School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harmony Elementary School	24753660105817	12/17/2020	

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement was developed with input from stakeholders that included the principal, classified and certificated staff, and parents. The purpose of the plan is to improve student achievement for all students. The plan was developed based on the most current student performance data available as indicated on the California Dashboard.

In 2019, Harmony School received Yellow Ratings in English Language Arts and Math, Green in Chronic Absenteeism and Orange in Suspension Rate.

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Comprehensive Needs Assessment Components

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

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

Our entire program has been impacted by COVID-19. Therefore, our School Plan for Student Achievement is fully informed by these realities.

In addition to the District-Wide Roundtable in June, a survey was conducted asking parents about which type of model they would like to see in the Fall, specifically: (1) Traditional, (2) Hybrid, (3) Distance Learning, and (4) virtual independent practice. The majority of respondents preferred a Traditional Opening.

With the various changes in direction coming from the state government, all stakeholders were also surveyed on Thursday July 2, 2020, regarding the reopening of schools. Of the 412 that responded, 86% were parents, 13% were teachers, 8% were classified employees, and .5% were administrators. Responses varied from wanting students to be back in school to others not wanting students to be back in school.

The District has developed five phases to guide our District's return to in-person instruction.

Based on a survey of families, it was estimated that 300 families had poor or no connectivity, and purchased 350 internet Hot Spots.

When some of these Hot Spots did not provide the desired level of connectivity, 120 more were purchased that would access a different network.

Principals and school sites have regular and ongoing communication with students and parents, often about devices and connectivity.
The Technology Department is contacted and the district's technology staff make home visits when requested or necessary to address connectivity and hardware issues.

The District negotiated a Memorandum of Understanding with the Teachers Union to address their feedback which included among other things:
(1) start date of school was pushed back from August 5th to August 20th and the work year; (2) Distance learning Procedures/Leaves including when teachers can provide instruction from home, and other instructional related issues; (3) distance Learning Accountability Requirements; (4) Evaluations/Pay and Benefits; (5) Evaluations; and (6) Health and Safety Protocols including Decontamination of Classrooms and Improvement of Air Ventilation and Filtration.

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

Classroom observations are conducted regularly, at least once a week, by site administration. Observations generally last between 5 and 30 minutes. During these observations, site administration observe teachers and students. There were various types of observations and

walkthroughs, such as learning walkthroughs which focused on the student learning taking place, or implementation walkthroughs which focused on teacher implementation of curriculum. During these observations, teachers have been observed using district adopted curriculum in ELA/ELD and Mathematics.

SUMMARY OF FINDINGS:
1. Teachers embraced the use the district adopted digital tool Google Classroom
2. There is a need to support teachers to differentiate rigorous instruction for all students including ELLs and students with disabilities based on multiple forms of authentic assessments, regardless of current level of achievement.
3. There is a need to support teachers with pushing students to engage in academic discourse by: Modeling academic responses, coaching students to use the formal register and academic vocabulary during 1-1 interaction, and providing opportunities for collaborative discourse that uses the formal register and academic vocabulary,
4. There is a need to develop structures for teacher to regularly receive face -to-face feedback that provides specific action steps for improvement: As of the current state, there is no calendared time for teachers to receive feedback other than email correspondence or if a teacher suggests to meet to further discuss their walkthrough.
5. There is a need to provide school-wide professional development for Tier 1 instructional supports
6. There is aneed to fuhrer systematize the RTI model, which must include school-wide professional development

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The school uses state assessments to monitor strategic planning and make modifications when the need arises. These state assessments include:
1. SBAC ELA and Math for 3rd-6th grade.
2. ELPAC to measure how well students in kindergarten (K) through grade six understand English when it is not their primary language.
Our local assessments, which are embedded within our adopted curriculums, are aligned to the Common Core State Standards and the California English Language Development Standards. Teachers use formative assessment data and benchmark data to monitor programmatic effectiveness as it pertains to our academic goals.

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

Our local assessments, which are embedded within our adopted curriculums, are aligned to the Common Core State Standards and the California English Language Development Standards. Teachers use formative assessment data and benchmark data to monitor programmatic effectiveness as it pertains to our academic goals. We utilize the Data Summary Sheet, which includes data from state assessments, as well as formative and benchmark data to ascertain which groups of students are in need of intervention support.

TK-1 students in Structured English Immersion (SEI) classes will be administered the Acadience assessment during in-person instruction. During Distance Learning (DL), they will only be administered the SBSL created Reading Inventory.
DLA TK-1 will be administered curriculum embedded assessments along with the STAR Reading Spanish as a Post for Kindergarten, and a Pre and Post for 1st grade.
SEI and DLA grades 2-6 will be administered the STAR Reading (English or Spanish; depending on the language of instruction) assessment as a Pre and a Post.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school works in conjunction with Human Resources to ensure all teaching positions are filled with fully credentialed, highly qualified teachers. This collaboration includes the monitoring of credentials, mandated trainings and coordinating with individuals that need to update their status as credentialed and highly qualified teachers.

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

The school works in conjunction with Human Resources to ensure all teaching positions are filled in a timely manner by fully credentialed, highly qualified teachers. Currently, all teaching positions are filled by fully credentialed, highly qualified teachers.

The school provides training and support with the implementation of CCSS aligned ELA and Math curriculums and reading intervention curriculums, which includes access to all necessary materials for implementation of adopted curriculums and/or program implemented. This year provided the opportunity to further support the implementation of technology through the training and development of certificated staff.

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

The professional development scope and sequence is guided by the progress monitoring of student performance in benchmark assessments, teacher feedback and trends discovered through observation and feedback.

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

Ongoing analysis of student performance in benchmark assessments, teacher feedback and trends discovered through observation and feedback is used to activate targeted teacher support which may include focused coaching cycles by the principal and/or assigning a Teacher On Special Assignment to enable teachers to work alongside an additional content expert.

