

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**

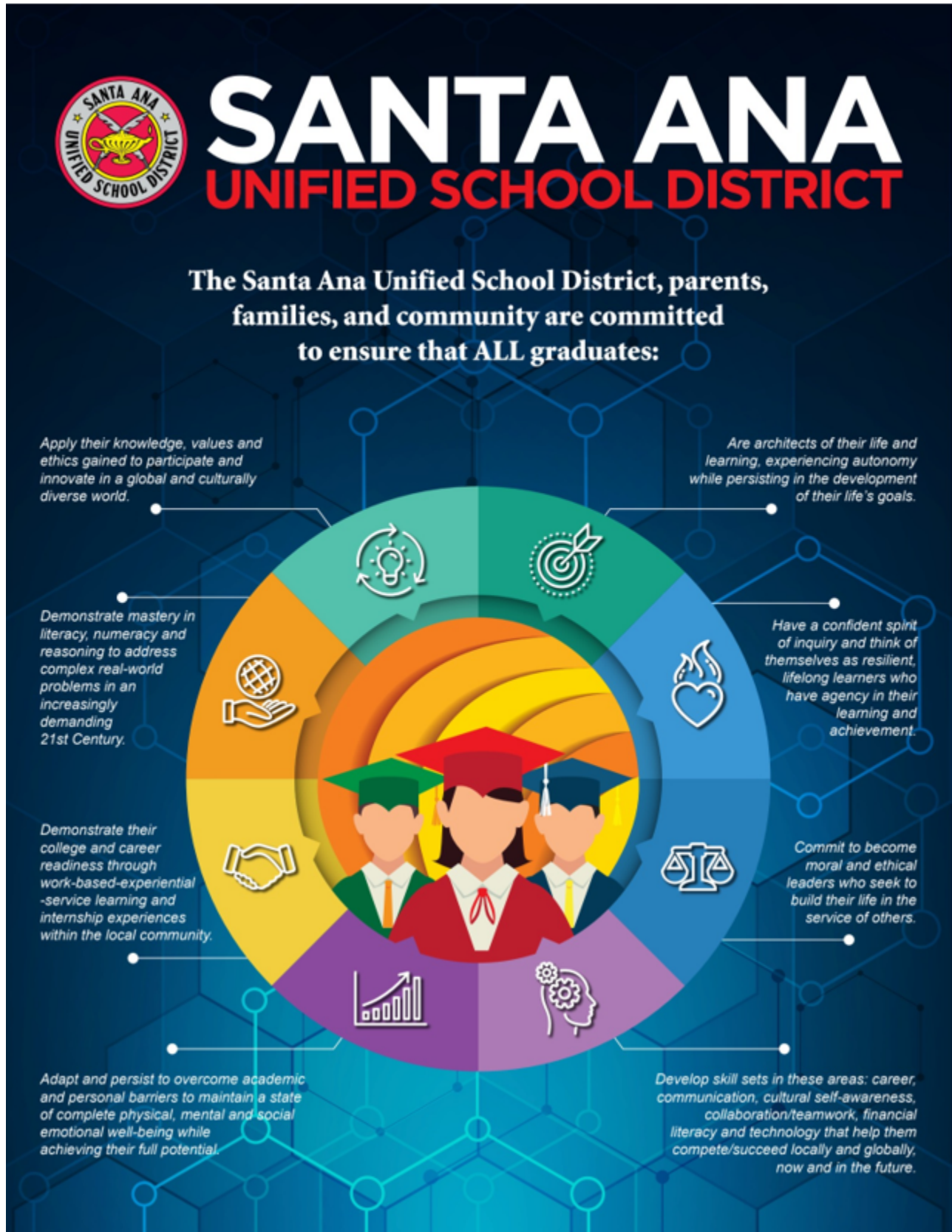


Carl Harvey Elementary School

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Climate and Vision Goal:

Carl Harvey Elementary will prioritize and attend to the social-emotional needs of our students as well as implement student engagement strategies to enable all students to focus on learning, which will lead them to a greater acquisition of academic concepts, demonstration of knowledge, skills and values necessary to become resilient, productive citizens in the 21st century. School-wide collaborative efforts will continue to guide the decision making process promoting a healthy, safe and secure environment that fosters a growth mindset and supports learning and improvement for all students.

Teachers will consistently be provided opportunities to individually and in grade level teams to analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and develop school wide, grade level and individual student instructional goals and action plans. Grade level meetings will give teachers the opportunity to support each other, discuss additional strategies and coordinate services as needed.

