analyzing student data.
- F. Analyze school wide climate and culture
- G. Implement the use of Managebac, a grading application, to manage IB units and student assessments to monitor students' learning progress towards one years growth in one years time.

#### 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)

4800

0000 – No Reporting Requirements

9,994.00

0000 – No Reporting Requirements

#### Strategy 5

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

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

All students

#### Activities

##### 1. Office Staff

- A. Provide office staff the necessary equipment and supplies to support HMS IB program and initiatives to support student academic outcomes (one years growth in one years time).
- B. Provide instructional supplies for all students
- C. Organize and plan enrollment activities: tours

#### 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)
6,400.00	0000 – No Reporting Requirements
2,933.00	0000 – No Reporting Requirements
4,610.00	0000 – No Reporting Requirements
917.44	0000 – No Reporting Requirements
2,400.00	0000 – No Reporting Requirements
1,026.00	0000 – No Reporting Requirements
600.00	0000 – No Reporting Requirements
8,668.76	0003 - Supplemental
891.87	0003 - Supplemental
1,000.00	0003 - Supplemental

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Overall implementation of the strategies require department Professional Learning Communities to engage in student data inquiry cycles to monitor student growth and TOSA to collaborate with math department to target essential standards and implement coaching cycles to increase student academic success on the CAASPP. The 2018-2019 CAASPP data, reflected a slight increase in English Language and significant decrease in Math.

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

Overall implementation of the strategies and effectiveness of the strategies will specifically allow for collaboration and analyzing of student data (state and district assessments) within department Professional Learning Communities and across departments to communicate specific language objective targets to support student outcomes on the CAASPP in both English Language Arts and Math. Professional development will increase teacher knowledge in successfully implementing ongoing data/inquiry cycles as well as IB assessment practices. The .5 FTE TOSA will consistently run RI and MI reports to support department data/inquiry cycles and work closely with the Math department to identify effective instructional practices and resources, as well as provide intervention for students with specific learning needs.

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.

Harvest staff will analyze whether students achieve "one years growth over one years time" for all students on the RI, MI, and CAASPP within Goal 1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

### Identified Need

The new teacher evaluation template challenges leaders to consider multiple dimensions of professional learning for teachers to improve instructional practices and impact on student learning. HMS certificated staff need to be evaluated with the new NVUSD/NVEA evaluation process.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pilot New Teacher Evaluation	0 - Year one of implementation	Use the new teacher tool to specifically evaluate the importance of teacher to student and student to student relationships to impact student learning and create a culture of independent learners.

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 1

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

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

All teachers requiring 2019-2020 evaluation to ensure rigorous instruction and learning for all students.

#### Activities

1. Implement new teacher evaluation process.
  - A. Identify California Standards for the Teaching Profession (CSTP) professional growth goals.
  - B. Plan strategies, supports and resources to promote teacher success in professional advancement.
  - C. Schedule learning walks or colleague observations to support CSTP.

#### 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)
0.00	

## Strategy 2

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

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

Provide Health, Welfare and Benefit costs for all staff extra work.

### Activities

1. Provide Health, Welfare and Benefit costs for all staff extra work included in the base funded budget and the supplemental budget.

A. Ensure base funded budget is allocated to support health, welfare, and benefit costs.

### 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)
307.32	0000 – No Reporting Requirements
1,795.50	0003 - Supplemental
21,168.01	0003 - Supplemental
1,377.92	0003 - Supplemental
531.77	0003 - Supplemental

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Implement new teacher evaluation process

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

Year 1 of implementation

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.





# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

### Identified Need

Harvest community seeks to increase engagement of the Hispanic community through the support of the ELAC committee and School Site Council to enhance student academic success.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records taken at ELAC meetings.	8-12 Hispanic families consistently attended ELAC meetings throughout 2018-2019	With proactive recruiting efforts, the engagement and participation of the Hispanic community at Harvest will increase by 5% .
Develop School Site Council	Met 4 times a year	Increase meeting times

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 1

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

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

All Hispanic students, specifically English Language Learners will increase parent involvement.

#### Activities

1. Increase parent participation at Harvest ELAC meetings.

A. Assistant Principal will work with ELAC Harvest Committee (Parent Liaison, Counselor, and Office Registrar) to plan and coordinate relevant topics based on the ELAC parent survey to identify topics for ELAC meetings.

B. Parent Liaison will work to recruit parents to attend the ELAC meetings: flyers, parent square messaging, daily personal phone calls, being visible at morning drop and afternoon drop off to personally invite to ELAC meetings.

C. Will provide refreshments and childcare to allow for greater participation at scheduled ELAC meetings.

D. Work with feeder school, Snow Elementary, to schedule a combined ELAC meeting to work with current and prospective/future incoming families to establish relationships with families.

E. Promote ELAC families to become a part of the Parent Faculty Club (PFC) to engage volunteering in school wide activities and events beyond the ELAC meeting.

### **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)

500

Source(s)

0000 – No Reporting Requirements

## **Strategy 2**

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

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

Harvest will hold monthly School Site Council Meetings

### **Activities**

1. Implement School Site Council

A. Advertise teacher and parent School Site Council positions for committee.

B. Schedule School Site Council meetings.

C. Increase participation and meeting times during the 2019-2020 school to make decisions on school site goals and initiatives.

