



# Harrison

## ELEMENTARY SCHOOL

### School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

**CSI Instruction:**

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

**ATSI Instruction:**

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harrison Elementary	39686766042618	10/03/2024	11/12/2024

### Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the

changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Harrison's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

## **Educational Partner Involvement**

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Harrison staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Harrison's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 5, 2023
- March 7, 2024
- April 17, 2024
- May 9, 2024
- June 25, 2024
- October 4, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting last year August 3, 2023
- Title 1 Parent Meeting this year August 8, 2024
- Monthly Coffee Hour on 8/23/23, 9/6/23, 10/18/23, 1/24/24, 2/28/24, 5/15/24
- English Language Advisory Committee on March 6, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on April 16, 2024
- Leadership Meeting on January 29, 30, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Harrison, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>English Learner</b>	88.1 points below standard (red)	114.2 points below standard (red)	X	X	X	N/A
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
<b>Homeless Youth</b>	X	X	population too small, no indicator	X	X	N/A
<b>Students with Disabilities</b>	87 points below standard (red)	104.1 points below standard (red)	3.7% suspended at least one day (orange)	X	N/A	N/A
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

During the Annual Review and Needs Assessment Harrison identified

1. Not all students are not receiving the equitable instruction across the school in all academic areas. Professional Development for teachers with alignment with grade levels and life levels with the district adopted curriculum, AVID, PLTW, MTSS, high quality teaching strategies, illuminate, technology support, SBAC, ELPAC, priority standards aligned with the district adopted curriculum, etc...
2. Students have a need for additional supports for social, and emotional learning.
3. Student attendance is a concern for student learning. Chonic absentism is 28.8% with many contibuting factors within the community and homes to this increased rate.
4. African American and White student groups identified in the Additional Targeted Support and Improvement (ATSI) program for suspension.

African American

13.6% suspended at least one day

Increased 9.8%

Number of Students: 44

White

6.4% suspended at least one day

Increased 6.4%

Number of Students: 47

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

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

Harrison Elementary developed a school plan for the 2023-24 school year and evaluated this plan to develop the 2024-25 SPSA which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on October 2023, April 2024, and May 2024 and June 25, 2024 obtained board approval on the SPSA.

Throughout the 2023-24 school year, the School Site Council, ELAC, School Leadership teams, and parent’s groups reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. The school SSC reviewed the Needs Assessment and Annual Review that was completed and shared in October 2023, and April 2024. Student achievement data, student attendance data, and student suspension data were all reviewed in the preparation of the Needs Assessment and Annual Review in the areas of continuous improvement-chronic absenteeism, continuous improvement-achievement in ELA, continuous improvement-achievement in mathematics, and continuous improvement-school climate. Additionally, team discussed use and effectiveness of the support of teachers in the development and understanding of the curriculum and effective teaching strategies. The team discussed how this would lead to school climate and suspension reduction and increase in student attendance.

### California Dashboard Performance Data

	English Language Arts	Mathematics	English Learner Progress	Chronic Absenteeism	Suspension Rate
2022-23	<ul style="list-style-type: none"> <li>Orange</li> <li>59.8 points below standard</li> <li>Declined 4.3 Points</li> <li>Number of Students: 399</li> </ul>	<ul style="list-style-type: none"> <li>Orange</li> <li>89.3 points below standard</li> <li>Maintained 1.8 Points</li> <li>Number of Students: 399</li> </ul>	<ul style="list-style-type: none"> <li>Green</li> <li>60.7% making progress towards English language proficiency</li> <li>Increased 9.9%</li> <li>Number of EL Students: 178</li> </ul>	<ul style="list-style-type: none"> <li>Yellow</li> <li>35.9% chronically absent</li> <li>Declined 11.8%</li> <li>Number of Students: 675</li> </ul>	<ul style="list-style-type: none"> <li>Red</li> <li>4.7% suspended at least one day</li> <li>Increased 2.4%</li> <li>Number of Students: 703</li> <li><b>Additional Targeted Support and Improvement (ATSI)</b></li> <li>African American and White student groups identified for suspension.</li> <li><b>African American</b></li> <li>13.6% suspended at least one day</li> <li>Increased 9.8%</li> <li>Number of Students: 44</li> <li><b>White</b></li> <li>6.4% suspended at least one day</li> <li>Increased 6.4%</li> <li>Number of Students: 47</li> </ul>

2023-24 Current Information with I-Ready data	<p>I- Ready Reading</p> <ul style="list-style-type: none"> <li>On Grade level 32.3%</li> <li>2 or more Grade Level Below 35%</li> </ul> <p><b><u>SPSA Goal</u></b></p> <p>By May 2024 On Grade Level: Reading 29%</p>	<p>I- Ready Math</p> <ul style="list-style-type: none"> <li>On Grade level 20%</li> <li>2 or more Grade Level Below 39.1%</li> </ul> <p><b><u>SPSA Goal</u></b></p> <p>By May 2024 On Grade Level: Math 20%</p>		<p>28.8% as of March 2024</p> <p><b><u>SPSA Goal</u></b></p> <p>Attendance/ Chronic Truancy:</p> <p>By May 2024, Harrison will decrease our chronic absenteeism rate for all students by 3%.</p>	<p>As of March 2024</p> <ul style="list-style-type: none"> <li>26 Total Students Unduplicated</li> <li>50 Total Suspension Days</li> <li><b>Additional Targeted Support and Improvement (ATSI)</b></li> </ul> <p>African American and White student groups identified for suspension.</p> <p><b><u>African American</u></b></p> <p>6 suspension days as of March 2024 Number of Students: 40</p> <p><b><u>White</u></b></p> <p>8 suspension days as of March 2024 Number of Students: 26</p> <p><b><u>SPSA Goal</u></b></p> <ul style="list-style-type: none"> <li>By May 2024, Harrison will decrease suspension rate for all students by 5.</li> <li>By May 2024, Harrison will decrease behavioral referrals targeting defiance and disruption for all student by 50%.</li> <li>By May 2024, maintain the expulsion rate for all students at 0%.</li> </ul>
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Harrison Elementary and its School Site Council reviewed the progress of the 2023-24 SPSA and the Annual Review and Needs Assessment. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the School Site Council meeting minutes for October 2023 and April 2024. Overall, the findings showed that we did improve student achievement in the areas of mathematics and language arts. In language arts and mathematics, we have seen consistent and steady growth in the overall number of students meeting or exceeding standards and significant gains in closing the gap in the distance from standard. As a result of the stakeholder involvement and data reviews, Harrison Elementary has been able to complete the Annual Review and Needs Assessment in October 2023 and April 2024. Identifying the barriers in meeting the three goals as well as the implementation of additional supports to address these barriers.