Strategy/Activity 1

Program/ Strategy #1 – School Safety

Cultivate and maintain a healthy, safe, secure, and welcoming school and working environment by annually updating the School Safety Plan, holding Safety Committee meetings bi-monthly and regularly informing or updating staff on safety protocols and procedures at staff meetings and through written notifications (i.e. letters, emails, postings, etc.). Parents will also be regularly informed of safety protocols and procedures at parent meetings and through monthly parent newsletters and other written notifications (i.e. letters, emails, postings, etc.).

Budgeted Amount:

Strategy/Activity 2

Program/ Strategy #2 - Creating a culture of rigor, college success and 21st Century Learning Environments

Tier I:

Provide and maintain the availability of all school, grade level, teacher, and student supplementary instructional materials as well as academic materials and recognition tokens to meet all goals, activities, and strategies that promote achievement. We will recognize and celebrate student growth, effort and academic success on state and district assessments as well as improvement in supplemental school programs including but not limited to ST Math, iReady Math, Accelerated Reader, Achieve 3000, Happy Numbers, Attendance Improvement and other PBIS-based improvement programs.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

7,496

Strategy/Activity 3

Program/ Strategy #3 - Environments Enriching & Enhancing CORE Curriculum

Provide all K-5 students an opportunity to participate in at least one standards-based curriculum-aligned field trip per year to enrich and enhance core instruction and/or a field trip to a college or university campus to promote College and Career Readiness, an activity in alignment with the SAUSD Graduate Profile.

Budgeted Amount:

9,000

Strategy/Activity 4

Program/ Strategy #4 – School-wide positive behavior (PBIS) program / Multi-tiered System of Supports (MTSS)

Tier I:

Ensure all staff is regularly trained to implement the district initiative, Multi-tiered System of Supports (MTSS) through the school-wide Positive Behavioral Interventions and Supports (PBIS) "...framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students." (PBIS Team Member Workbook/ binder, p.1) The PBIS site team membership will include diverse stakeholders, have direct principal participation, and meet regularly to ensure equitable access for all students to the core instructional program through implementation of a strong PBIS system. The PBIS team will systematically and consistently review incident data, develop effective systems of positive reinforcement for all students (Tier I), and communicate clearly with the broader school community.

Tier II & III:

Students frequently not experiencing success with the school-wide/ classroom PBIS systems (Tier I) will be supported through the Check-in/Check-out (CICO) program (classroom-based Tier II). Students not experiencing success with CICO will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation.

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Strategy/Activity 5

Program/ Strategy #5 - Social-emotional counseling, support, and resources

Tier I:

Support the social-emotional well-being of all students (Tier I) through the school-wide PBIS program and site team, District School Counselors, Family and Community Engagement (FACE) Worker, and Padres Unidos Community Worker.

Tier II & III:

The school-wide PBIS program and site team, District School and Turning Point Counselors, Family and Community Engagement (FACE) Worker, and the Padres Unidos Community Worker all will also support individual students, small identified student groups and families requiring more in-depth assistance (Tier II & III). Resources and support may include, but are not limited to medical referrals for glasses, additional vision and hearing screenings, Healthy Families, housing assistance and other service referrals such as for school uniforms, school and hygiene supplies, S.O.S. Holiday Baskets, and Migrant Education Program identification for district supports.

Tier III:

District School Counselors and Turning Point Counselors will also provide one-on-one social-emotional counseling to individual students needing more targeted support (Tier III).

At a district level, the Migrant Education Department and Migrant Community Workers will determine if there are more than 5 Migrant Education students (identified migrant) on site and enrolled, in order to provide parents of the student(s) with information

regarding academic support and specific services and programs offered to migrant students and their families. They will also monitor academic progress of migrant students and conduct a Needs Assessment. Reports will be made to the parents of migrant students, communicated to teachers and records of meeting will be placed in the student migrant files in student cumulative file. They will provide academic support by monitoring achievement and students' participation in district intervention programs in the areas of Language Arts, Reading and English Language Development.

Budgeted Amount:

Strategy/Activity 6

Program/ Strategy #6 - Technology Enriching & Enhancing Core Curriculum

Maintain and upgrade technology and computer hardware and software to enrich the core program and support differentiated instruction. Additional and/or replacement printers in classrooms will provide students more access to digital learning materials, online resources for collaboration with peers, and in turn accelerate the acquisition of content knowledge for English Learners (EL).

