



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harvest High School	39686500128215	3/17/2025	4/7/2025

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 school site and district take input from all educational partners, needs assessments, surveys, CAASPP scores, the California Dashboard and more. From this information, needs are summarized, goals created and plans developed. School plans are written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum. All plans support the eight state priorities.

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).

In the 2024-2025 school year, LCAP surveys were given to all Harvest High school parents, staff, and 11th grade students.

Parent Survey responses: Unfortunately, there were zero parent responses to the LCAP survey this year. However through parent communication, school site council input and model continuation school focus groups, parent are happy with the safety of their children. They strongly agree that Harvest fosters a "home away from home" feeling and their children have been successful in earning their high school diploma.

The teacher and Staff surveys showed teachers participate in school site council, WASC, some board meetings, Parent advisory meetings and faculty meetings. As far as training, the teachers have indicated training in restorative circles/justice, SAEBRS, Character Strong, PBIS, Thinking Maps, WASC groups and off site conferences. The primary mode of communication that teacher utilize is email and the phone messaging system. Barriers that teachers find involving parents is language barrier or parents with not enough knowledge to get involved. Ways to help improve barriers for teacher involvement in professional learning is have more engaging professional development, provide more position specific training. 66% of staff feel that staff are committed to the growth and development of all students. 83% foster a school climate of safety, security and support and 66% feel there is adequate communication at Harvest. 83% of staff are provided teaching strategies that support different modes of learning and 50% of staff use technology in class. Teachers would like to see general music as an option for Harvest high students.

Student Surveys showed 83% of students feel they can openly talk with teachers when having difficulties. 67% of students feel they can openly talk with the Principal. 83% of students agree or strongly agree that teachers make learning fun. 99% of students agree or strongly agree they learn a lot in school. 83% of students say their teachers and staff encourages them to produce their best work. 100% of student agree or strongly agree that when they have questions they can ask their teachers for help. 100% of students feel safe at school and state that their culture is celebrated. 85% of students agree or strongly agree teachers explain lessons in different ways to help students learn.

The team will work on creating a more interesting learning environment through continued professional development on Universal Design for Learning (UDL), project based learning and also collaborating to share ideas that peak student interests. Other focus areas include continued work on social emotional learning, career and college preparedness that include connecting with the community to bring in speakers. Harvest will increase family and community engagement. Lastly, Harvest will focus on integrating student cultural experiences within activities.

Classroom Observations

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

Formal classroom observations are conducted in accordance with Ripon Unified School District Teacher Association contract which includes four times per year for probationary teachers and two times per year for permanent status teachers during their evaluation year cycle. Informal observations occur daily across classes. Technology is apparent in all classes along with a variety of teaching strategies. Student engagement, use of multiple effective strategies, and use of best practices for English Learners and students at-risk are still an area of need.

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)

- *Students in 11th grade take the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts, Math and Science.
- *All English Language Learners and students new in California take the English Language Proficiency Assessments for California (ELPAC).
- *All students take the reading and math benchmarks to assess their reading and math proficiency level. This test is administered around 2-3 times per year and is used to monitor student growth.

ELPAC scores are used as one indicator for redesignation and also to inform the teachers of where their students are in language acquisition. CAASPP Math and English interim assessments are given throughout the year to look at growth and to familiarize the students with the assessment as well as interim ELPAC testing.

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

Teachers use data to analyze current conditions and focus on developing a standards-based curriculum and effective delivery system. They use results from assessments to incorporate reteaching along with the next unit of study and allow students to retake assessments that correlate to those appropriate standards. They also make appropriate accommodations for special education students to allow them to demonstrate their content knowledge. Using the Common Core Standards and ELD Standards to adapt curriculum to student needs and learning abilities is an area of need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements.

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

The staff at Harvest High will continue to attend district wide professional development sessions. Teachers will continue to focus on Universal Design for Learning (UDL), differentiation, English language development, Math, Science, Multi-tiered System of Support (MTSS), discipline and technology. Harvest High staff participated in various professional development in the area of Positive Behavior Interventions and Supports. Teachers also participated in district provided professional development. .

RUSD teachers previously received instructional materials and professional development provided by a knowledgeable and experienced provider for the SBE-adopted basic core mathematics and Reading Language Arts programs. Teachers continue to attend conferences/workshops in CCSS math, science(NGSS), Technology, and ELA instructional strategies. Extensive training is provided with each new adoption.

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

Staff development is determined by individual needs, site needs and district needs. These needs are expressed in Professional Development Plans written at the District level, Site level and individual teacher level. A new plan is written and submitted each year. All the plans have common threads and stem from the overall district plan. Current areas of focus include continued alignment of instructional materials to the state standards and developing instructional strategies to support student mastery of the new Common Core State Standards, integrating technology as an instructional and professional tool, using formative assessment data to identify instructional needs of all student groups, ELL, socio-economically disadvantaged and special needs students in order to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the total student population.