The following strategies have been identified to support schoolwide improvement:

- SIPPS Tier II Intervention in grades k-5
- Lexia as an additional support for students to use for comprehension, vocabulary, spelling, grammar, site words, letter names, sounds, and reading in prek-8th grade
- Targeted Tier II Intervention in math during small groups/college workshop, afterschool tutoring, and electives in grades k-8

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA: By May 2025, Harrison will increase by 3% of students on or above grade level in Reading from the 2023-24 school year. They met the requirements.</p> <p>I- Ready Reading Winter Data On Grade level 32.3% 2 or more Grade Level Below 35%</p> <p>EL: By EOY 2025, per ELPAC, increase the number of students who reclassify by 5 students. 60.7% making progress towards English language proficiency Increased 9.9% Number of EL Students: 178</p> <p>Math: By May 2025, Harrison will increase by 3% of students on or above grade level in Math from the 2023-24 school year. They met the requirements.</p> <p>I- Ready Math Winter Data On Grade level 20% 2 or more Grade Level Below 39.1%</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students are not receiving the equitable instruction.

Students are not receiving the equitable instruction.

I-Ready Reading On Grade level 32.3% 2 or more Grade Level Below 35% Harrison students are still performing with 35% of students 2 or more grade levels below. Harrison has been implementing SIPPS k-6, however, still need additional support in reading.

I-Ready Math On Grade level 20% 2 or more Grade Level Below 39.1% Harrison students are still performing with 39.1% of students 2 or more grade levels below. Harrison has been implementing a weekly math intervention time, but the students are still in need of intervention.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students on grade level of above in Reading (All Students)	32.3% on grade level of above in Reading	35.3% on grade level of above in Reading
Percentage of students on grade level of above in Math (All Students)	20% on grade level of above in Math	23% on grade level of above in Reading

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education STEM and Career Technical Education</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>PLTW: Project Lead the Way (PLTW) Harrison School will implement PLTW school wide with elective classes for students want to take part in Robotics, Design and Modeling, Green Energy, and Medical Detectives in grades 6-8 and k-5 PLTW Curriculum and Materials, PLTW Conference, Field Trips, SkillsUSA competitions, Robotics competitions, etc.</p> <p>PLTW Conference - administration, program specialist, instructional coach, counselors, teacher SkillsUSA - Regional Conference, State Conference, National Conference - administration, lead teacher, students Robotics Competition - Regional Conference, State Conference, National Conference -administration, lead teacher, students</p> <p>PLTW (Project Lead the Way): specific project materials needed for the</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p> <p>\$10,000</p> <p>\$2,500</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>



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

Non-instructional materials include paint, glue, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, PLTW/STEM, literacy night, AVID/PLTW night, and other enrichment activities that provide students with key strategies to support the schools focus.

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

Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, participation in STEM related field trips and events.

Progress Monitoring:

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

Title I Funding Allocation:

Non-Instructional Materials - \$10,000

LCAP 1.1 Career & Technical Education:

Transportation - \$10,000

Conference - \$2,500

1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Description of supports provided Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

1.1.6	<p><b>English Learner Programs and Supports</b></p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>English Learners Support Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as ELPAC Bootcamp, afterschool tutoring, etc.</p> <p>Progress Monitoring: Agendas, action plan, classroom observations, student performance data, pre/post assessments</p> <p>Title I Funding Allocation: Teacher Additional Comp: \$2,000</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$2,000	3010 - Title I
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<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Provide teachers with professional learning opportunities and support core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach (1 FTE Instructional Coaches - Centralized Service), program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), SkillsUSA, Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc.</p> <p>Substitute teachers to be used to provide teachers with professional learning opportunities - to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing the key standards, to support core instruction, etc... such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration.</p> <p>Teacher Additional Comp to be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. To be provided by coaching with instructional coach, program specialist, and administration, or with district-based professional development.</p> <p>Progress Monitoring meetings after school that focus on AVID implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, I-Ready ELA and writing. Staff will be compensated for work outside of contractual hours.</p> <p>Substitute teachers to be used to provide release time for the lead teacher to support English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$46,512</p> <p>\$30,000</p> <p>\$11,550</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
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testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering test. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD course, monitoring designated ELD classes, supporting ELD instruction, ELD classroom walks. SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering test. CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources. Participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, advocate for students. Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. PLTW coordinator, monitor and inventory the PLTW curriculum and components, assist in evidence, district visits, inventory and distribution of materials, and coordinating staff training. Serve on operations team and leadership committee.