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

Teachers have two hours a week that is used for grade level collaboration. In addition, the district provides four faculty meetings throughout the year that are designated for vertical articulation.

Teaching and Learning

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

Teachers have two hours a week that is used for grade level collaboration. In addition, the district provides four faculty meetings throughout the year that are designated for vertical articulation.

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

The Phase I distance learning schedule establishes sufficient live contact minutes to meet the state minimum instructional minutes so teachers monitor attendance during their live contact with students. When the asynchronous model is used, teachers assign work to the student, and after the asynchronous learning time has passed, the teacher evaluates the work and assigns a time value to the pupil's work.

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

Teachers are guided by a pacing plan that provides instructional and assessment calendars. This pacing includes the structuring of reading intervention groups in grades K-1 which are embedded during the lesson cycle. An additional 35 minute block of time was added to four days o the week for teachers to facilitate intervention groups to students in need of targeted support.

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

The school has adopted the use of formally vetted curriculums which includes access to all necessary materials for implementation of adopted curriculums and/or program implemented. This includes providing student friendly supplies to keep students involved in extended learning opportunities.

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

The school has adopted the use of formally vetted curriculums in ELA, Math, ELD and Reading Intervention Teachers are provided training and support with the implementation of these curriculums, which includes access to all necessary materials and ongoing coaching.

Opportunity and Equal Educational Access

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

Teachers have time during their daily schedule set aside to check up on the wellbeing underperforming students. As it pertains to underperforming students, the teacher seeks to better understand the students foster home environment and coordinate support with the school site as needed. Underperforming students are supported by instructional assistants in the classroom and they also get additional support during small group instruction. Underperforming students who are struggling with participation and attendance will be brought on campus, as permitted by state and health officials, for on site support during distance learning. The on site support will include, but not be limited to:
Daily SEL check ins Instructional support during DL instruction collaboration between school staff and teachers to ensure students are on track to meet academic mastery.

Evidence-based educational practices to raise student achievement

Harmony Elementary School utilizes evidence-based educational practices to raise student achievement by providing high quality, equitable Conditions of Learning for each student through fully credentialed, highly qualified teachers and using standards-aligned instructional materials, which include educational technology and implementing the following educational practices:
1. Use of data to drive adjustments to instruction and instructional programs.
2. Targeted intervention for students in need, which includes small group and individualized instruction.
3. Targeted support for ELLs, SWDs, Homeless and Foster Youth and Low Income Students in the form of small group and individualized instruction during the lesson cycle and extended support during additional tutoring time.

Parental Engagement

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

The families of under-achieving students are provided the following supports:
1. Teachers reach out directly to families of underachieving students
2. Collaboration With community organizations to provide wrap-around supports
3. Counseling services provided by district psychologists
4. Extended day tutoring

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

Stakeholders are engaged in the planning, implementation, and evaluation of programs as follows:
Family input in school decision making through governance (SSC,ELAC)

<u>Funding</u>

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

Harmony Elementary uses categorical funds to enable underperforming students to meet standards in the following ways:
Provide compensation to Teacher to:
Plan and develop quarterly parent training to support student achievement. Training topics focused on:
ELA
ELD
MATH
Social/Emotional support for students

Support the academic needs of students and/or the needs of the school with extra hours for classified staff as necessary to support corrective reading groups.
Work in conjunction with Human Resources to ensure all teaching positions are filled in a timely manner by fully credentialed, highly qualified teachers.

Provide additional training and support with the implementation of CCSS aligned ELA and Math curriculums, including but not limited to program training. Provide additional training and support for staff to assist with the implementation of corrective reading.
Provide student friendly supplies and environment to keep students involved in extended learning opportunities.
Support the implementation of technology through the training and development of certificated staff.
Enhance instruction by providing access to the copying of instructional materials as needed.
Ensure all students, teachers, and staff have the supplies and materials needed to support the diverse instructional needs of every student.
Provide all necessary materials for implementation of adopted curriculums and/or program implemented.
3rd - 6th grade students to be provided intervention based on identified student needs. Intervention to take place after school utilizing Corrective Reading Decoding supplemental curriculum.
Decrease officer referrals, lost time and suspensions by focusing on Positive Behavior Intervention and Supports incentives and rewards.
Provide identified students access to corrective reading by establishing a tutoring block of Corrective Reading time.
Materials to be ordered for all students needing corrective reading support.
Provide promotional items, promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development.

Fiscal support (EPC)

Harmony Elementary created actions and activities aligned to those of the Delhi Unified School District to meet the ESSA requirements under Title I, Title II, Title III, and Title IV. Specifically: Title I deals with Parent Involvement, Educator Equity, and the establishment and maintenance of programs that improve the educational opportunities of low-income and disadvantaged students;

Title II deals with Professional Development to Support Teachers, Other School Leaders, and Administrators;

Title III deals with English Learner Support Through Staff Training, Programmatic Quality, and Activities to Ensure English Proficiency and Academic Achievement; and

Title IV deals with Student access to, and opportunities for a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for effective use of data and technology.
The ESSA requirements mentioned above are aligned to DUSD's Local Control Accountability Plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

September 10, 2020 - School Site Council met to gather input for the 2020-2021 SPSA. Ideas were discussed.
October 2, 2020 - English Language Acquisition Committee (ELAC) met to gather input for the 2020-2021 SPSA. The committee had no input at that time, and asked that it be placed on next agenda.
November 5, 2020 - School Site Council met again for input for the 2020-2021 SPSA. More ideas were discussed and gathered. Based on those thoughts, the SSC determined Mrs. Morriston should draft the SPSA for review at the next meeting.
December 4, 2020 - English Language Acquisition Committee (ELAC) met again to gather input for the 2020-2021 SPSA. The committee had no input. Mrs. Morriston reviewed the draft of the SPSA. ELAC members were in agreement with what was in the draft.
December 17, 2020 - School Site Council met to review the 2020-2021 SPSA draft. The SSC members were in agreement, and the SPSA was approved as written.