Budgeted Amount:

Strategy/Activity 7

Program/ Strategy #7 – TK-5 Tutoring & Enrichment for Targeted, At-Risk, Below Grade Level and At-grade Level Students

Tier I & II:

Facilitate district funded tutoring/ intervention before/ after school (30 hours maximum) for targeted, at-risk, below grade level, Transitional Kinder through 5th grade (TK-5) students in small group by the/or a classroom certificated teacher. Student identification will be based on teacher recommendation and results from DIBELS, Measured Academic Progress (MAP) reading and math assessments. The intervention will be additional instruction (ELA, ELD, and/or Mathematics) for at least 30 minutes two (2) to four (4) days a week using core program intervention components and/ or supplementary research-based intervention programs that meet the instructional needs of the students. The enrichment program available to all TK-5 students will be STEM and Arts-based instruction and activities.

Intervention/ supplementary materials will be provided to teachers for research-based literacy/ELA, ELD, and/or Mathematics intervention for struggling and at-risk students including, but not limited to the following: SIPPS, Literacy Leaders, Reading Success (D. Hagger), Six-Minute Solution, Peer Assisted Learning (PALS), REWARDS, Benchmark Advance resources, Irvine Math Project (IMP) resources.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Strategy/Activity 8

Program/ Strategy #8 – Community Partnerships

Maintain our community partnership with the Kiwanis of Santa Ana. "Kiwanis of Santa Ana is an organization of volunteers who come together to make our community a better place. This is accomplished by developing programs to enhance the education, recreation and safety of children, young adults and their families."

The Kiwanians provide:

- Student Shopping Spree at Target (Tier I, II & III; teacher nominated)
 - Christmas gifts for children with "special needs" (Tier III)
 - Annual Handicap Bowling Tournament (Tier III)
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Budgeted Amount:

Total Expenditures

16,496.00

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

All Harvey students will demonstrate significant growth and/or achievement of grade level reading proficiency by the end of the school year. Reading growth and achievement will ensure that students are gaining equitable access to a high quality curricular and instructional program that is accessible from school and home as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

All K-5 student progress will be monitored regularly by teacher observation and analysis of core program tests, district benchmarks, and state assessments including but not exclusive to Benchmark Advance unit tests, MAP reading adaptive tests, the Smarter Balanced Assessment Consortium (SBAC/ CAA), and the English Language Proficiency Assessment of California (ELPAC). Students will be assessed on a weekly basis with core program tests, quarterly with district assessments, and yearly by the SBAC and CAA respectively in grades 3-5. The ELPAC will be administered annually to LEP/ EL students in K-5.

Teachers will consistently be provided opportunities to individually and in grade level teams to analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and develop school wide, grade level and individual student instructional goals and action plans. Grade level meetings will give teachers the opportunity to discuss additional strategies and coordinate services as needed.

Main Academic ELA Goals:

~ The percent of students meeting MAP Growth from Fall to Spring will increase 5%.

~ The percent of students Meeting or Exceeding the Standard on the 2022-23 SBAC English Language Arts Assessment will increase 3% overall from 24% (2020-21) to 27%.

Strategy/Activity 1

Program/ Strategy #1 – ELA Program: Teacher Planning & Collaboration

Tier I, II & III:

Enable school wide and grade level collaboration meetings that will encompass the review of data, standards, curriculum, pacing, and best practices to inform instruction and meet the needs of all students. Modified day schedule every Wednesday will ensure that staff will collaborate two times per month to plan instruction and strategies to support and enhance students' academic success. Also, two monthly staff meetings will be held for school-wide business, announcements, updates, data analysis, collaboration, and professional development.

Budgeted Amount:

Strategy/Activity 2

Program/ Strategy #2 – ELA Program Implementation

Tier I:

Ensure and support the focus on reading fluency and comprehension for all students through differentiated instruction utilizing the district-adopted Benchmark Advance program and supplementary research-based programs, substitute release days will be provided every trimester in which teachers and grade level teams will collaborate, analyze student work and assessment data in order to align lessons, materials, resources, and effective research-based instructional strategies and interventions.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Strategy/Activity 3

Program/ Strategy #3 - ELA Program Implementation

Tier I:

Provide students access at school and home with a variety of supplemental, technology-based programs to enrich, enhance, and reinforce the core program as well as expand on the differentiation of instruction:

- Lexia Reading for all grades TK-5 students
- Accelerated Reader (AR) for all grades 1-5 students
- Achieve 3000 Reading program for all grades 3-5 students

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

31,825

Strategy/Activity 4

Program/ Strategy #4 - Tier I ELA Program

Tier I:

Facilitate teacher use of supplemental writing supports (i.e. Thinking Maps, WFTB, etc.) to enhance understanding and ensure access to the ELA curriculum to all students and learning styles.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers,

support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Strategy/Activity 5

Program/ Strategy #5 - Tier I, II & III ELA Program: Library Books

Maintain a school site library that provides an abundant and motivating amount of books and genres at appropriate reading levels for all students to supplement, enhance and enrich the core instructional program. In addition, to support differentiated instruction and small group intervention, an inventory of leveled (AR and Lexile) reading book sets with the same title will be maintained. Also as funding becomes available, provide teachers additional classroom literature sets to enhance or reinforce instruction.