Site and District leaders support and encourage teachers to strengthen their curriculum, teaching strategies and student assessment practicum by attending staff development opportunities, workshops, in-services, classes and institutes. Both teachers and administrators are involved in training and all training is based on student developmental needs. District and site funding support this ongoing training with limited funds. Teachers are expected to be involved in the development of the site and district educational program in order to gauge its effectiveness on student achievement.

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

Since Harvest High is such a small school site teachers rely on one another heavily for support to reach students and improve their instructional practices. Through the evaluation process site administrators and teachers are able to collaborate about best practices and interventions to implement for each student. Harvest teachers also work with staff from other schools during district professional development and during departmental monthly meetings at our high school as needed.

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

Teacher collaboration occurs at Harvest High. Each teacher is responsible for different subject matters. Teachers reach out and collaborate with Ripon High School teachers when they need more support for their specific content areas.

Teaching and Learning

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

Harvest High has adopted the high academic standards set forth by the California School Board of Education in English Language Arts/Development, Mathematics, Social Science and other subjects. The standards serve as the framework for directing district goals, objectives and articulated curricular programs designed to maximize learning for all students. The school staff is implementing curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards. Teachers continue to refine and adapt lessons and assessments to specific needs of English Learners (ELLs), students with disabilities (SWD), and at risk-learners.

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

N/A

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

N/A

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

Appropriate instructional materials are available to all student groups. Current textbooks are aligned with the standards and are utilized in standards-based instruction.

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

All students, including English Language Learners(ELLs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels are provided SBE-adopted basic core instructional program materials in core content areas. These materials are utilized daily as designed to support the needs of all students. At all grade levels, teachers are using the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students.

Opportunity and Equal Educational Access

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

Harvest High teachers collaborate to provide interventions to help underperforming students meet standards. Teaching staff and teachers continue to build proficiency in best teaching practices with a focus on UDL, RTI, Project Based Learning(PBL), direct instruction and SDAIE instructional strategies. Harvest also offers an extended day where students can stay after school to get extra help, work on their credit recovery courses and meet one-on-one with a teacher. The Harvest counselor meets with students at least quarterly to discuss their progress towards graduation and any concerns they have. Harvest has added a 5 hour counselor at school where students participate in small group and 1:1 support. The counselor all offers support in areas of academics, social-emotional and behavior.

Evidence-based educational practices to raise student achievement

Including, but not limited to:

*Universal Design for Learning-

Ahmed Al-Azawei, Fabio Serenelli, and Karsten Lundqvist state "positive results of UDL implementation were yielded in eleven papers. These outcomes suggest that UDL is an efficient approach for designing flexible learning environments and accessible content. Such designs can match a wide mix of learner needs, abilities, background knowledge, educational experience, and cultural differences." – Tier 1 evidence

*Thinking Maps-

David Hyerle and Chris Yeager explain "Visualizing our thinking allows use to have concrete image of our abstract thoughts". Thinking maps are becoming popular because they allow students to visually organize their information. Eric Jensen reports "80% of all information that comes into our brain is visual. 36,000 visual messages per hour may be registered by the eyes. 40% of all nerve fibers connected to the brain are linked to the retinal. Individuals are more likely to remember visual strategies." Additionally, Suzanne Peregoy and Owen Boyle share "We believe that probably the best strategies for teaching text structures are visual-spatial strategies. Students are able to transfer their knowledge from one year to the next because Thinking Maps can be used in multiple subjects, grade levels, and at different schools." Tier 1

*Student Engagement-

John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

*Project Based Learning-

Jo Boaler states, "students taught with a more progressive, open, project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings." Tier 2

*Response to Intervention-

John Hattie shows that RTI has a high effect size of 1.07. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

*Integrated ELD- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson. Learning Objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science, and Science. Tier 1

*Teacher Mentors-

John Hattie shows that teacher-student relationships has an effect size of .72. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

*Mental Health Services-

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is an evidence-based tool which determines students needs and will be used to place students into tiers of services at their level for social emotional learning. All levels will include various mental health activities and services. Our data collection demonstrates this need. - Tier 3

Parental Engagement

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

- *The School Site Council (SSC) is comprised of all educational partners that work together to give ongoing input into school programs. All data is brought to this team to discuss the effectiveness of the school plan and next steps.
- *Free and reduced lunch is provided for qualified students.
- *Students along with staff tour Modesto Junior College (MJC) and San Joaquin Delta College where they learn about the various programs that are offered.
- *Harvest has an 25% academic counselor who meets with students to discuss their progress towards graduation, conducts presentations and updates Aeries/Google schedules.
- *Harvest has a 5 hour daily counselor to provide small group and 1:1 social emotional support to all students.
- *Harvest High has implemented PBIS (Positive Behavior Intervention Support) which focuses on proactive interventions for behavior rather than reactive. Data in regards to discipline infractions, consequences, frequency, ethnic groups and other significant subgroups are analyzed to help determine areas of concern and the need for intervention. Positive messages are conveyed through Harvest team meetings, which include all students and staff. Points are awarded daily and those points can then be used at the student store.
- * Harvest High conducts weekly restorative circles to support students social/emotional needs.