Title I Funding Allocation:

Teacher Substitutes - \$46,512

Teacher Additional Comp - \$11,550

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support:

Teacher Additional Comp - \$30,000

<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Provide Administrators with professional learning opportunities and support core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach (1 FTE Instructional Coaches - Centralized Service), program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), SkillsUSA, Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc.</p> <p>AVID - Summer Institute - administration, program specialist, instructional coach, counselors, teacher  AVID - National Conference - administration, program specialist, instructional coach, counselors, teacher</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.  PLC Conference - Summer Institute - administration  PLC Conference - RTI - administration</p> <p>PLTW Conference - administration  SkillsUSA - Regional Conference, State Conference, National Conference - administration  Robotics Competition - Regional Conference, State Conference, National Conference -administration</p> <p>Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Sports for Learning a lunchtime sports program that focuses on grades k-5, students are taught skills, rules, and how to play a variety of sports with the guidance of coaches, etc.), etc. to improve student behavior and attendance. PBIS team to attend PBIS conference and training. The PBIS team will collaborate to improve school climate and participate in the CARE team.</p>	<p>All Students,  English  Learners,  Foster Youth,  Low Income,  Students with  Disabilities</p>	<p>\$7,500</p> <p>\$5,000</p>	<p>0100 - LCFF/S&amp;C  (site)</p> <p>3010 - Title I</p>
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<p>Conferences/Trainings/Workshops: PBIS Conference with the PBIS team (administration, program specialist, counselors, and teachers)</p> <p>Progress Monitoring: AVID implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, I-Ready ELA and writing.</p> <p>Title I Funding Allocation: Conferences/Trainings/Workshops - \$5,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: Conference/Trainings/Workshops - \$7,500</p>			
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1.1.9	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Provide teachers with professional learning opportunities and support core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach (1 FTE Instructional Coaches - Centralized Service), program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), SkillsUSA, Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Progress Monitoring: AVID implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, I-Ready ELA and writing, PLC Conference - RTI - teacher</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation: Conferences/Trainings/Workshops: \$2,500</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,500	0100 - LCFF/S&C (site)
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1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.12	<p>Acceleration of Learning</p> <p>Books: books, SIPPS reading and comprehension, access to the library and select new books to purchase to offer students opportunities to read a wide variety of texts.</p> <p>Lexia Core5 Reading/Power Up (Unlimited License) to develop foundational reading skills, vocabulary, comprehension and concepts in Social Studies and Science in grades K-8</p> <p>Progress Monitoring: AVID implementation, PLTW implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, Accelerated Reader data, I-Ready Math, ELA and writing.</p> <p>Title I Funding Allocation: License Agreement: \$13,800</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$13,800	3010 - Title I

1.1.13	<p><b>Literacy and Library Supports</b></p> <p>Accelerated Reader - to increase reading proficiency school wide- AR will be monitored in grades 2-8 each trimester and included on the students' progress reports and with options for emerging readers in grades k-1. i-Ready ELA and Writing - an intervention and enrichment program for students to complete during College Workshop (an intervention and enrichment period) and during afterschool tutoring and used to increase ELA and writing school wide.</p> <p>The Library Media Assistant (0.625 FTE, 0.375 Centralized Funding, 0.25 Site Funding) will increase reading school wide, to provide students access to the library and books, assist students with appropriate book selection based on Lexile levels, and to select new books to purchase to offer students opportunities to read a wide variety of texts. Library Media Clerk will also support the implementation of the Accelerated Reader Program to all students. and read with students in grades PK-2.</p> <p>Progress Monitoring: AVID implementation, PLTW implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, Accelerated Reader data, I-Ready Math, ELA and writing.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: Library Media Assistant Salary (0.25 FTE): \$3,358 Library Media Assistant Additional Comp: \$1,000 License Agreement- \$8,537</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$3,358</p> <p>\$1,000</p> <p>\$8,537</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>
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1.1.14	<p><b>Advancement Via Individual Determination (AVID)</b></p> <p>School Initiatives:  AVID: Advancement Via Individual Determination (AVID) Harrison School will implement AVID school wide K-8 with an elective class for students who meet the AVID student profile in 6th - 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors, AVID Conference, AVID Field Trip, etc.</p> <p>Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement. Students will participate in college tours to research majors and degrees offered at universities, compare and contrast the similarities and the differences costs, requirements, learning environment, and admission rates.</p> <p>Instructional Materials/Supplies &amp; Non-Instructional Materials:  Provide students with materials, resources, and supports to increase ELA, EL, and Math proficiency through AVID, PLTW, and CORE instructional strategies to meet grade level expectations in all domains. Also to provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments</p> <p>AVID: Harrison has a school wide AVID program TK-8th grade with a focus on student achievement, WICOR strategies, and College and Career ready. The instructional materials and supplies will address the key strategies in AVID and WICOR. They will provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments. Supplemental materials to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, paper, headphones, folders, post-its, 1", 2", and 3" binders, planners, poster boards, project boards, presentation materials, colored paper, construction paper, colored pencils, crayons, markers, pencils, etc.).</p> <p>Non-instructional materials include paint, glue, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, PLTW/STEM, literacy night, AVID/PLTW night, and other enrichment activities that provide</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$10,000 \$9,064 \$30,000 \$26,200	3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I 3010 - Title I
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	<p>students with key strategies to support the schools focus.</p> <p>AVID - Summer Institute - administration, program specialist, instructional coach, counselors, teacher  AVID - National Conference - administration, program specialist, instructional coach, counselors, teacher</p> <p>Progress Monitoring:  AVID implementation, PLTW implementation, Leadership Agendas, Collaboration and Staff meeting Agendas, School wide action plan, classroom observations, student performance data, pre/post assessments, technology usage, Teacher log, Observations, Student technology usage, implementation of the SIPPS reading, Accelerated Reader data, I-Ready Math, ELA and writing.</p> <p>Title I Funding Allocation:  Instructional Materials/Supplies - \$26,200  Non-Instructional Materials - \$30,000  Conferences/Trainings/Workshops - \$10,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID):  Instructional Materials/Supplies - \$9,064</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss:  No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp:  No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