Budgeted Amount:

Strategy/Activity 6

Program/ Strategy #6 – Supplemental ELA Program and Intervention Materials

Tier I & II:

Provide teachers with intervention materials for research-based literacy and ELA differentiated instruction which may include but are not limited to the following: SIPPS, Literacy Leaders, Reading Success (D. Hagger), Six-Minute Solution, Peer Assisted Learning (PALS), REWARDS, and Benchmark Advance resources.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Strategy/Activity 7

Program/ Strategy #7 - Tier I, II & III ELA Program: Tutoring & Enrichment Before/ After School

Tier I & II:

Facilitate district funded tutoring before/ after school (30 hours) for targeted, at-risk, below grade level, TK through 5th grade students in small group intervention by the/or a classroom certificated teacher. Student identification will be based on teacher recommendation and results from DIBELS and Measured Academic Progress (MAP) reading assessments. The intervention will be additional core ELA instruction for at least 30 minutes two (2) to four (4) days a week using core program intervention components and/ or research-based intervention programs that meet the instructional needs of the students. Teachers will be provided intervention materials for research-based Literacy and ELA differentiated instruction which may include but are not limited to the following: SIPPS, Literacy Leaders, Reading Success (D. Hagger), Six-Minute Solution, Peer Assisted Learning (PALS), REWARDS, and Benchmark Advance resources. Student Progress will be monitored weekly and program modifications will be made as necessary.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Total Expenditures

31,825.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

All Limited English Proficient (LEP)/ English Learners (EL) students at Harvey will demonstrate significant growth in English Language Development (ELD) and proficiency by the end of the school year. ELD growth and proficiency achievement will ensure that students are gaining equitable access to a high quality curricular and instructional program as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

Harvey teachers and staff will continue to work towards moving students up at least one ELD proficiency level per school year. Teachers will continue to differentiate instruction by leveling groups, scaffolding, utilizing engagement strategies in conjunction with the district adopted ELD program/ Benchmark Advance and appropriate supplemental materials.

All K-5 LEP/ EL student progress will be monitored regularly by teacher observation and analysis of core program tests, district benchmarks, and state assessments including but not exclusive to ELD Progress Rubrics, Benchmark Advance unit tests, MAP reading adaptive tests, the Smarter Balanced Assessment Consortium (SBAC/ CAA), and the English Language Proficiency Assessment of California (ELPAC). Students will be assessed on a weekly basis with core program tests, quarterly with district assessments, and yearly by the SBAC and CAA respectively in grades 3-5. The ELPAC will be administered annually to all LEP/ EL students in K-5.

Teachers will consistently be provided opportunities to individually and in grade level teams to analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and develop school wide, grade level and individual student instructional goals and action plans. Grade level meetings will give teachers the opportunity to discuss additional strategies and coordinate services as needed.

Strategy/Activity 1

Program/ Strategy #1 – Tier I ELD Program

Tier I;

ELD instruction for all English Learners (EL) will be integrated, designated, and differentiated throughout the day and across the curriculum. Grade level ELD teaming and student leveled grouping based on ELD levels that are determined by the most current student ELPAC and ELD progress rubric results will be encouraged, facilitated, and supported. Teachers will be provided

the opportunity to collaborate monthly in grade level meetings and on substitute release days every trimester to analyze student progress, reevaluate EL student needs, and adjust ELD leveled groups and instruction. Teachers will utilize and integrate a variety of strategies and programs including but not limited to: Benchmark Advance English Language Development (ELD) program, SDAIE, Focused Approach, GLAD, Into English, and Explorations to provide EL students with meaningful and maximum access to the Common Core standards-based content curriculum.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Strategy/Activity 2

Program/ Strategy #2 – Tier I ELD Program

Provide all K-5 students an opportunity to participate in at least one standards-based curriculum-aligned field trip per year to enrich and enhance core instruction as well as at the least one college and career promoting field trip. Grade level teams will research and organize a field trip to a college or university campus.