Resource Inequities

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

There are no significant resource inequalities based on student population statistics or needs assessment results for Harmony School in relation to the other two elementary schools in the district.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.18%			1
African American	0.32%	%	0.18%	2		1
Asian	4.71%	4.09%	4.55%	29	26	26
Filipino	%	%	0%			0
Hispanic/Latino	89.61%	90.72%	89.14%	552	577	509
Pacific Islander	0.16%	0.16%	0.18%	1	1	1
White	5.19%	4.87%	4.38%	32	31	25
Multiple/No Response	%	%	0.7%			4
			Total Enrollment	616	636	571

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	102	123	102
Grade 1	89	89	78
Grade 2	91	89	80
Grade3	107	93	73
Grade 4	65	105	80
Grade 5	75	66	94
Grade 6	87	71	64
Total Enrollment	616	636	571

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	267	337	279	43.3%	53.0%	48.9%
Fluent English Proficient (FEP)	141	144	122	22.9%	22.6%	21.4%
Reclassified Fluent English Proficient (RFEP)	88	28	18	25.7%	10.5%	5.3%

Conclusions based on this data:

1. Over the last three years, the number of students reclassifying to Fluent English Proficient (RFEP) has decreased significantly. This indicates that there needs to be a greater focus on EL students and getting them to grade level in Reading and Writing so they perform at par with their English Only peers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65	106	95	64	106	93	64	105	93	98.5	100	97.9
Grade 4	75	63	104	75	63	104	75	63	104	100	100	100
Grade 5	89	71	62	86	71	61	86	71	61	96.6	100	98.4
Grade 6	76	87	70	75	86	70	75	86	70	98.7	98.9	100
All Grades	305	327	331	300	326	328	300	325	328	98.4	99.7	99.1

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.7	2406.7	2404.7	17.19	17.14	10.75	20.31	27.62	25.81	42.19	24.76	34.41	20.31	30.48	29.03
Grade 4	2438.7	2457.8	2456.3	12.00	22.22	23.08	24.00	17.46	20.19	26.67	33.33	25.00	37.33	26.98	31.73
Grade 5	2453.2	2481.4	2492.8	8.14	5.63	9.84	16.28	39.44	36.07	30.23	25.35	29.51	45.35	29.58	24.59
Grade 6	2539.7	2509.1	2533.4	17.33	9.30	14.29	38.67	33.72	41.43	29.33	32.56	28.57	14.67	24.42	15.71
All Grades	N/A	N/A	N/A	13.33	13.54	15.24	24.67	29.85	29.27	31.67	28.62	29.27	30.33	28.00	26.22

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	14.29	15.05	37.50	50.48	52.69	50.00	35.24	32.26
Grade 4	13.33	23.81	21.15	44.00	47.62	50.00	42.67	28.57	28.85
Grade 5	6.98	18.31	16.39	39.53	46.48	55.74	53.49	35.21	27.87
Grade 6	24.00	16.28	18.57	52.00	45.35	54.29	24.00	38.37	27.14
All Grades	14.00	17.54	17.99	43.33	47.69	52.74	42.67	34.77	29.27

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	18.75	18.10	6.45	56.25	39.05	60.22	25.00	42.86	33.33
Grade 4	13.33	17.46	17.31	58.67	57.14	56.73	28.00	25.40	25.96
Grade 5	15.12	21.13	14.75	44.19	54.93	65.57	40.70	23.94	19.67
Grade 6	30.67	13.95	18.57	52.00	59.30	64.29	17.33	26.74	17.14
All Grades	19.33	17.54	14.02	52.33	51.38	60.98	28.33	31.08	25.00

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	9.38	12.38	9.68	70.31	62.86	74.19	20.31	24.76	16.13
Grade 4	5.33	14.29	13.46	62.67	73.02	69.23	32.00	12.70	17.31
Grade 5	8.14	9.86	11.48	60.47	66.20	63.93	31.40	23.94	24.59
Grade 6	14.67	15.12	17.14	70.67	63.95	71.43	14.67	20.93	11.43
All Grades	9.33	12.92	12.80	65.67	65.85	70.12	25.00	21.23	17.07

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	28.13	22.86	17.20	53.13	48.57	48.39	18.75	28.57	34.41
Grade 4	12.00	25.40	17.31	60.00	52.38	57.69	28.00	22.22	25.00
Grade 5	11.63	11.27	18.03	47.67	54.93	59.02	40.70	33.80	22.95
Grade 6	34.67	26.74	25.71	52.00	51.16	57.14	13.33	22.09	17.14
All Grades	21.00	21.85	19.21	53.00	51.38	55.18	26.00	26.77	25.61

Conclusions based on this data:

1. There was an increase in students Meeting and Exceeding standards for ELA from 2017-2018 (43.39%) to 2018-2019 (44.51%) which indicates that the curriculum and strategies implemented in classrooms is helping students to master grade level standards.

2. The sub-category Research/Inquiry continues to be a struggle for students, as it is where all students perform the lowest. This indicates a need to focus on these standards during classroom instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65	106	95	64	106	94	64	106	94	98.5	100	98.9
Grade 4	75	63	104	75	63	104	75	63	104	100	100	100
Grade 5	89	71	62	88	71	61	88	71	61	98.9	100	98.4
Grade 6	76	87	70	76	87	70	76	87	70	100	100	100
All Grades	305	327	331	303	327	329	303	327	329	99.3	100	99.4