What is working? - ELA and Math Curriculum and Instruction - teachers are working with their team on pacing, planning, and attending professional development - New teachers still in credential or intern program and receiving additional support from district and mentors are onsite to support new teachers - SIPPS intervention in grades k-6 helping to support student academics in ELA, phonics, and reading - Accelerated Reader in classrooms to support student reading and comprehension - Counselors meet with students on academics and expectations - Teachers participate in Academic Conferences, AVID PD, and Leadership - PLC Leadership team participating in district PLC Academy - Program Specialist to support teachers with testing, pacing, planning, curriculum, and other school activities I- Ready Reading - On Grade level 32.3% 2 or more Grade Level Below 35% SPSA Goal - By May 2024 On Grade Level: Reading 29% I- Ready Math - On Grade level 20% 2 or more Grade Level Below 39.1% SPSA Goal - By May 2024 On Grade Level: Math 20%

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

What is not working? - Curriculum and Instruction - limited time for additional PD or support for teachers to implement curriculum - New teachers still in credential or intern program- they are still learning the programs and curriculum - New Teachers - limited supports - limited availability to have substitutes to release teachers to get coaching and support - Unable to provide professional development, planning, and other trainings during school day due to substitute teacher shortage - We were unable to have ELPAC boot-camp due to limited teachers to work afterschool or were tutoring for ELOP

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

Changes that were made during the 2023-24 school year - Conference money was placed into additional materials and supplies due to not as many teachers attending PD during summer. - ELPAC boot-camp was not given due to no teacher to support the program. Money was moved to support students in classroom materials and supplies

## Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goal for Suspension:            - During the 2022-23 school year Harrison had 4.7% students suspended at least one day, Additional Targeted Support and Improvement (ATSI) - African American and White student groups identified for suspension.            -African American - 13.6% suspended at least one day - Increased 9.8% - Number of Students: 44            -White - 6.4% suspended at least one day - Increased 6.4% - Number of Students: 47</p> <p>During the 2023-24 school year Harrison had 26 Total Students Unduplicated as of March 2024 a total 50 Total Suspension Days Additional Targeted Support and Improvement (ATSI) - African American and White student groups identified for suspension.            -African American - 6 suspension days as of March 2024 - Number of Students: 40            -White - 8 suspension days as of March 2024 - Number of Students: 26</p> <p>By May 2025, Harrison will decrease suspension rate for all students by 5.            By May 2025, Harrison will decrease behavioral referrals targeting defiance and disruption for all student by 50%.            By May 2025, maintain the expulsion rate for all students at 0%.</p> <p>School Goal for Attendance/Chronic Truancy:            - During the 2022-23 school year Harrison had a chronic absenteeism rate of 35.9%.            - During the 2023-24 school year Harrison had a chronic absenteeism rate of 28.8% by March 2024.</p> <p>- By May 2025, Harrison will decrease our chronic absenteeism rate for all students by 3%.</p>

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students are not receiving the equitable instruction.

Students are not receiving the equitable instruction.

I-Ready Reading On Grade level 32.3% 2 or more Grade Level Below 35% Harrison students are still performing with 35% of students 2 or more grade levels below. Harrison has been implementing SIPPS k-6, however, still need additional support in reading.

I-Ready Math On Grade level 20% 2 or more Grade Level Below 39.1% Harrison students are still performing with 39.1% of students 2 or more grade levels below. Harrison has been implementing a weekly math intervention time, but the students are still in need of intervention.

Parent involvement with their students education by attending parent conferences, family nights, weekly coffee hours, and other meetings on campus have been difficult to get parents to the school site due to times of events, meetings, and activities.

Additional Targeted Support and Improvement (ATSI) African American and White student groups identified for suspension. African American - 13.6% suspended at least one day Increased 9.8% Number of Students: 44 White- 6.4% suspended at least one day Increased 6.4% Number of Students: 47

Chronic Absenteeism California Dashboard 2022-23 Yellow 35.9% chronically absent Declined 11.8% March 2024 28.8% Student attendance is a major factor in

student learning, the high Chronic Absenteeism percentages limit the time for students to be in school learning.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	26 students	Decrease by 5
Chronic Absenteeism (All Students)	28.8% as of March 2024	25.8%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Positive Behavior Interventions and Support (PBIS): Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Sports for Learning a lunchtime sports program that focuses on grades k-5, students are taught skills, rules, and how to play a variety of sports with the guidance of coaches, etc.), etc. to improve student behavior and attendance. PBIS team to attend PBIS conference and training. The PBIS team will collaborate to improve school climate and participate in the CARE team.</p> <p>PBIS Conference with the PBIS team (administration, program specialist, counselors, and teachers)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support: Conferences/Trainings/Workshops: \$2,500</p>	All Students, English Learners, Low Income, Foster Youth, Students with Disabilities	\$2,500	0100 - LCFF/S&C (site)



2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, attendance, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>CARE team will conduct conferencing and establish goals and incentives academics, attendance, and behavioral groups. Counselors we'll be working with students on positive social interactions on 1:1 and small group sessions and encourage participation in structured activities during recess.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: Additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Students with Disabilities, Low Income	#[Enter amount here]	[Specify the funding source(s)]