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)

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and community educational partner groups meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. These groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All stakeholder input is considered, and adjustments are made to site and district plans, as appropriate.

The School Site Council is made up of parents, students, classified, and certificated staff and works together to develop and oversee the School Plan for Student Achievement. Harvest parents are also members of the District Parent Advisory Committee.

Funding

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

Title 1 funds are used at Title 1 sites to provide supplemental services for low performing students. Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students.

Prop 28 for Arts and Music
Art and Music Block Grant

The following are additional supports/services provided through the LCAP goals, actions and services.

Professional development (Goal 1)
Funding for English Language Learner Support (Goal 3)
Additional materials and services to unduplicated students (Goal 1,2 and 3)
Parent Outreach Activities (Goal 2)
Technology (Goal 1)
Bilingual Liaison (Goal 3)
EL Support (Goal 3)
MTSS (Goal 2)
PBIS (Goal 2)

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9) Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10) B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the School Plan for Student Achievement (SPSA).

Educational Partner 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

Harvest High School's multi-year School Plan for Student Achievement (SPSA) was a collaborative process primarily taken on by the role of the Site Administrator along with staff, parents, RUSD Director of Curriculum and Instruction, students, and community members. During staff, team and School Site Council (SSC) meetings educational partners had the opportunity to review the Ripon Unified School District's (RUSD) Local Control Accountability Plan (LCAP) overview and summary to pinpoint the district's goals and use them as a guide for the development of the Harvest High's SPSA. Educational partners also studied site data and the results from the student, staff and parent needs assessment surveys to discuss areas of concern that could be used as goals. Goals were developed and are reviewed with all educational partners 3-4 times a year in meetings. Goals are reviewed with the site leadership team quarterly during staff meetings.

Resource Inequities

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

In reviewing our needs assessment it was determined that 56% of Harvest students fall within areas of risk in the area of social-emotional behavior. To support their need level Harvest requires more intensive social emotional curriculum to address student needs along with counseling support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 11	14	12	7
Grade 12	14	17	18
Total Enrollment	28	29	25

Conclusions based on this data:

1. Enrollment has maintained an average of 25 students over the last three years
2. Harvest has been higher in Senior enrollment than Juniors.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	3	6	4	21.1%	10.7%	16.0%
Fluent English Proficient (FEP)	7	6	6	5.3%	25.0%	24.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The number of enrolled English Learners continues to increase and decrease. Most students are Long Term English Learners.
2. The EL teacher works with students to set goals based on ELPAC results and also complete progress monitoring forms based on ELD standards supported in class.
3. EL students at Harvest continue to struggle with reclassification. Harvest has utilized the recent addition of Interim ELPAC assessments to help students be better prepared for the Summative ELPAC

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11	16	10	11	16	10	11	16	10	100.0	100.0	100
All Grades	11	16	10	11	16	10	11	16	10	100.0	100.0	100

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2546.	2586.	*	9.09	18.75	*	54.55	18.75	*	0.00	43.75	*	36.36	18.75	*
All Grades	N/A	N/A	N/A	9.09	18.75	*	54.55	18.75	*	0.00	43.75	*	36.36	18.75	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Harvest High did not have enough Juniors enrolled to indicate a score on the dashboard this last school year 2023-2024
2. Comparing data from school year 2021-2022 to 2022 - 2023 Students made movements across all proficiencies in a positive directions. Since standards increased for exceeded in 2022-2023 the number of students at standards met decreased while the students in standards nearly met increased. Standards in not met decreased from the prior year. Teachers are doing more interim assessments and working with students through test questions to make sure students have a better understanding regarding the language of the test and the types of questions students will need to answer.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11	16	10	10	16	10	10	16	10	90.9	100.0	100
All Grades	11	16	10	10	16	10	10	16	10	90.9	100.0	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	2466.	*	*	0.00	*	*	12.50	*	*	12.50	*	*	75.00	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	12.50	*	*	12.50	*	*	75.00	*

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		
		21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		*	*	*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. There is no score indicated on the dashboard for school year 2023-2024 due to not enough enrolled Juniors who took the test.
2. Most Juniors who come to Harvest do not participate in a math class due to meeting requirements at RHS which makes keeping math skills current difficult.
3. Interim math assessments should be used on a regular basis to ensure students maintain skills and reteaching of material can occur.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										*	4	4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Since Harvest High has such a small population of students ELPAC results were not reported as to maintain the privacy of its students.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
25	44%	16%	0.0%
Total Number of Students enrolled in Harvest High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	16%
Foster Youth	0	0.0%
Homeless	1	4%
Socioeconomically Disadvantaged	11	44%
Students with Disabilities	5	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	4%
American Indian	0	0.0%
Asian	1	4%
Filipino	0	0.0%
Hispanic	12	48%
Two or More Races	1	4%
Pacific Islander	1	4%
White	9	36%

Conclusions based on this data:

1. At Harvest socioeconomically disadvantaged is at 44% which places Harvest the highest percentage in Ripon Unified. The percentage from 2023-2024 (44%) has dropped significantly from school year 2022-2023 (72.4%)

2. Harvest Special Education student percentage of 20% is higher than the percentage at Ripon High school of 9.6%
3. Harvest enrollment of Hispanic students of 48% is higher than the percentage represented at Ripon High of 39%.