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.6	2414.1	2419.5	10.94	9.43	12.77	32.81	34.91	27.66	31.25	23.58	28.72	25.00	32.08	30.85
Grade 4	2457.2	2447.5	2455.0	8.00	6.35	11.54	26.67	23.81	26.92	37.33	38.10	34.62	28.00	31.75	26.92
Grade 5	2460.7	2467.5	2471.6	5.68	7.04	3.28	13.64	15.49	13.11	36.36	29.58	45.90	44.32	47.89	37.70
Grade 6	2512.2	2492.2	2518.4	17.11	12.64	12.86	17.11	18.39	27.14	32.89	27.59	31.43	32.89	41.38	28.57
All Grades	N/A	N/A	N/A	10.23	9.17	10.64	21.78	24.16	24.62	34.65	28.75	34.35	33.33	37.92	30.40

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Concepts & Procedures **Applying mathematical concepts and procedures**									
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.56	23.58	24.47	40.63	43.40	38.30	32.81	33.02	37.23
Grade 4	18.67	17.46	18.27	37.33	28.57	35.58	44.00	53.97	46.15
Grade 5	10.23	11.27	9.84	34.09	38.03	36.07	55.68	50.70	54.10
Grade 6	26.32	18.39	20.00	26.32	32.18	40.00	47.37	49.43	40.00
All Grades	19.80	18.35	18.84	34.32	36.39	37.39	45.87	45.26	43.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.75	15.09	21.28	53.13	51.89	52.13	28.13	33.02	26.60
Grade 4	12.00	11.11	16.35	52.00	52.38	46.15	36.00	36.51	37.50
Grade 5	4.55	8.45	8.20	43.18	38.03	49.18	52.27	53.52	42.62
Grade 6	14.47	12.64	12.86	44.74	37.93	55.71	40.79	49.43	31.43
All Grades	11.88	12.23	15.50	47.85	45.26	50.46	40.26	42.51	34.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	20.75	18.09	56.25	45.28	47.87	31.25	33.96	34.04
Grade 4	14.67	9.52	17.31	49.33	53.97	48.08	36.00	36.51	34.62
Grade 5	7.95	1.41	6.56	46.59	46.48	45.90	45.45	52.11	47.54
Grade 6	21.05	13.79	14.29	46.05	43.68	51.43	32.89	42.53	34.29
All Grades	13.86	12.54	14.89	49.17	46.79	48.33	36.96	40.67	36.78

Conclusions based on this data:

1. There was an increase in students Meeting and Exceeding standards for Mathematics from 2017-2018 (33.33%) to 2018-2019 (35.26%) which indicates that the curriculum and strategies implemented in classrooms is helping students to master grade level standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1415.2	1423.3	1425.2	1434.0	1391.8	1398.3	73	80
Grade 1	1456.4	1447.9	1464.0	1464.3	1448.3	1430.9	44	61
Grade 2	1473.7	1471.6	1472.2	1470.7	1474.7	1472.0	46	40
Grade 3	1474.8	1486.3	1461.7	1478.7	1487.2	1493.6	46	48
Grade 4	1503.4	1524.5	1496.1	1523.9	1510.3	1524.6	18	44
Grade 5	1531.2	1532.7	1530.8	1526.6	1531.0	1538.3	29	17
Grade 6	1523.7	1555.9	1515.3	1568.6	1531.6	1542.8	34	25
All Grades							290	315

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.29	8.75	30.14	45.00	24.66	33.75	21.92	12.50	73	80
1	29.55	3.28	38.64	42.62	25.00	39.34	*	14.75	44	61
2	30.43	5.00	54.35	52.50	*	27.50	*	15.00	46	40
3		4.17	32.61	52.08	39.13	27.08	28.26	16.67	46	48
4	*	20.45	*	56.82	*	15.91		6.82	18	44
5	37.93	23.53	44.83	52.94	*	11.76		11.76	29	17
6	*	32.00	47.06	64.00	*	0.00	*	4.00	34	25
All Grades	23.10	10.79	39.31	50.16	24.14	26.67	13.45	12.38	290	315

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.51	15.00	28.77	51.25	17.81	22.50	21.92	11.25	73	80
1	47.73	22.95	38.64	40.98	*	26.23	*	9.84	44	61
2	39.13	12.50	45.65	62.50	*	20.00	*	5.00	46	40
3	*	25.00	36.96	50.00	36.96	4.17	*	20.83	46	48
4	*	50.00	*	38.64	*	11.36	*	0.00	18	44
5	58.62	47.06	*	41.18	*	0.00		11.76	29	17
6	44.12	72.00	41.18	24.00	*	0.00	*	4.00	34	25
All Grades	34.48	28.89	37.59	46.03	15.86	15.56	12.07	9.52	290	315

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	16.44	3.75	20.55	35.00	49.32	52.50	*	8.75	73	80
1	*	0.00	40.91	24.59	25.00	40.98	*	34.43	44	61
2	*	5.00	47.83	37.50	*	42.50	*	15.00	46	40
3		2.08	*	29.17	41.30	50.00	36.96	18.75	46	48
4	*	6.82	*	45.45	*	38.64	*	9.09	18	44
5	*	5.88	51.72	41.18	*	41.18	*	11.76	29	17
6	*	4.00	*	48.00	*	44.00	*	4.00	34	25
All Grades	13.45	3.49	32.76	35.24	34.83	45.40	18.97	15.87	290	315

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	38.36	16.25	53.42	70.00	*	13.75	73	80
1	68.18	60.66	25.00	31.15	*	8.20	44	61
2	58.70	22.50	39.13	75.00	*	2.50	46	40
3	*	6.25	69.57	77.08	*	16.67	46	48
4	*	25.00	66.67	65.91	*	9.09	18	44
5	51.72	11.76	48.28	76.47		11.76	29	17
6	41.18	28.00	44.12	68.00	*	4.00	34	25
All Grades	43.10	26.03	48.62	63.81	8.28	10.16	290	315

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	31.51	22.50	38.36	63.75	30.14	13.75	73	80
1	40.91	6.56	50.00	73.77	*	19.67	44	61
2	41.30	12.50	50.00	75.00	*	12.50	46	40
3	26.09	45.83	39.13	35.42	34.78	18.75	46	48
4	*	72.73	*	27.27	*	0.00	18	44
5	65.52	82.35	*	5.88	*	11.76	29	17
6	52.94	88.00	38.24	8.00	*	4.00	34	25
All Grades	40.69	37.14	40.69	50.16	18.62	12.70	290	315