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. Counselor Additional Comp Pay Calculation (Object Code 12500) To be used to provide counselors with professional learning opportunities to support MTSS and other social and emotional supportive resources.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Title I Funding Allocation: Counselor Additional Comp: 2 counselors X 17 hours X \$60 rate of pay= \$2,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000	3010 - Title I Certificated Salaries
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Ongoing Instructional Support and Program Implementation</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Instructional Coaches: Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.</p> <p>Instructional Coach Additional Comp Pay Calculation To be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. To be provided by program specialist.</p> <p>1 FTE Centralized Funding Program Specialist: Identify students for reading and math intervention, assist with organization and scheduling of intervention. i-Ready Diagnostic scheduling, provide training to teachers to administer i-Ready diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission. CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students. AVID assist with site leadership meetings, collect AVID evidence, assist in certification documents, assist in AVID recruitment process, provide ongoing site-based training in AVID strategies. English Learner Program tasks including, sorting, distributing and signing EL/ RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering test. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD course, monitoring designated ELD classes,</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p>	<p>3010 - Title I</p>
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	<p>supporting ELD instruction, ELD classroom walks. SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering test. CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources. Participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, advocate for students. Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. PLTW coordinator, monitor and inventory the PLTW curriculum and components, assist in evidence, district visits, inventory and distribution of materials, and coordinating staff training. Serve on operations team and leadership committee.</p> <p>Provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. To be provided by program specialist.</p> <p>Metrics for Progress Monitoring: Agendas, action plan, classroom observations, coaching hours, # of teachers receiving coaching and the # of hours coaching.</p> <p>Title I Funding Allocation: Instructional Coach Additional Comp - \$1,000</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

2.1.19	<p>Technology and Innovation Support</p> <p>Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment to support student learning and understanding of the curriculum</p> <p>MACHINE  Title 1- DUPLO DP-U510  Title 1- LAMINATORS  Title 1- DUPLO DP-F510  LCFF- CANNON COPIERS &amp;IR C5051 &amp; IR6275B</p> <p>Reprographics within the district to provide posters to align with student instruction and the adopted curriculum, packets for students that are aligned with the adopted curriculum and standards, planners for students to support AVID in organization, fliers to be sent home for families, promotion paperwork, etc. to support the adopted curriculum, instruction, school wide and district initiatives and student achievement.</p> <p>Title I Funding Allocation:  Maintenance Agreement - \$2,602  Duplicating - \$15,000</p> <p>LCAP 2.19 Technology and Innovation Support:  Maintenance Agreement - \$6,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,602  \$6,000  \$15,000	3010 - Title I  0100 - LCFF/S&C (site)  3010 - Title I
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<p>2.1.20</p>	<p><b>Instructional Technology</b></p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, Chromebooks, etc. District adopted curriculum uses equipment in student instruction, assessment, and planning. Students and staff use computers, tablets, iPads, Chromebooks and other forms of technology with the adopted curriculum and present the curriculum with the use of projectors, doc cameras, poster makers, etc. The student's complete assessments for district and state using technology equipment.</p> <p>Toner for printers, duplo toner, copier toner, laminating film, master rolls for copy machines, other supplies for copy machines, headphones for students to use with chromebooks/laptops/tablets/etc., speakers for classrooms, projector light bulb replacement, chromebook/laptop/etc replacement screens or other replacement parts, computer/technology cables, etc.</p> <p>Title I Funding Allocation: Equipment - \$10,544</p> <p>LCAP 2.20 Instructional Technology: Instructional Materials - \$5387</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,387</p> <p>\$10,544</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
<p>2.1.21</p>	<p><b>Instruction and Teacher Staffing</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: Additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.



## Analysis

An Analysis of how this goal was carried out in the previous year.

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

What is working? - Counselors working with students and families to support behavioral and academic concerns - Decreased Chronic Absenteeism & Suspension - currently at 4% suspension rate, Absenteeism is at 29.88% - Only a small percentage of students with ongoing behavioral issues and most incidents involve defiance and disruption - Office staff are reaching out to parents to excuse the students attendance As of March 2024 26 Total Students Unduplicated 50 Total Suspension Days Additional Targeted Support and Improvement (ATSI) African American and White student groups identified for suspension. African American 6 suspension days as of March 2024 Number of Students: 40 White 8 suspension days as of March 2024 Number of Students: 26

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

What is not working? - Ongoing behavioral issues for a small percentage of students and most incidents involve defiance and disruption - currently at 4% suspension rate - Limited additional space to work with with students on behaviors and interventions - Students out sick and only a limited amount of parents are calling in to excuse the students absence; office staff makes phone calls to clear attendance, but it takes a few days to call all the students - Was unable to attend the PBIS conference with PBIS team due to scheduling

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

Changes that were made during the 2023-24 school year - Conference money was placed into additional materials and supplies due to being unable to attend conference.

### Goal 3.1

Goal #	Description
Goal 3.1	None

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Students from this subgroup will be recruited to participate in PLUS leadership and advocate for needs and supports for African Americans. Counselors we'll be working with students on positive social interactions on 1:1 and small group sessions and encourage participation in structured activities during recess.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Students with Disabilities, Low Income	\${Enter amount here}	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

What is working? - PLUS advisor and PLUS class students are able to work on planning during the school year and create activities to support the school - PLUS Counselors are part of the planning - Awards ceremonies are done for each trimester - Parent Night events - Back-to-School Night, Fall Carnival, Literacy Night, AVID/PLTW Open House - Parent meetings are done in all grades k-8 - Parents are able to complete the Be A Mentor - Community Assist to support parents with parent coffee, community events, and other school activities - Remind communication system to support 1 system of communication for all families - all parents are automatically pushed into Remind accounts for communication - SSC and ELAC meetings

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

What is not working? - Awards ceremonies are done during the day and many families are unable to attend - Parent Night events are done early in the afternoon and parents are not able to attend - Parent meetings are done during the morning and working parents are not able to participate

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

There are not changes to the SPSA for the 2023-24 school year.

## Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal) During the 2023-24 school year Harrison will demonstrate meaningful partnerships with 25% more parents by May of 2024. Harrison will increase the meaningful partnerships during the 2023-24 school year by 25%.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement  Provide parents with support and resources that empowers them be engaged in their student's learning such as Academic Parent Teacher Teams (APTT) and parent conferences to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc.  Parent Meetings - Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,007 \$59,509 \$2,784	3010 - Title I - Parent 3010 - Title I 3010 - Title I - Parent

visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

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

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

Remind Application - to increase school to home parent communication. A whole school communication application for teachers, program specialist, coaches, administration, office, community assistant, counselors, and other school staff to communicate events and other school information to families.

Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

The Community Assistant will increase parent involvement school wide, to provide families access to the school wide supports and supplies for families to help their students be successful in school and at home. The Community Assistant will provide workshops, clinics, trainings, and other supports to family.

Title I Funding Allocation:

License Agreement- \$2,784 Title I Parent

Meeting Expenses - \$1,007 Title I Parent

Community Assistant Salary and Benefits (0.8125 FTE ) - \$59, 509

LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:

Additional site LCFF is being allocated for this strategy.

4.1.2	District Strategic Planning and Communication  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.3	Community Schools Supports and Resources  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 4.1 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.4	Parent Advisory Committee Supports and Resources  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.



## Goal 5.1

Goal #	Description
Goal 5.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 6.1

Goal #	Description
Goal 6.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Additional Targeted Support and Improvement (ATSI) African American and White student groups identified for suspension. African American - 13.6% suspended at least one day Increased 9.8% Number of Students: 44 White- 6.4% suspended at least one day Increased 6.4% Number of Students: 47

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. African American/Black Students</p> <p>Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as additional afterschool tutoring and small group support, etc for African American/Black Students.</p> <p>Title I Funding Allocation: Teacher Additional Comp - \$2,000</p> <p>LCAP 6.1 Student Achievement Plan: Additional site LCFF is being allocated for this strategy.</p>	African American	\$2,000	3010 - Title I
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$251,508.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$339,854.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$247,717.00
3010 - Title I - Parent	\$3,791.00

Subtotal of additional federal funds included for this school: \$251,508.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$88,346.00

Subtotal of state or local funds included for this school: \$88,346.00

Total of federal, state, and/or local funds for this school: \$339,854.00



# Addendums

# 2024-2025 School Plan for Student Achievement Recommendations and Assurances

Site Name: Harrison Elementary School

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

4/17/2024

Date of Meeting

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

English Learner Advisory Committee

3/6/2024

Date of Meeting

5. 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 5/15/2024.

Date of Meeting

(Optional)

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

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:

Christina Katen

\_\_\_\_\_  
Typed Name of School Principal



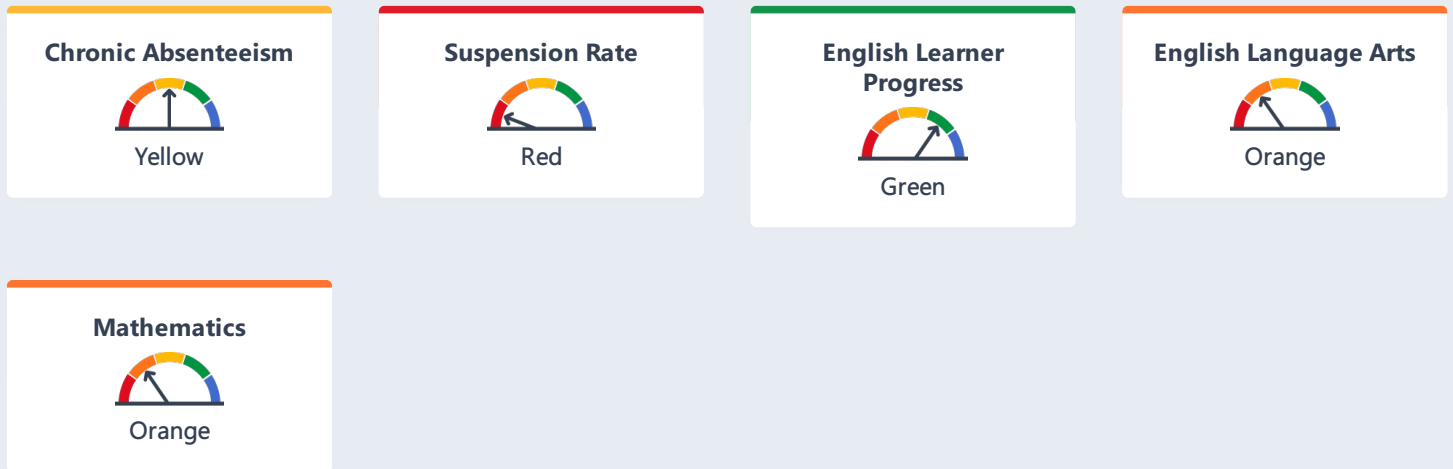
\_\_\_\_\_  
Signature of School Principal

5/30/2024

\_\_\_\_\_  
Date

# Harrison Elementary

Explore the performance of Harrison Elementary under California's Accountability System.