School and Student Performance Data

Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Th reported suspension rate being reported in 2023-2024 has dropped by 4.5% to 6.1% compared to 10.5% in 2022-2023. Harvest has improved from orange to yellow on the dashboard.
2. The suspension rate has continued to drop from 2021-2022 which is 13%.
3. Harvest continues to utilize restorative circles, tier 1 social-emotional curriculum and having an onsite mental health counselor for 5 hours daily since school year 2023-2024.

School and Student Performance Data

Academic Performance English Language Arts

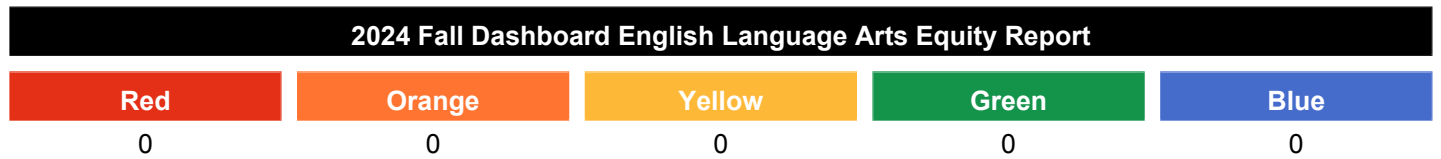
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>5 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color 0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color 0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>5 Students</div>

Students with Disabilities  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	African American  <p>No Performance Color 0 Students</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>
Two or More Races  <p>No Performance Color 0 Students</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>

Conclusions based on this data:

1. Since Harvest High has such a small population of students these results were not reported as to maintain the privacy of its students.

School and Student Performance Data

Academic Performance Mathematics

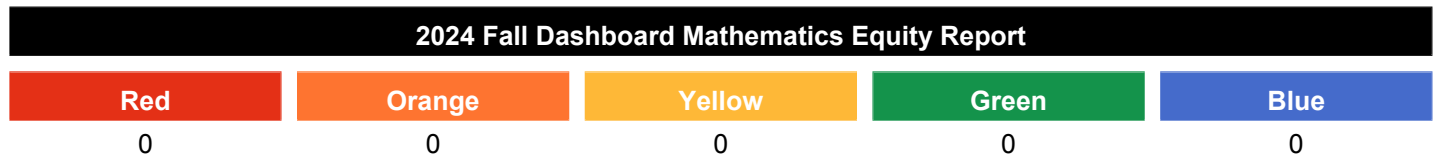
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides a view of 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>5 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color 0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color 0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color Less than 11 Students</div> <div>5 Students</div>

Students with Disabilities  No Performance Color Less than 11 Students 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 2 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 3 Students

Conclusions based on this data:

1. Since Harvest High has such a small population of students these results were not reported as to maintain the privacy of its students.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 2 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 2 Students</div>

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.

2024 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

Conclusions based on this data:

- Students were tested using ELPAC, but since the number of students is so small no data is released as to maintain the privacy of its students.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

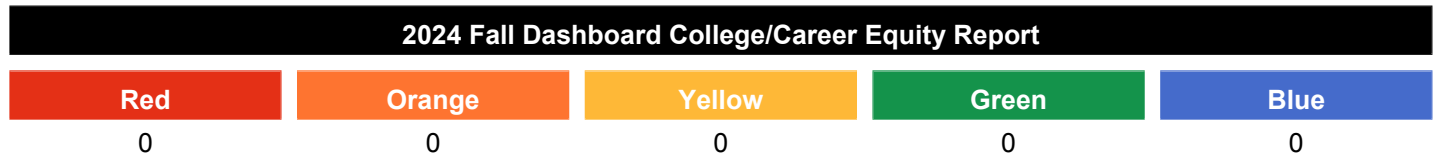
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>9.5 Prepared</div> <div>Increased 3.6</div> <div>21 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>12.5 Prepared</div> <div>Increased 12.5</div> <div>16 Students</div>

Students with Disabilities  <p>No Performance Color Less than 11 Students 0</p> <p>5 Students</p>	African American  <p>No Performance Color 0 Students</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Less than 11 Students 0</p> <p>10 Students</p>
Two or More Races  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color Less than 11 Students 0</p> <p>8 Students</p>

Conclusions based on this data:

1. No color was reported on the dashboard for 2023-2024 due to less than 30 students.
2. In 2023-2024 it was reported that 9.5% student were prepared in college and career ready. This is a 3.6% increase from the prior year of 5.9%
3. More students are participating in dual enrollment classes during their Senior year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data is presented on the 2024 dashboard

School and Student Performance Data

Academic Engagement Graduation Rate

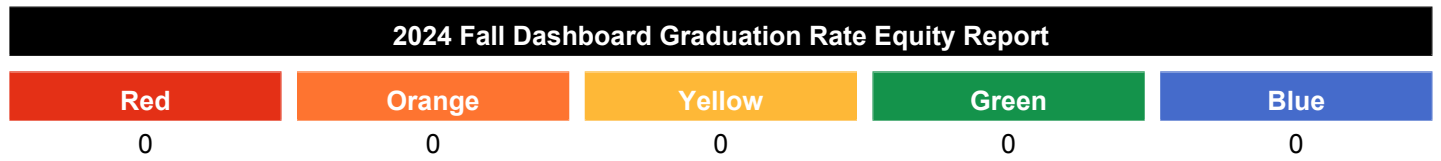
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>90.5% graduated</div> <div>Declined 9.5%</div> <div>21 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>87.5% graduated</div> <div>Declined 12.5%</div> <div>16 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	African American  <p>No Performance Color</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. The graduation rate on the 2024 dashboard displays 90.5% which is a decrease of 9.5%. This is a result of one senior who left district and never enrolled in another school during the 2023-2024 school year.
2. The second result of the 90.5% graduation rate is due to a late start Senior that completed graduation requirements in June 2024 but was not indicated in the data for the 2024 graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

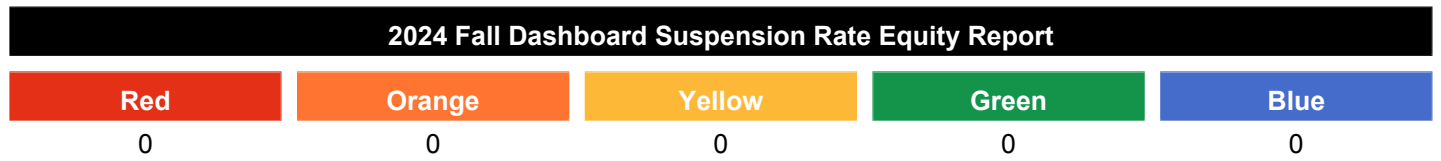
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>6.1% suspended at least one day</div> <div>Declined 4.5%</div> <div>33 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>5.6% suspended at least one day</div> <div>Declined 5.2%</div> <div>18 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 6.7% suspended at least one day Declined 6.4% 15 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 0% suspended at least one day 13 Students

Conclusions based on this data:

1. Dashboard shows 2024 suspension rate to be 6.1% which is 4.5% decline from 2023 which was 13% lower
2. Harvest has made growth in lowering suspension rates thus moving from orange to yellow on the dashboard.
3. Harvest continues to use tier 1 intervention supports such as restorative circles, tier 1 social emotional curriculum and employing a daily 5 hour mental health counselor since school year 2023-2024

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready through CTE pathways. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies.

Goal 1

In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative in the area of academics; Harvest High School students will improve proficiency in English Language Arts and in Mathematics. Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships that produce students who are college and career ready through CTE pathways.

Identified Need

Individual CAASPP results show a significant amount below distance from standards met in the area of math. Individual CAASPP results shows movement from standards not met to standards nearly met and standards met. There continues to be a need of improvement in the area of ELA growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA scores	Baseline 2023-2024: 15% standards exceeded, 20% standards met, 45% standards nearly met, 20% standards not met. Actual Outcome 2023-2024: Standards exceeded - 0%, Standards met - 18%, Standards nearly met - 36%, Standard not met - 46%	2024-2025: 4% growth standard met/exceeded 2025-2026: 4% increase growth standard met/exceeded
CAASPP Math scores	Baseline 2023-2024: Standards exceeded 0%, Standard met 10%, Standard nearly met 15%, Standard not met 75% Actual Outcome: 2023-2024: Standards exceeded 0%, Standards met - 0%, Standard nearly met - 9%, Standard not met 91%	2024-2025, 2% growth standard met/exceeded 2025-2025: 2% increase growth standard met/exceeded
College and Career Indicator	Data: 2022-2023: 5.9% prepared; 11.8% approaching prepared	2024 - 2025: 10% prepared 2025-2026: increase by 5% prepared

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Date: 2023-2024: 9.5% prepared; 14.3% approaching prepared	
Graduation Rate	2022 - 2023: 100% 2023-2024: 90.5%	2024-2025: 100% 2025-2026: 100%

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 student groups

Strategy/Activity

1.1, Teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not limited to...ELA/ELD, STEAM, higher order thinking skills (including but not limited to relationships and other common instructional practices), Special Education, intervention programs (MTSS), vertical articulation, instructional rounds, software and technology, Positive Behavior Interventions and Supports, Restorative Justice training, social emotional learning and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs. Professional development will be throughout SPSA goals one through five.

Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement." John Hattie shows that professional development has an effect size of .51. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.2 Technology will be explored and added as needed to increase student engagement for goals one through three, including but not limited to, software, online services, etc.

Technology contributes to student engagement and is used to enhance student's 21st century skills using Google (classrooms, forms, sheets, docs), Pear Deck, Flipgrid, Youtube, audiobooks, PowerPoint, etc. John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

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)

1,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.3 Expand Response to Intervention (RTI) services

John Hattie shows that RTI has a high effect size of 1.07. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

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 4

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.4 Teachers will use Universal Design for Learning and differentiation strategies to raise student achievement for goals one through three.

Ahmed Al-Azawei, Fabio Serenelli, and Karsten Lundqvist state “positive results of UDL implementation were yielded in eleven papers. These outcomes suggest that UDL is an efficient

approach for designing flexible learning environments and accessible content. Such designs can match a wide mix of learner needs, abilities, background knowledge, educational experience, and cultural differences.” – Tier 1 evidence

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 5

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.5 Teachers will use essential questions that correlate to Common Core State Standards and guide student's learning. This will be inclusive of goals one through three.

Aimee Bartis provides a summary of her research. "Essential Questions promote student learning in a number of ways. First, using EQs lets students know that questioning is an important part of learning. When students learn to become better questioners, their learning becomes more meaningful and intellectually deeper."

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 6

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.6 Teachers connect math concepts to real world problem solving to help with engagement and deeper mathematical understanding and how it correlates to daily life.

"Problem-centered approaches—including mathematical contexts, "real world" contexts, or both—can promote learning of both skills and concepts. A high school curriculum that included rich applied problem situations, students scored somewhat better than comparison students on algebraic procedures and significantly better on conceptual and problem-solving tasks.", Schoen & Ziebarth

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)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

1.7 Utilize District approved software for credit recovery purposes.

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)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

1.8 Increase success in College and Career (C&C) indicator by having students include a College and Career goal on their student schedules. Seniors will create a Senior portfolio to house information based on their college and career ready goals.

John Traugott wrote, "The results of the study showed that 76 percent of participants who wrote down their goals, actions and provided weekly progress to a friend successfully achieved their goals."

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	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

1.9 Material/Supplies for all goals one through three, including but not limited to supporting resources, materials, and supplies to reinforce and support learning in direct instruction courses and credit recovery courses that are aligned to the California Common Core Standards.

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)

1,500

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

Parent involvement and engagement through participation in parent committees like School Site Council and Parent, Teacher, Student conferences as well as parent appreciation opportunities more than once a year. In addition, Harvest High will add a college night for families to complete the required FASFA and gather information for college.

The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education based on a study conducted by, National PTA, National Education Service.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The focus of this goal is in the area of academic achievement. During the 2024-2025 school year Harvest received their CAASPP scores from the administration period of Spring 2024. In ELA students outcomes decreased overall compared to 2023-2024. In 2023-2024 35% of students met/exceeded standards. In 2024-2025 18% of students met/exceeded standards. This is a 17% decline. In Math there was an overall decline in standards met/exceeded. In 2023-2024 10% of students were standard met/exceeded. In 2024-2025 0% of students were standards met/exceeded. This is a 10% decline. Teachers implemented interim assessments and tests were given over several days. Regardless, students who were motivated and attempted to do their best demonstrated proficiency. Students who did not do their best scored standards not met. Staff needs to work on student buy-in on the value of these assessments to motivate students to perform at their best. Staff needs to consider incentives as well as involve students in the analysis of their interim assessment results. The college and career indicator for 2023-2024 showed 5.9% student prepared and 11.8% approaching prepared. In 2024-2025 college indicator showed 9.5% prepared which is a 3.6% increase and 14.3% approaching prepared which is a 2.5% increase. Teachers spent more time working with students on post secondary goals. We increased our dual enrollment for students. In addition more community speakers came to campus to provide students information on post secondary opportunities.

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

One major difference in the scores from 2023/2024 to 2024/2025 is the group of students taking the test. Students in 2024/2025 were less engaged in the test even though their reading and math benchmarks outperformed students from 2023/2024. As a staff we need to reevaluate how we involve students with interim assessments. In addition we need to discuss ways to increase student engagement through incentives. The second major difference related to the college and career indicator. We increased community speakers to provide information on post secondary opportunities for students. We encourage our seniors to participate in dual enroll in online community college classes. We also increased field trips and on site information meetings with local junior colleges.

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.

Activity 8 & 9: We plan to do more preplanning with families and students on post secondary goals. This includes adding a parent night for parents to come and get information regarding college, scholarships, trade school and completing the FASFA. In addition, money in this area will be focused on bringing in more speakers or providing field trips for students to explore different post secondary opportunities. Our plan is to increase student's standard met/exceeded percentages on both ELA and math. To do this we will implement more accountability measures with students and provide more incentives to increase engagement on the assessments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: Extend a Multi-Tiered Systems of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners. Stakeholders are involved in strengthening learning environments that are safe, effective, and engaging.