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	1.25	79.45	88.75	*	10.00	73	80
1	34.09	14.75	47.73	49.18	*	36.07	44	61
2	39.13	2.50	47.83	80.00	*	17.50	46	40
3		8.33	43.48	60.42	56.52	31.25	46	48
4	*	4.55	61.11	68.18	*	27.27	18	44
5	*	11.76	72.41	76.47	*	11.76	29	17
6	*	0.00	*	72.00	55.88	28.00	34	25
All Grades	17.59	6.03	55.86	70.79	26.55	23.17	290	315

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.84	37.50	41.10	53.75	15.07	8.75	73	80
1	*	1.64	72.73	68.85	*	29.51	44	61
2	*	7.50	80.43	77.50	*	15.00	46	40
3	*	10.42	69.57	77.08	*	12.50	46	48
4	*	27.27	66.67	65.91	*	6.82	18	44
5	41.38	11.76	58.62	82.35		5.88	29	17
6	*	28.00	76.47	68.00	*	4.00	34	25
All Grades	22.41	19.05	64.14	67.62	13.45	13.33	290	315

Conclusions based on this data:

1. There was a significant decrease in the percentage of students scoring level 4 from 2017-2018 (23.10%) to 2018-2019 (10.79%). This indicates that a greater focus needs to be placed on EL students to bring their skills in English up to par with their English Only counterparts. The percentages of students scoring in Levels 1 and 2 decreased from 2017-2018 to 2018-2019, which indicates that ELD support for our beginning English learners is working.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
636	**83.3**	**53.0**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	337	53.0
Foster Youth	2	0.3
Homeless	4	0.6
Socioeconomically Disadvantaged	530	83.3
Students with Disabilities	39	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	26	4.1
Hispanic	577	90.7
Two or More Races	1	0.2
Pacific Islander	1	0.2
White	31	4.9

Conclusions based on this data:

1. At Harmony School there is a large percentage of English Learner and Socioeconomically Disadvantaged Students

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. English Language Arts and Mathematics improved from Orange to Yellow, which indicates that the strategies put in place for the 2018-2019 school year were effective.
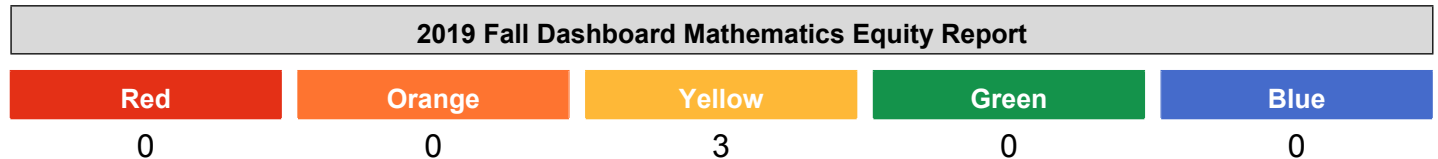
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
13.3 points below standard	19.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.8 points	Increased ++9.9 points	2
318	244	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	19.7 points below standard	72.7 points below standard
3	Increased ++7.6 points	Increased ++13 points
	277	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	33.4 points above standard	0 Students
		Declined -11.3 points	
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
17.1 points below standard	0 Students	0 Students	25.4 points above standard
Increased ++9.2 points			Increased Significantly ++48 points
292			13

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
67.1 points below standard	32 points above standard	0.5 points above standard
Increased ++13 points	Increased ++4.1 points	Increased ++13 points
126	118	66

Conclusions based on this data:

1. Based on this data, students in all major subgroups increased their ELA scores.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
29.9 points below standard	34.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.2 points	Increased ++14.1 points	2
318	244	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	36.6 points below standard	78.1 points below standard
3	Increased ++12 points	Increased Significantly ++26.3 points
	277	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color 9.3 points above standard Declined -6.3 points 13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 32.8 points below standard Increased ++12.9 points 292			No Performance Color 3.8 points below standard Increased Significantly ++29.7 points 13

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.6 points below standard	1.1 points above standard	19.6 points below standard
Increased Significantly ++17.4 points 126	Increased ++9 points 118	Increased ++12.6 points 66

**Conclusions based on this data:**

1. Though all groups are below standard, all groups increased scores.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.3 making progress towards English language proficiency
Number of EL Students: 230
Performance Level: Medium
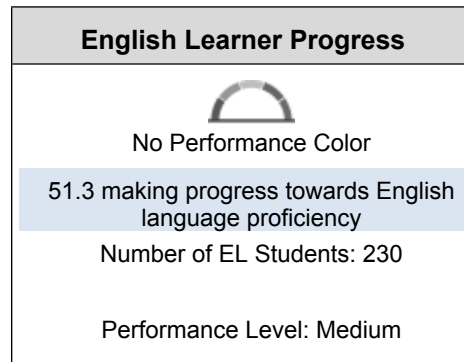
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.1	26.5	2.1	49.1

Conclusions based on this data:

1. Though the overall percentage of students scoring at ELPI Level 4 decreased, almost half of the students increased at least one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

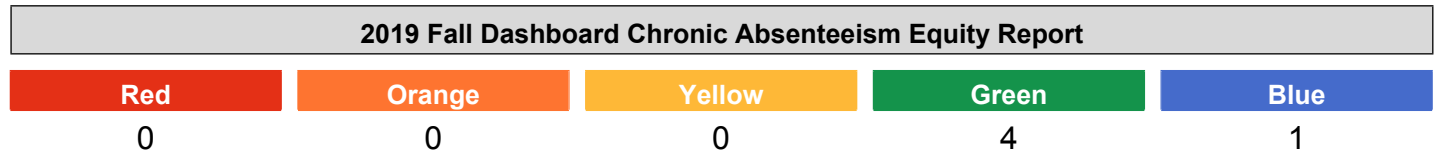| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
3.6	1.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	Declined -1.3	4
658	348	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	4	3.8
4	Declined -1.3	Declined -4.3
	568	52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.8	Less than 11 Students - Data Not Displayed for Privacy
1	0	Increased +3.8	0
		26	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
3.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3
Declined -0.7	1	1	Declined -9.1
596			33