Budgeted Amount:

Strategy/Activity 3

Program/ Strategy #3 – Tier II ELD Program

Rosetta Stone language development computer program (Title III funded) and Lexia, a language arts tutorial software will support the core Language Arts and ELD curriculum for newcomers (12 months or less in the US) and/ or "at risk" EL students in grades TK-5.

Budgeted Amount:

Strategy/Activity 4

Program/ Strategy #4 – Tier II & III ELD Tutoring & Enrichment

Tier II:

Students not making sufficient growth in ELD will receive additional academic support, intervention and/or enrichment at least 2 days a week for 30 minutes in small group either before, during or after the regular school day by a classroom teacher. District funded tutoring before/ after school (30 hours) for targeted, at-risk, below grade level, TK through 5th grade students in small group intervention by the/or a classroom certificated teacher will be facilitated. Student identification will be based on teacher recommendation and results from ELPAC, DIBELS and MAP reading assessments. The intervention will be additional core instruction in ELA and ELD for at least 30 minutes two (2) to four (4) days a week using core program intervention components and/ or research-based intervention programs that meet the instructional needs of the students. Teachers will be provided intervention and/or enrichment supplies along with materials for research-based Literacy and ELA/ ELD differentiated instruction which may include but are not limited to the following: SIPPS, Literacy Leaders, Reading Success (D. Hagger), Six-

Minute Solution, Peer Assisted Learning (PALS), REWARDS, and Benchmark Advance ELD resources. Student Progress will be monitored weekly and program modifications will be made as necessary.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Total Expenditures

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

All Harvey students will demonstrate significant growth and/or achievement of grade level mathematics proficiency by the end of the school year. Growth and achievement in math will ensure that students are gaining equitable access to a high quality curricular and instructional program that is accessible from school and home as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

All K-5 student mathematics progress will be monitored regularly by teacher observation and analysis of core program tests, district benchmarks, and state assessments including but not exclusive to district common core unit tests, Math Expressions tests, MAP Math tests, other district assessments, and state assessments (CAASPP -SBAC/ CAA). Students will be assessed on a weekly basis with core program tests, quarterly with district assessments, and yearly with the state assessments (grades 3-5).

Teachers will consistently be provided opportunities to individually and in grade level teams to analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and develop school wide, grade level and individual student instructional goals and action plans. Grade level meetings will give teachers the opportunity to discuss additional strategies and coordinate services as needed.

Main Academic Math Goals:

~ The percent of students meeting the MAP Growth Math Target from Fall to Spring will increase 5%.

~ The percent of students Meeting or Exceeding the Standard on the 2022-23 SBAC Mathematics Assessment will increase 3% overall from 18% (2020-21) to 21%.

Strategy/Activity 1

Program/ Strategy #1 – Tier I Math Program

All K-5 classroom teachers will receive and use the district approved core math program, Math Expressions, and the district provided Irvine Math Project (IMP) units to provide all students with

standards-based math instruction. All teachers will attend or participate in district and site provided mathematics professional development. Substitutes will be district funded for district-based professional development.

Budgeted Amount:

Strategy/Activity 2

Program/ Strategy #2 – Tier I Math Program

Encourage and support (for all teachers) grade level math teaming and leveled instructional group planning during substitute release days or after school in grade level collaboration meetings. Collaboration will encompass the analysis of data and assessment results, common core standards, curriculum (Math Expressions), pacing, and best practices to inform instruction and support leveled instructional grouping. Modified-day schedule every Wednesday will ensure that teachers will collaborate at least two times per month to plan instruction and strategies to support and enhance students' academic success. Also, two monthly staff meetings will be held for school wide business, announcements, updates, data analysis, collaboration, and professional development. Substitute release days will be provided every trimester as needed.

Budgeted Amount:

Strategy/Activity 3

Program/ Strategy #3 – Tier I Math Program

All TK-5 students will participate in the district funded Mind Institute and use ST Math ("Jiji"), an instructional-tutorial software that has computer-based assessments. "Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math" (Mind Institute website). Students will work and progress at their own pace and math level for at least 45 minutes twice a week during the regular school day in the classroom or school computer lab.

