



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The two primary governance bodies at Toby Johnson Middle School are the School Leadership Team and the School Site Council. Over the past two years, these two groups have shaped the focus of the school and set the priorities. The School Leadership Team meets twice a month and the School Site Council meets once a month. However, to prepare this year's plan, both groups have been meeting more frequently. Specifically, the School Leadership Team met on August 4th and 28th, as well as September 19th, 2017. The School Site Council met August 29th, and September 5th and 12th, 2017 to provide input into the development of our school plan.</p> <p>Last spring, the School Council met March 13 and April 17, and the School Leadership Team met February 21, March 21, and April 18. We also sought input from our teachers, students, and parents, through a survey which was designed to provide input about the district's four strategic priorities. The results of this survey were reviewed by both governance groups as a function of developing our school plan.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Over the past two years, Toby Johnson has been working on the same three initiatives: 1. The implementation of the Positive Behavior and Intervention Support (PBIS) model; 2) The development of our school's Professional Learning Communities (PLCs) to enhance our academic program; and 3) The development of additional academic and behavioral interventions. For the 2017-18 school year, we added a fourth initiative: the Development of additional strategies to create a positive working relationship with our parents, and to make them contributing members of our campus community. These initiatives came about for two reasons. The first reason is that the school district provided training for PBIS program with the expectation that this program be implemented at all campuses. To prepare school sites for implementation, the school district provided training for PBIS during the 2015-16 school year. We launched the program on the first day of the 2016-17 school year. In addition, the school district also provided training and the aid of an instructional coach to accelerate the growth of our PLC work within the various academic departments.</p> <p>The second reason we chose to work on these initiatives is based on the input we received from our various stakeholder groups. In 2015, our teachers expressed significant concern that we were not reaching all of our students, and that we needed to develop additional training and intervention strategies to enhance our efficacy with struggling students. In addition, we also learned from discussions with parents that though they had great confidence in the school, the change from elementary school to middle school was abrupt and they did not always feel comfortable reaching out to teachers. Based on the district priorities and stakeholder input, our school has tremendous clarity about our priorities for the 2017-18 school year.</p>

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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<p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Enhancement of Current Technology on Campus:

With each new curricular adoption, the need for technology within the classroom increases. With the adoption of Study Sync as the district's core curriculum for ELA, both the English and Bridge teachers have a need for Chromebooks on a consistent basis to access the on-line components of the program. Our Science Department has shifted to the Next Generation Science Standards (NGSS) and they are also in need of Chromebooks on a more consistent basis because they do not have an NGSS aligned curriculum or textbook to work from. The district adopted the computer-based IXL program to supplement our math instruction, and that leaves Math and Bridge teachers sharing Chromebooks to sustain the level of intervention in our math classes. Also, the Counseling is in need of Chromebooks as a tool to provide students with 1-on-1 and/or group behavior interventions, including Restorative Justice projects. In total the schools has 567 Chromebooks on campus to serve a student population of 1330. We need to make investments in technology to bring our ration closer to 1:1.

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide student access to the on-line components for all current and future curricular adoptions. Specifically, English, Bridge, Math, and Science teachers need Chromebooks to enhance their daily instruction and provide access to the on-line components of their academic program. Our Social Science teachers currently need access to the technology on a limited basis, but once their new adoption occurs, they will need full time access as well.</p> <p>Over the next three years, we want to increase the number of Chromebooks on campus from 567 to 1330. To reach this goal, we need to purchase 250 Chromebooks per year for each of the next three years.</p> <p>Our school is 16 years old and we need to replace failing technology used by the teachers in the classroom. Specifically, we need to replace document cameras, projection units, and printers in each classroom when they fail.</p> <p>Purchase 10 Chromebooks for use in our Wellness center. Students will access on-line lessons relating to conflict management, soft skills, communication skills, social/emotional training, as well as completing restorative projects in lieu of traditional discipline.</p>	<p>Students need access to technology in the classroom. The days of simply adopting a textbook are over. The new curricular adoptions may start with a textbook, but the new programs provide significant resource material using an on-line component. Teachers need access to the on-line components to provide enrichment for advanced students and support materials for struggling students. Publishers are designing their products in such a manner that it is hard to maximize the potential of the instructional program without having daily access to technology in the classroom.</p> <p>There is little research which confirms the value of computers in the classroom. Most research studies come to the conclusion that technology does not improve student achievement. (Heritage Institute study, 2000) In spite of these findings, the use of technology in the workplace cannot be disputed and so students need to become familiar with the use of technology while they are still in school.</p> <p>Research has shown that technology, if used as a tool to enhance instruction, can help to "level the playing field" for under-performing students and those who come from poverty.</p> <p>Technology can never replace a highly effective teacher, but properly applied technologies can help that teacher to ensure that all students are receiving the support they need to be successful.</p>	<p>Increasing the number of students who score at grade level or advanced on California Assessment of Student Performance and Progress (CAASPP) in English, Math, and Science.</p> <p>Reduce the number of students earning Ds/Fs in the core curriculum.</p> <p>Increase the number of students who are prepared for the rigor of high school. This can be measured by monitoring the number of freshmen at Franklin High School who need to repeat a class.</p>