Goal 2

In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative in the area of social emotional needs, Harvest High School will create a positive school climate. Within this nurturing environment students and staff will work together to combat the struggles that each face to provide an inclusive, engaging learning experience where they work as a team through the rigorous common core state standards. In addition, culturally responsive teaching will be incorporated within the MTSS model.

Identified Need

A school/ student needs assessment survey results done in Fall 2024 indicated that 18% of students are at risk in the areas of social behavior, academic behavior and emotional behavior. Although the California dashboard has shown a decline in suspensions over the last year from the year prior, our school continues to struggle with on campus vaping which is the main cause of suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Baseline: 2023-2024: Dashboard suspension rate: 10.5%	2024-2025: 5% or less 2025-2026: 5% or less
Attendance Rate	Actual Outcome: 2024-2025: Dashboard suspension rate: 6.2% decline of 4.3%	2024-2025, 98% 2025-2026: 97.5%
	Baseline: 96.94% AERIES Actual: 96.93% AERIES - .01% decrease	

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 student groups.

Strategy/Activity

2.1 Expand Response to Intervention for social emotional support.

John Hattie shows that RTI has a high effect size of 1.07. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.2 Field Trips, speakers and other activities for goals one through three. Field trips, speakers and other enrichment activities help improve student engagement and unlock their curiosity for learning. In addition, by providing these activities will encourage student attendance and help students make connections to content which in turn will improve academic standing as well as decrease suspensions.

John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

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)

4,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.3 Utilize Restorative Circles, Restorative Justice and Character Strong curriculum to support social emotional learning and build a positive school community while incorporating culturally responsive teaching. Professional development for teaching staff will be provided to address the listed activities. As staff become more knowledgeable in strategies to support students' mental

health, students will be more connected to school and increase their attendance as well as decrease suspensions. In addition, when students feel connected to school and staff they are more inclined to engage academically.

Anna Jane states, "...restorative circle initiatives are a simple and effective means of transforming school communities by acknowledging, promoting and honoring the dignity of students. In addition, some staff at most Ripon USD schools have been trained and implemented restorative practices with great success. -Tier 3

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.4 Positive Behavior Interventions and Supports.

Farkas states, "Results from descriptive case studies, where PBIS elements (outcomes, data, systems, and practices) were adapted for AE implementation, suggest that implementing intensified practices within a PBIS framework may result in positive outcomes for youth educated within AE settings, including increases in appropriate behavior, decreases in problem behaviors, and decreases in use of crisis-emergency responses, such as restraint." -Tier 1

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.5 Mental Health Support through counselors, speakers, activities, climate and other areas that support the overall well being of students.

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is an evidence based tool which determines students needs and will be used to place students into tiers of services at their level for social emotional learning. All levels will include various mental health activities and services. Our data collection demonstrates this need. - Tier 3

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	Title I
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.6 Each Harvest High student will have an individual assigned teacher mentor.

John Hattie shows that teacher-student relationships has an effect size of .72. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

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)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.7 Provide enrichment activities for goals one through three, such as but not limited to: Artists in Schools, FAB Lab, a maker space, fine arts and other related STEAM activities. Enrichment activities contribute to student engagement. When students are engaged suspension rates decrease which lead students to increase their academic growth.

John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students and is therefore tier 1 evidence.

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	Title I
2,500	Learning Recovery
3,415	Proposition 28

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

2.8 Parent involvement and engagement through participation in parent committees like School Site Council and Parent, Teacher, Student conferences more than once a year.

Parent engagement also decreases chronic absenteeism, or missing more than twenty days of a school year. When teachers engaged with parents through home visits, for example, student absences dropped by 20%. Sheldon, S. B., & Jung, S. B.

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)
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Harvest High's suspension rate from 2022/2023 to 2023/2024 dropped by 4.3% bringing the rate from 10.5% down to 6.2%. We continue to employ a temporary 5 hour daily mental health counselor. She provides small group social/emotional lessons as well as 1:1 counseling support. All parents signed a permission slip for counseling which allowed students to see the counselor throughout the day. This allowed for students to increase their attendance rate as well as maintain emotions. In addition, we attended more field trips which gave students more experiences and encouraged them to come to school. We added bringing on campus speakers from the community to talk with students about post secondary opportunities. We conduct weekly restorative circles where we focus on curriculum that supports positive choices for students.

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

No major differences existed. Intended implementation was completed to meet 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.

No Changes to activities. We continue to have a goal of less than 5% suspension rates and 97.5% attendance rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: English Learner academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others.

Goal 3

English learners will become proficient in English as evidenced by English Language Proficiency Assessments for California (ELPAC) scores.