D. Plan student enrollment 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)

500

Source(s)

0000 – No Reporting Requirements

# **Annual Review**

## **SPSA Year Reviewed: 2018-19**

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.

Harvest community seeks to increase engagement of the Hispanic community through the support of the ELAC committee and School Site Council to enhance student academic success.

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

Year 1 implementation

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.

Year 1 implementation

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

### Identified Need

Harvest is one to one with Chromebooks and receiving Promethean boards in all classrooms and will comply with district inventory and asset tracking devices. With receipt of Promethean boards, teachers will require training to successfully integrate the Promethean board into instruction.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All teachers will have training and access to Promethean boards.	Zero Promethean boards in the classroom	Promethean boards will be in 100% in the classrooms

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 1

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

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

All students

#### Activities

1. Professional development and implementation of Promethean Boards.
  - A. Promethean boards to be placed in all classrooms.
  - B. All teachers to receive training and access to implementing Promethean boards into instruction.

#### 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)
0	0000 – No Reporting Requirements

### Strategy 2

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

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

All students

## Activities

1. With one to one devices and teacher front of the room technology, the IB model for inquiry can be better facilitated in terms of research, visual accessibility to content, and greater collaborative opportunities through google apps.
- A. Teacher collaboration through PLC with planning.
- B. Alignment of IB research practices aligned to common core standards with implementation of devices.
- C. Opportunities to participate in district training.

## 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)

0

Source(s)

0000 – No Reporting Requirements

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Harvest is one to one with Chromebooks and is receiving Promethean boards in all classroom and will comply with district inventory and asset tracking devices. With new implementation of Promethean boards, teachers will require training to successfully implement Promethean board into instruction using the IB model for inquiry can be better facilitated in terms of research, visual accessibility to content, and greater collaborative opportunities through Google apps.

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

Year 1 implementation

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.

Year 1 implementation

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

### Identified Need

Invest in IB training to build leadership capacity to mentor and plan professional development for staff, particularly new teachers.

Master schedule presents challenges to ensure all students have access to IB course requirements.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Leadership committee will plan and implement IB professional training for all teachers.	Currently, approximately one third of the teachers have not designed a complete IB unit with formative assessments using IB criterion and Approaches to Learning Skills (ALTS).	All teachers will have entered into Managebac a minimum of two - three complete IB units and with assessments.

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 1

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

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

All students, specifically Second Language Learners

#### Activities

1. Leaders will analyze student learning experiences at Harvest Middle School, specifically English Language Learners, to understand the impact of IB on student outcomes.

A. Leadership will plan and implement ongoing Professional Learning and facility meetings throughout the 2019-2020 school year once a month.

B. All teachers will participate in school wide learning walks with a focus on IB evidence in the classroom and rigorous instruction.

C. Build leadership capacity by assigning untrained teachers to mentor teachers who can meet during PLC time to promote IB unit development.

D. Leadership will review and update current IB practices and policies.

### 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)
4,900.00	0003 - Supplemental

### Strategy 2

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

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

All students
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#### Activities

- 2. Administration will ensure equity centered IB Programme master schedule.
  - A. Hire substitute for administration participation in master schedule training.
  - B. Collaborate with experienced NVUSD administrators to inform master schedule.
  - C. Create a timeline that will include all stakeholder interests.
  - D. Review and revise course cards to reflect current IB core and elective classes.

### 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)
2,100.00	0003 - Supplemental
3,000.00	0003 - Supplemental
500.00	0003 - Supplemental

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Second Language Learners not growing as fast as other subgroups in the area of language arts and math.

Master schedule to ensure all students have access to IB course requirements.

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

Year 1 implementation

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.

Year 1 implementation



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

### Identified Need

Train all staff on updated NVUSD board policies regarding changes made from the previous year.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All staff will be familiar with school board policies.	No certificated or classified staff have reviewed the updated school board policies.	100% staff will indicate that they reviewed the updated school board policies.

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 1

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

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

All students activites

#### Activities

##### 1. NVUSD Board Policy Update

A. District information on updated school board policies will be reviewed by all staff.

B. Teachers will be able to review board policies individually, with department teams or meet with Administration.

#### 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)

0

Source(s)

0000 – No Reporting Requirements

## Annual Review

SPSA Year Reviewed: 2018-19

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.

All staff require training on updated NVUSD board policies regarding changes made from the previous year.

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

Year one implementation

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.

Year one implementation

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,877.48

## 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 (\$)
------------------	-----------------

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

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 (\$)
	\$0.00
0000 – No Reporting Requirements	\$56,050.76
0003 - Supplemental	\$73,826.72

Subtotal of state or local funds included for this school: \$129,877.48

Total of federal, state, and/or local funds for this school: \$129,877.48

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Martha Franco	Principal
Joe Paniagua (grade 8)	Classroom Teacher
Jenny Banta (grade 8)	Classroom Teacher
Lisa Carroll (classified-other)	Classroom Teacher
Clara Mier-Buoncristiani	Parent or Community Member
Lorianne Richardson	Parent or Community Member
Carrie Gallagher	Parent or Community Member
Finnegan McGraff	Secondary Student

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

LIZETH ABARCA

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 31, 2019.

Attested:

Martha Franco

Principal, Martha Franco on 10/31/19

Clara Mier-Buoncristiani

SSC Chairperson, Clara Mier-Buoncristiani on 10/31/19

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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