Conclusions based on this data:

1. In 2018-2019, there was a significant attendance campaign, which resulted in the decreased chronic absenteeism at Harmony School.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
2.3	2	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.4	Maintained -0.1	5
665	349	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	2.3	11.3
4	Maintained +0.2	Increased +9.3
	573	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy		No Performance Color 0 Maintained 0 27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.3 Increased +0.4 602	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Orange 3 Increased +3 33

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.9	2.3

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

LEA Goal:
Community Relations

State Priorities:
3 - Parent Involvement

LCAP Goal:
Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student engagement

Goal 1

Parental Involvement - By June 1, 2020, increase the number of stakeholder participants by 10% as compared to the June 1, 2019 data.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- School event parent attendance - sign in sheets.
- Parent Club Participation

Group data to be collected to measure gains:
- School event parent attendance - sign in sheets.
- Parent Club Participation

Strategy:
- Implement research-based family engagement practices
- Seek and obtain family input in school decision making
- Implement educational programs, designed for families, to empower them in supporting student achievement and success

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All

How does this goal align to your Local Educational Agency Plan goals?:

LEA's LCAP Goal 1

Which stakeholders were involved in analyzing data and developing this goal?

Parents/community members, certificated and classified staff

Anticipated annual growth for each group:

Increased parental involvement in school events and in participating in the decision making process.

Means of evaluating progress toward this goal:
- Statewide Assessment Results
- School Event - Parent Participation - Sign in Sheets

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Stakeholder Participation Log	2020 Stakeholder Participation - 7,434	10% increase = 8,177

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Solicit family input in school decision making

Hold monthly parent meetings - School Site Council, ELAC, 2nd Cup of Coffee to solicit family input in school decision making. Provide refreshments for these meetings. During the COVID-19 Pandemic School Closures, all parent meetings will be held virtually via Google Meet.

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

Amount(s)	Source(s)
$2,096	Title I Part A: Parent Involvement Food for Parent Meetings

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Parent Engagement through meetings and events

Provide programs designed for families, to empower them in supporting student achievement and success and family engagement. Implement , Parent club, Family Literacy Night, Loteria Night, Family Picnics, Spring Carnival, Mexican Independence, Dia de los Muertos, Veteran's Day Kinder Orientation, Parent conferences, Walk for Breast Cancer, DLI Parent Presentations. Provide refreshments for parents at selected activities to encourage attendance. During the COVID-19 Pandemic and School Closures, no in person meetings or events will be held.

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

Amount(s)	Source(s)
$0	Title I Part A: Parent Involvement Family Craft Night
	Title I Part A: Parent Involvement Family Literacy Night-food, books & supplies
	Title I Part A: Parent Involvement Supplies for other parent meetings
$500	Title I Part A: Parent Involvement Supplies for parent meetings
	Unrestricted Carnival
	Title I Loteria

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

LEA Goal:

Positive Culture

State Priorities:
- 5 - Pupil Engagement
- 6 - School Climate

LCAP Goal:

Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student engagement

Goal 2

Student Engagement - reduce rate of suspensions (2.3%), and maintain chronic absenteeism rate (under 4%) as compared to California Dashboard data for 2019.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- Suspension Rates as recorded on the California Dashboard.
- Chronic Absenteeism Rates as recorded on the California Dashboard.

Strategy:
- Research based family engagement strategies.
- Provide active family and student support and intervention to increase school attendance Identify at-risk students, then intervene to reduce dropout and increase graduation rates.
- Ensure safe and civil school environments in which students are safe, involved, valued, and respected.
- Identify evidence of healthy decision making and citizenship.
- Continue with PBIS school wide.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students.

How does this goal align to your Local Educational Agency Plan goals?:

LEA's LCAP Goal 4

What did the analysis of the data reveal that led you to this goal?

Decreased suspension rate and chronic absenteeism leads to more students in class more often, receiving instruction from the teacher. This in turn leads to higher student achievement.

Which stakeholders were involved in analyzing data and developing this goal?

Parents/Community members, classified and certificated staff

Anticipated annual growth for each group:
- Maintain low Chronic Absenteeism Rate - below 4%
- Reduce Suspension Rate - from 2.3%

Means of evaluating progress toward this goal:
- Monthly/Quarterly Attendance Reports from Aeries
- Monthly/Quarterly Suspension Reports from Aeries
- Data as recorded on the California Dashboard related to Chronic Absenteeism and Suspension Rate

Actions to improve achievement to exit program improvement (if applicable).

N/A

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Attendance Incentives

Promote the benefit of good attendance throughout the school year, and provide incentives/recognition for students obtaining great attendance. This recognition may come in the form of attendance certificates, pencils, name in announcements, quarterly recogonition, or other forms as deemed appropriate by administration.

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

Amount(s)   Source(s)

$3,000	Unrestricted Attendance Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Strategy Title: Student Behavior Incentives and Activities Develop procedures and protocols to ensure safe school. Included and not limited to Red Ribbon Week activities, weekly student recognition, student of the month Implement PBIS (Positive Behavioral Interventions and Supports). Creating a schoolwide PBIS policy with supporting materials. Recognition for students meeting PBIS criteria. Participate in Great Kindness Challenge which promotes kindness, and a safe school environment.