Provide students additional access at school and home to supplemental, technology-based programs to enrich, enhance, and reinforce the core program as well as expand on the differentiation of instruction during the school day. Licenses for the grade appropriate students will be purchased for the following computer adaptive math-based programs that will provide actionable data for progress monitoring and differentiated instruction:

- Happy Numbers (TK-2)
- iReady - Math (K-5)

Budgeted Amount:

5,175

Strategy/Activity 4

Program/ Strategy #5 – Tier II & III Math Program (Tutoring)

Tier II:

Students (TK-5) working below grade level in math will be provided additional small group instruction by a certificated teacher. This will be facilitated through district funded tutoring before/ after school (30 hours) for targeted, at-risk, below grade level, TK through 5th grade students in small group intervention by the/or a classroom certificated teacher. Student identification will be based on teacher recommendation and results from Measured Academic Progress (MAP) Math and Math Expressions program assessments. The intervention will be additional core instruction in mathematics for at least 30 minutes two (2) to four (4) days a week

using core program intervention components and/ or research-based intervention programs that meet the instructional needs of the students. Additional or supplementary math intervention/ instructional materials and online programs such as Happy Numbers for TK-2 will be purchased as appropriate and necessary.

Tier II & III:

Students not experiencing success with Tier I instruction and intervention or tutoring after a significant and appropriate amount of time will be referred to Coordination of Services Team (COST, Tier II) and as needed to the Student Success Team (SST, Tier III) for further evaluation. The COST and SST will coordinate, facilitate, and schedule appropriate meetings with teachers, support staff, administration, and parents of Tier II & III students. All meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

Budgeted Amount:

Total Expenditures

5,175.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

School Content Area Goal:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Harvey administration, teachers, and staff will continue to offer opportunities and encourage parent engagement, involvement and input in school programs and student achievement in order to build a community of caring and compassionate citizens. Engagement opportunities will demonstrate teachers and parents coming together as equal partners to build trust and form a positive relationship, ensuring Harvey students achieve success both socio-emotionally and academically in a healthy, safe, and secure environment.

Strategy/Activity 1

Program/ Strategy #1 - Communication and creating a welcoming environment

Our school will use the available technologies to maintain consistent and impactful communication with parents and families. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, Festival/ Talent Show, Parent/Teacher conferences, Parent meetings, etc.) through a variety of means: monthly Principal Newsletter, flyers, teacher contacts, banners, school marquee, email, and messaging through the district-provided parent communication platform, Parent Square (calls, texts, and email messaging capabilities). Classroom teachers are expected to communicate on a regular basis with parents. All communication (notes, forms, invitations, flyers, announcements, phone calls, etc.) will be in the primary language of the parents.

Our school will hold regular recognition and celebratory events in order for our parents to feel welcome at the school and to take pride in their child's accomplishments. We will continue to fundraise and support seasonal festivals, book fairs, Jog-a-Thons, a Spring Festival/ Talent Show, 5th grade promotion activities, grade level performances, and school-wide exhibitions.

Budgeted Amount:

Strategy/Activity 2

Program/ Strategy #2 - Parent Trainings to support student success

Provide grade level and/or topic specific family workshops that will equip parents with family learning activities at home to support their children's education for school, college and career readiness. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity.

Based on parent feedback through surveys, parent meeting, and committee suggestions invite community agencies/organizations and District sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Parent workshops through Padres Unidos will continue to be supported as requested by our parents. Parents will be actively encouraged to help lead and recruit for these workshops. In conjunction with and provided by Padres Unidos, a community worker will be additionally funded to work with parents on a walk-in basis and via teacher referral to create a plan of action that will improve or remedy an academic, attendance, behavior, or social welfare issue.

Childcare will be provided to all parents and families of TK-5 students for parent meetings, seminars, workshops, trainings, and other appropriate and applicable parent engagement events and activities.

Budgeted Amount:

16,000

Strategy/Activity 3

Program/ Strategy #3 - Building capacity for parent leadership

Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the parent volunteer group and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide childcare as needed.

Budgeted Amount:

Strategy/Activity 4

Program/ Strategy #4 - Parent outreach and support

Maintain a school-wide program to identify families in need of community assistance with housing or food insecurities and connect them with the appropriate community agencies. The school FACE worker and Padres Unidos Community worker will link families in need to community services and counseling. Both community workers will support the the school-wide program and process of McKinney-Vento identification of students and families in need in order to provide appropriate and applicable referrals for various resources (i.e. physical, mental, financial, economic, medical, academic, etc.)

Budgeted Amount:

Total Expenditures

16,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	16,496.00
Goal Area 2, English Language Arts	31,825.00
Goal Area 3, English Learner Progress	
Goal Area 4, Math	5,175.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	16,000.00
Total Funds Budgeted	69,496