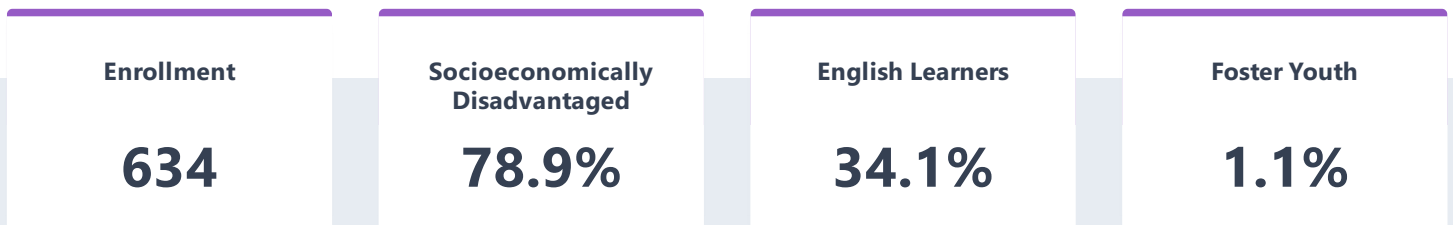
## School Details

<b>NAME</b> Harrison Elementary	<b>ADDRESS</b> 3203 Sanguinetti Lane Stockton, CA 95209-2517	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-8
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

### HARRISON ELEMENTARY

## Student Population


Explore information about this school's student population.



# Academic Performance

View Student Assessment Results and other aspects of school performance.

**LEARN MORE**  
**English Language Arts**




Orange

59.8 points below standard  
**Declined 4.3 Points ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Level

2 Red	3 Orange	0 Yellow
0 Green	0 Blue	

**LEARN MORE**  
**Mathematics**




Orange

89.3 points below standard  
**Maintained 1.8 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Level

2 Red	2 Orange	1 Yellow
0 Green	0 Blue	

**LEARN MORE**  
**English Learner Progress**




Green

60.7% making progress  
**Increased 9.9% ▲**

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

**LEARN MORE**  
**Chronic Absenteeism**



Yellow

35.9% chronically absent  
**Declined 11.8% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Level


1 Red	3 Orange	3 Yellow
0 Green	0 Blue	

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Red

4.7% suspended at least one day

Increased 2.4% ▲

**EQUITY REPORT**  
Number of Student Groups in Each Level

3 Red	4 Orange	0 Yellow
0 Green	0 Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

59.8 points below standard

Declined 4.3 Points ▼

Number of Students: 399

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

English Learners  
Students with Disabilities



Orange

Asian  
Hispanic  
Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American  
American Indian  
Filipino  
Foster Youth  
Homeless  
Two or More Races  
Pacific Islander  
White

### African American



No Performance Color

78.4 points below standard

Maintained -0.5 Points

Number of Students: 25

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

10.4 points below standard

Increased 28.7 Points ▲

Number of Students: 11

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

133.5 points below standard

Declined 47.3 Points ▼

Number of Students: 14

### Two or More Races



No Performance Color

109.6 points below standard

Declined 35.5 Points ▼

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### White



No Performance Color

81.4 points below standard

Declined 5.4 Points ▼

Number of Students: 26

### English Learners



Red

88.1 points below standard

Declined 17.4 Points ▼

Number of Students: 144

### Students with Disabilities



Red

87 points below standard

Declined 27.7 Points ▼

Number of Students: 74

### Asian



Orange

51.9 points below standard

Declined 3.4 Points ▼

Number of Students: 48

### Hispanic



Orange

56.1 points below standard

Declined 4.3 Points ▼

Number of Students: 269

### Socioeconomically Disadvantaged



Orange

61.9 points below standard

Declined 3.2 Points ▼

Number of Students: 314

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	55.5 points below standard	59.8 points below standard

## English Language Arts Data Comparisons: English Learners

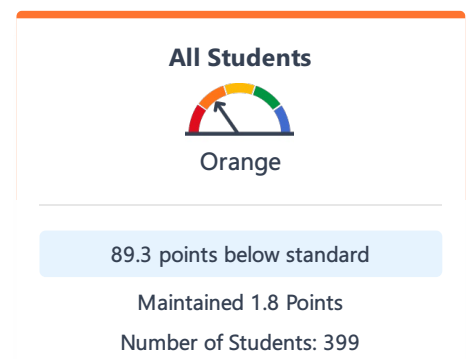
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

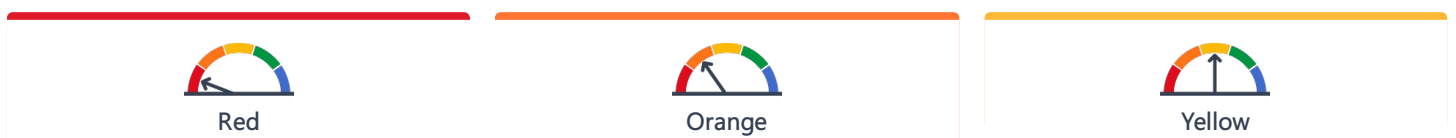
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups





English Learners

Students with Disabilities

Asian

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



### African American



No Performance Color

100.5 points below standard

Increased 14.3 Points ▲

Number of Students: 25

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

24.2 points below standard

Increased 11.3 Points ▲

Number of Students: 11

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

177.3 points below standard

Declined 68.2 Points ▼

Number of Students: 14

### Two or More Races



No Performance Color

100.9 points below standard

Increased 19.5 Points ▲

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### White



No Performance Color

98.7 points below standard

Declined 11.8 Points ▼

Number of Students: 26

### English Learners



Red

114.2 points below standard

Declined 16.2 Points ▼

Number of Students: 144

### Students with Disabilities



Red

104.1 points below standard

Declined 19.2 Points ▼

Number of Students: 74

### Asian



Orange

77.8 points below standard

Maintained 2.6 Points

Number of Students: 48

### Hispanic



Orange

92.1 points below standard

Maintained 0.7 Points

Number of Students: 269

### Socioeconomically Disadvantaged



Yellow

89.3 points below standard

Increased 3.4 Points ▲

Number of Students: 314

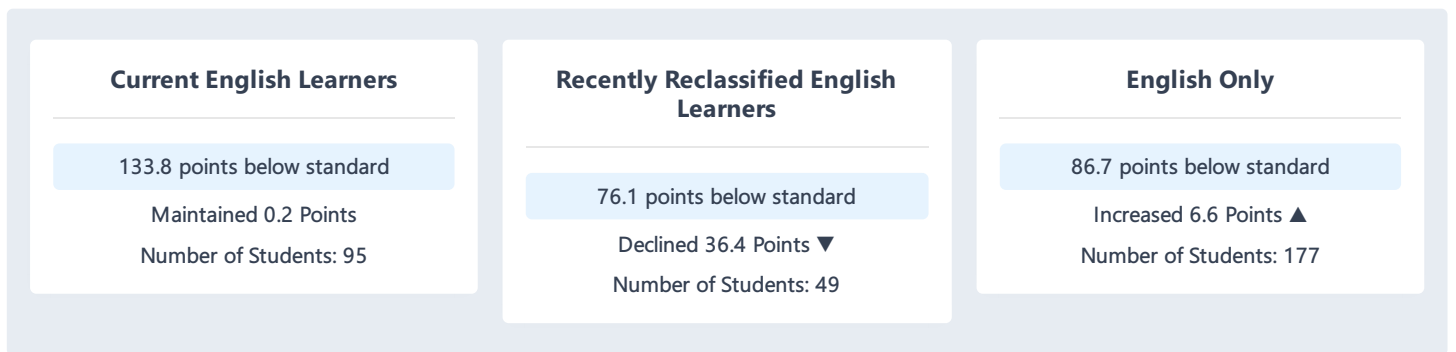
## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	91.1 points below standard	89.3 points below standard

## Mathematics Data Comparisons: English Learners

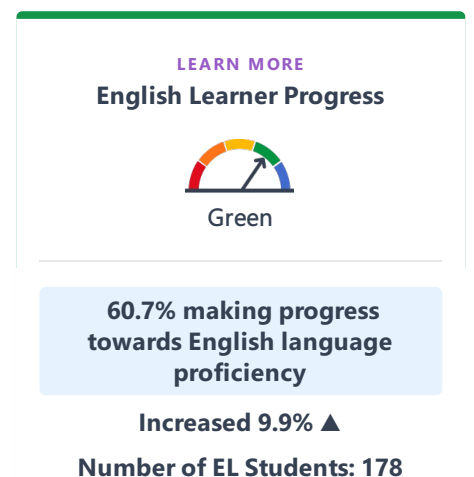
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



## Student English Language Acquisition Results

### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042618&year=2022-23>

#### All Students



Yellow

35.9% chronically absent

Declined 11.8% ▼

Number of Students: 675

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

White



Orange

African American

Asian

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Filipino



No Performance Color

22.7% chronically absent

Increased 0.5% ▲

Number of Students: 22

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Homeless



No Performance Color

57.9% chronically absent

Declined 10.5% ▼

Number of Students: 19

### Two or More Races



No Performance Color

55% chronically absent

Declined 13% ▼

Number of Students: 20

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### White



Red

52.3% chronically absent

Increased 3.2% ▲

Number of Students: 44

### African American



Orange

45.2% chronically absent

Declined 16.1% ▼

Number of Students: 42

### Asian



Orange

20.5% chronically absent

Declined 13.3% ▼

Number of Students: 78

### Students with Disabilities



Orange

47.2% chronically absent

Declined 15.3% ▼

Number of Students: 127

### English Learners



Yellow

30.2% chronically absent

Declined 20.1% ▼

Number of Students: 242

### Hispanic



Yellow

36% chronically absent

Declined 13% ▼

Number of Students: 458

### Socioeconomically Disadvantaged



Yellow

38.6% chronically absent

Declined 11.2% ▼

Number of Students: 539

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

#### All Students



Red

4.7% suspended at least one day

Increased 2.4% ▲

Number of Students: 703

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

African American

Socioeconomically Disadvantaged

White



Orange

Asian

English Learners

Hispanic

Students with Disabilities



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 22

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Homeless



No Performance Color

14.3% suspended at least one day

Increased 14.3% ▲

Number of Students: 21

### Two or More Races



No Performance Color

9.1% suspended at least one day

Increased 5.4% ▲

Number of Students: 22

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### African American



Red

13.6% suspended at least one day

Increased 9.8% ▲

Number of Students: 44

### Socioeconomically Disadvantaged



Red

4.6% suspended at least one day

Increased 2.2% ▲

Number of Students: 562

### White



Red

6.4% suspended at least one day

Increased 6.4% ▲

Number of Students: 47

### Asian



Orange

4.8% suspended at least one day

Increased 4.8% ▲

Number of Students: 83

### English Learners



Orange

2.7% suspended at least one day

Increased 1% ▲

Number of Students: 255

### Hispanic



Orange

3.8% suspended at least one day

Increased 1% ▲

Number of Students: 474

### Students with Disabilities



Orange

3.7% suspended at least one day

Increased 1.5% ▲

Number of Students: 135



# Suspension Rate By Year

Percentage of students who were suspended.

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	2022	2023
Suspension Rate	2.3%	4.7%

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# Acronyms and Initialisms

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

## A

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CaSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CaWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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

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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

**H**

Acronym	Description
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**I**

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

**J**

Acronym	Description
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**K**

Acronym	Description
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**L**

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

**M**

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

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



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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)