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

Amount(s)	Source(s)
$1,500	Unrestricted PBIS Store supplies
$1,500	Unrestricted Postage for awards and postcards
$1,224	Unrestricted Awards (Quarterly, Perfect Attendance, Birthdays) pencils, stickers, certificates
$500	Unrestricted Great Kindness Challenge Supplies
$1,000	Unrestricted Accelerated Reader Incentives
$2,000	Unrestricted Anti-Bullying and Motivational Presentations (school wide)
$2,776	Title I

| | Awards (Quarterly, Perfect Attendance, Birthdays) pencils, stickers, certificates |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

| Strategy Title: Staff Recognition

Ensure staff members are recognized for their contributions to student engagement. |

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

Amount(s)	Source(s)
$1,000	Unrestricted Staff Recognition

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

| | Unrestricted |

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

| Strategy Title: Provide adequate playground equipment to minimize student mixing.

Provide an adequate supply of playground equipment (balls, nets, jump ropes, etc.) so that students have their own to play with during recess. |

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

Amount(s)	Source(s)
$1,000.00	Unrestricted Support recess engagement/equipment

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Enhance the impact of PBIS

Provide student incentives, recognitions, and awards promoting academic, attendance, and social growth. Provide extended PBIS training for staff, students, and parents.

Motivation and success are what drive individuals in any profession. In the school setting, it is critically important that we celebrate and recognize the outstanding things that students accomplish, both inside and outside of the building. Watching students grow and accomplish their goals is one of the main reasons most go into education, myself included. The recognition of students fosters strong relationships among students, families, faculty, and the community and creates a positive school culture where students feel valued. (http://blog.nassp.org/2016/08/30/recognizing-student-success-creating-a-positive-culture-for-students/)

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

Amount(s)	Source(s)
7,000.00	Title I PBIS Enhancement

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	Unrestricted

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning, Pupil Outcomes

LEA/LCAP Goal

LEA Goal:
Educational Excellence

State Priorities:
4 - Pupil Achievement

LCAP Goal:
Goal Area 2: State Priority: Pupil Outcomes - Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement

Goal 3

Conditions of Learning: By June 1, 2020, the percent of students meeting standards on SBAC English Language Arts and SBAC Math will increase by 5% as compared to June 1, 2019 data.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- State and local standardized assessments.

Group data to be collected to measure gains:

Local standardized assessments:
- Renaissance Learning STAR in Reading and Math - Quarterly
- Curriculum Based Assessments
- State Standardized Assessments - SBAC ELA, SBAC Math and ELPAC

Strategy:
- Improve student achievement. Support college and career readiness.
- Ensure English Learners attain proficiency in English acquisition and academics.
- Corrective Reading - Before and after school intervention.
- Administrative walkthroughs and feedback to teachers.
- Work with consultants to train staff on effective EL strategies.
- Instructional Aides focus on EL students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All

How does this goal align to your Local Educational Agency Plan goals?:

LEA's LCAP Goal 2

What did the analysis of the data reveal that led you to this goal?

Based on the CAASPP data, EL students at Harmony have historically underperformed the overall population of the school. In 2018-2019 50% of all students met or exceeded standards in ELA, as opposed to 8% of EL students.

Based on the CAASPP data, EL students at Harmony have historically underperformed the overall population of the school. In 2018-2019 30% of all students met or exceeded standards in Math, as opposed to 3% of EL students.

Based on the ELPAC data, in 17/18 63% of EL students scored a 3 or a 4 on the assessment. In 18/19 61% of students scored a 3 or 4 on the ELPAC. In 17/18 25% of EL students scored a 4, which is considered to be English Proficient, and in 18/19, only 10% of EL students scored a 4. Based on this data, there is substantial need in moving more students into the English Proficiency status. Collaboration and training will be provided to assist in the instruction of these students, moving them towards a score of 4 on the ELPAC, culminating in their reclassification.

Which stakeholders were involved in analyzing data and developing this goal?

Parents/community members, classified and certificated staff

Anticipated annual growth for each group:

An increase of students meeting standard on the SBAC ELA and Math of 5%.

Increase English Learner Proficiency percentage by 2.5% - 5% over base year 2018-2019 across three years.

Means of evaluating progress toward this goal:

Standardized Tests (CAASPP Performance data), EL Reclassification Rate (English learner proficiency data), ELPAC, Other Tests (,ie. STAR, AR Readers, District Writing Sample, Number of students receiving the Seal of Bi-literacy)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores - 2019	43.56% Met or Exceeded	2.5%-5% = 46.06%-48.56%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Strategy Title: College and Career Awareness

College/career activities will be incorporated into instruction. Staff will provide real life experiences through field trips.

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

Amount(s)	Source(s)
$500	Unrestricted Upper Grade Career Day
	Lottery: Instructional Materials Fieldtrip

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Strategy Title: Professional Development

Provide Professional development opportunities to classified and certificated staff. This may include sending staff to conferences, or bringing in trainers.

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

Amount(s)	Source(s)
$7,000.00	Title I Professional Development for Certificated Staff (Conferences)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Strategy Title: Literacy Support

Purchase books aligned with core curriculum to support and enhance instruction. Purchase books to support Core Curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Lottery: Instructional Materials Library- AR Supplies
	Lottery: Instructional Materials Books from Lottery Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Strategy Title: Technology Replacement/Maintenance Maintain technology in classrooms that is up to date and fully functional. Replace technology items (i.e. chromebooks, projectors, document cameras) as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$10,000.00	Unrestricted Technology Replacement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Strategy Title: Tier 2 Intervention Provide before and after school reading intervention to students who are two or more grade levels below in reading or who are struggling academically.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$1000	Unrestricted Snacks for After School Tutoring
$13,121.00	Title I Intervention Curriculum and Materials
$44,832	Title I Summer School Reading Program
$35,000.00	Title I Intervention Staff and Supplies

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Strategy Title: Classroom Support for EL students

Provide an additional 3 hour instructional aide to work with English Learner students to support language and reading aquisition.