Identified Need

There is a gap in the performance of English learners compared to the largest, or all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC data	Baseline: 2023/2024: Level 1 25%, Level 2 25%, Level 3 25%, Level 4 25% Actual Outcome: 2023-2024: Level 1 0%, Level 2 25%, Level 3 75%, Level 4 0%	2024-2025: 10% increase in level 4 2025-2026: 10% increase in level 4

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)

English learners

Strategy/Activity

3.1 Teachers will identify and use language acquisition strategies, such as but not limited to GLAD and SDAIE supports.

Jeanette Jungyun states, "By identifying and recognizing the great practices of teacher leaders who are trained in Project GLAD strategies, school and district leaders can build capacity to influence the rigorous work of addressing the needs of ELLs."

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups, focus on English Learners.

Strategy/Activity

3.2 Use of Thinking Maps and English 3D to support all students with synthesizing thoughts onto organizers and into cohesive paragraphs. In addition, Teacher will continue professional development in Thinking Maps and English 3D moving toward pathway to proficiency specific to EI students. Teachers will access professional development through additional training for integrated and designated teaching strategies and 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)
500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.3 Teachers will identify students based on ELPAC levels and teach their specific needs utilizing the ELD CA Standards. Interim assessments will be utilized prior to testing. The teacher will monitor student progress on ELD standards in completing progress monitoring forms each semester.

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)
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

75% of students scored a level 3 and 25% of students scored a level 2 on the Summative ELPAC. No student scored a 4 to be reclassified. Students participated in interim assessments and the teacher reflected on ELD standards when completing student's progress monitoring forms at semester.

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

Students and teachers created goals in deficit areas based on the ELPAC score report. They monitored their progress on their goal by participating in interim assessments.

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.

Students will participate in analysis of their previous ELPAC score report and will monitor and reflect on goals they create with their classroom teacher. They will also follow this process when completing the interim assessments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Enable equitable practices for students transferring into or out of alternative programs. Enhance opportunities by providing support to increase student attendance, graduation rates, academic achievement, improve social emotional well-being, and broaden college, and career opportunities.

Goal 4

Implement tools and strategies for all students to increase attendance rate, achieve a high graduation rate and successfully transition from high school to post secondary opportunities.

Identified Need

Harvest High school serve students with high needs in Ripon. Post-secondary success, increased attendance rate and 100% graduation rate are areas of need of improvement. We identified a need for Harvest students to improve their academic outcomes and to become more aware of post-secondary options for education and employment. Students need a clear pathway to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will need a student success plan that will be developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Students need engaging experiences that expose them to post-secondary opportunities. The graduation rate at Harvest is above the state average. The goal is to report 100% graduation rate. In addition, the attendance rate at Harvest is approaching the district average of 97% but there still remains challenges in student attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Attendance Rate (AERIES) monthly report and 3 year report	Actual outcome 2023-2024: 96.93% yearly average percentage	2025-2026: Increase to 97.5% attendance rate
Dashboard graduation rate	Actual outcome 2023-2024: 90.5% graduation percentage	2025-2026: 100% graduation rate
Dashboard College and Career Indicator	Actual outcome 2023-2024: 9.5% prepared, 14.3% approaching prepared, 76.2% unprepared	2024-2026: 5% increase in prepared and approaching prepared

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.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase on campus speakers. The speakers will share out regarding post-secondary options for careers and the steps needed such as education, licenses to pursue the career. In addition, speakers include representatives from local junior colleges that include support in completing registration and FASFA.

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	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student will participate in a Student Success learning plan when enrolled at Harvest High. The purpose is to establish graduation and post-secondary goals. From the plan students will focus on researching steps towards their goal. They may enroll in dual enrollment classes or attend elective CTE classes at the comprehensive high school (as available). Parent night will be established to support students and families on the student success learning plan.

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	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To support students in increasing attendance and attaining graduation status, a 5 hour mental health counselor will continue through next school year. A students who is in a good mental state is able to focus on goals and can confidently follow a clear path. Students at Harvest struggle social-emotionally and have expressed a need for on-site school counseling.

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)

55,000

Source(s)

Learning Recovery

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a newly established goal for 2025-2026

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 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,915.00

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	\$15,000.00

Subtotal of additional federal funds included for this school: \$15,000.00

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 (\$)
Learning Recovery	\$57,500.00
Proposition 28	\$3,415.00

Subtotal of state or local funds included for this school: \$60,915.00

Total of federal, state, and/or local funds for this school: \$75,915.00

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

Name of Members	Role
Kathryn Diederich	Principal
Marti Ulrich	Other School Staff
Julie Castoe	Classroom Teacher
Ranjita Lal	Classroom Teacher
Teri Timmerman	Parent or Community Member
Cody Stewart	Secondary Student
Fred Montoya	Parent or Community Member
Frances Montoya	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 3/17/2025.

Attested:

Principal, Mrs. Kathryn Diederich on 3/17/2025
SSC Chairperson, Mrs. Timmerman on 3/17/2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019