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

Amount(s)	Source(s)
	Title I Additional 3 hour instructional aide

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Maintain Effective Response to Intervention Process

A three tiered Response to Intervention process will be utilized to identify student needs, develop action plans, and monitor progress of students not meeting performance standards. Utilize a shared document to facilitate intervention logging.

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

Amount(s)	Source(s)
$2,000.00	Unrestricted Roving Substitutes for SSTs

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Quarterly Data Chats Quarterly meetings with grade levels to discuss and analyze student assessment data and growth. During the meetings, grade levels will also make plans to address student needs, academic gaps and how to extend learning for students at or above grade level.

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

Amount(s)	Source(s)
$1,000	Title I Roving Substitutes for Data Chats

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strategy Title: Evaluate Professional Practices Principal will conduct weekly classroom walk throughs with feedback, and meet individually with teachers throughout the school year to evaluate professional practices, provide feedback, and develop plans for improvement as necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$500.00	Unrestricted Use of release sub for observation feedback and evaluation meetings with principal

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Strategy Title: Classroom Support via Instructional Aides Provide Instructional Aide Support for students in the classroom. Instructional Aides support ELs, Students with Disabilities, and students who are underperforming.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$36,177	Title I Instructional Aide Salaries

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

LCAP Goal:
Goal Area 3: State Priority: Conditions of Learning - Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student

Goal 4

Goal 4 - provide high quality, equitable conditions of learning for each student.

a. Fully credentialed, highly qualified teachers.

b. Standards-aligned instructional materials, including educational technology.

c. Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom.

d. Maintaining and improving learning environments with facilities in good repair.

e. Course access - all pupils enrolled in a broad course of study in all core classes.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Group data to be collected to measure gains:

SBAC Data Analysis, Internal Assessment Data Analysis based on PLC groups & LCAP feedback from parents

Strategy:

Obtain and maintain fully credentialed teachers

Maintain adopted curriculum in ELA/SLA and Math

Provide supplies to staff to implement adopted core curriculum

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All Students

How does this goal align to your Local Educational Agency Plan goals?:

LEA's LCAP Goal 3

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Anticipated annual growth for each group:

Sustained grade level learning

Means of evaluating progress toward this goal:

SBAC, Internal Assessments & LCAP follow up

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

HQT

Task:

Hire teachers who possess a multiple subject credential -additional BCLAD required for Dual Language Imersion instructors.

Measures:

As per credential information on teachers hired by the district

People Assigned:

Principal, appropriate HR staff

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Instructional Support of Certificated Staff

Task:

All teachers will implement HM, GoMath, for core instruction. Staff will explore the new adoption-Benchmark/Advance &Adelante and the Accelerated Reader Program .

Measures:

Benchmark, GoMath, and STAR assessments

People Assigned:

All certificated staff, Principal,

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

Amount(s)	Source(s)
$1,250.00	Unrestricted Poster maker, cut out, and lamination supplies
$10,000.00	Unrestricted Teacher classroom supplies
$1,000	Unrestricted Hands-On materials to support STEM activities
$5,000.00	Unrestricted Supplies (general)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

School Safety Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$1,035.00	Unrestricted Student Health Supplies
$500.00	Unrestricted Supplies for Student Supervisors

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Improved Facilities

Task:

Improve some school facilities to include (but not limited to): security cameras to monitor high traffic student areas, safety screening for H Building windows, signage to indicate school name and mascot, other activities to increase school pride and safety, etc.

Measures:

Completion of projects to improve school grounds.

People Assigned:

Principal, lead maintenance.

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

Amount(s)	Source(s)
$2,000.00	Unrestricted Safety Screening for H Building
$2,500.00	Unrestricted Shade Structures for various areas on campus

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

Foster Youth and Homeless Students

Strategy/Activity

Instructional Support for Foster Youth and Homeless Students

Task:

Provide school materials (backpack, pencils, paper, crayons, etc.) for foster and homeless students. May also provide emergency clothes for these students (jacket, pants, shirts, shoes, necessities, etc.).

Measures:

Students receive needed materials.

People Assigned:

Principal, office clerical staff

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

Amount(s)	Source(s)
$1,000	Title I Supplies and materials for foster and homeless students

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Flexible Seating

Task:

Provide school flexible seating options for students who struggle with attention or need to move in order to focus.

Measures:

Increased on task behavior.

People Assigned:

Principal, classroom teachers

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

Amount(s)

Source(s)

$1,000

Unrestricted

Flexible Seating

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

N/A

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$201,511.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation
Title I	$147,906.00
Title I Part A: Parent Involvement	$2,596.00

Subtotal of additional federal funds included for this school: $150,502.00

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 ()
Unrestricted	$51,009.00

Subtotal of state or local funds included for this school: $51,009.00

Total of federal, state, and/or local funds for this school: $201,511.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	$147,906.00
Title I Part A: Parent Involvement	$2,596.00
Unrestricted	$51,009.00

Expenditures by Budget Reference

Budget Reference	Amount
	$13,121.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	$134,785.00
	Title I	$13,121.00
	Title I Part A: Parent Involvement	$2,596.00
	Unrestricted	$51,009.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	$2,596.00
Goal 2	$22,500.00
Goal 3	$151,130.00

Goal 4	$25,285.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Alma Herrera	Parent or Community Member
Rosa Hernandez	Classroom Teacher
Charlotte Okamura	Other School Staff
Rina Raya	Classroom Teacher
Malena Morriston	Principal
Ashley Castro	Parent or Community Member
Mayra Castorena	Parent or Community Member
Mariana Alonso	Parent or Community Member
Michael Wideman	Parent or Community Member
Elaine Hildebrand	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	ELAC Chairperson, Beatrice Ramirez - Signature on file

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

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

This SPSA was adopted by the SSC at a public meeting on December 17, 2021.

Attested:

Principal, Malena Morriston - Signature on file

SSC Chairperson, Mayra Castorena - Signature on file