What funding source will you use?

Funded from the following account:

LCAP Supplemental \$59,750.00

Site Goal 1.2

Professional Development

Sustaining excellence requires high quality professional development. In most cases, our teachers are trained "in house" by site or district staff, but occasionally they request to attend a training or conference outside of our school district. Many of our teachers are part of professional organizations, and they are asked by these professional organizations to attend a conference or assume the role of presenter for a specific workshop. In the past several years, we have had teachers win awards from their organizations, and they need to attend the conference in order to be recognized.

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We need to pay for the following conferences: * CLMS Conference, Sacramento - Registration and subs (one day) for 20 teachers * CAEA Conference, San Francisco - Registration, sub and hotel for one teacher * National Council for the Social Studies, San Francisco - Registration for one teacher * Google Certification Training, Various locations - Registration and hotel for two teachers * Statewide PBIS conference in Sacramento * State Science Teachers Conference to accelerate the implementation of NGSS. * Contract with Dr. Bacon to speak at our PD day on October 31 * CAHPERD Conference in Oakland in February * Schools to Watch national Conference in Washington, D.C.	Research is clear - In terms of student achievement, nothing is more important than having well qualified teachers in the classroom. Teachers need to continue their learning, and they need to be part of professional organizations to remain current and have access to the best ideas. Middle school student have unique needs which require specific organizational structures; programs which meet the developmental and social emotional needs of the students; and specific instructional strategies to engage pre-adolescents. The research for this comes from the national document, Breaking Ranks, Strategies for Leading Middle Grade Reform . To advance the initiatives of our school and remain on the cutting edge of excellence in middle grade practices, our school is a member of the California League of Middle Schools, and the "Schools to Watch" network of high performing schools.	Review of CAASPP data to determine how many students are functioning at grade level of advanced. External audit of our school programs from the California Department of Education and the California League of Middle Schools as part of our school's "Schools to Watch" recertification process.

What funding source will you use?

Pre AP/Honors Training Budget - \$5000.00

LCAP Supplemental/Concentration
\$5000.00

Site Goal 1.3

EL Services

Overall, our school's EL population is small, but the number of students who have entered our school (2017-18) as non-English speakers has spiked. Our school works closely with Franklin High School to ensure that our EL students make significant yearly progress. We monitor the re-designation rates, high school graduation rates, and UC/CSU A-G completion rates for all of our EL students.

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Toby Johnson provides the following services for our EL students/parents: * Testing (CELDT and ELPAC) * EL Coordinator * Release days for classroom observation * Articulation days with Franklin High School Staff * Bilingual Teaching Associates * Supplies * District EL Coach * SDAIE Classes * ELD Classes		

What funding source will you use?
EL Supplemental \$13,140

Site Goal 1.4

GATE Services - Toby Johnson provides all students with the choice between two academic programs. Our rigorous College Prep program is based on grade level standards, and our Honors Program increases the level academic rigor and/or accelerates the actual coursework, thereby providing students with high school level courses at the middle school level.

In addition, Toby Johnson offers a number of academic competition teams and extracurricular programs to meet the needs of our GATE students. Our band program competes at the high school level, and we field academic competition teams for math (Mathletes); Science Olympiad, and Cyber Patriot (cyber security).

Finally, our school also offers students the opportunity to participate in a musical production each year. This production takes three months to produce and present to the public, and it affords students a unique experience. This year our theater company is producing **James and the Giant Peach**.

These opportunities provide our GATE students with the ability to extend their learning and enrich their middle school experience.

Metric: Access to Courses (Honors, AP/IB, CTE)

Actions/Services 1.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teacher Advisor Stipends for Academic Competitions: Mathletes, Science Olympiad, Cyber Patriot Teacher Advisor Stipend for Musical Production James and the Giant Peach		

What funding source will you use?

GATE : \$5000.00

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Student Information System

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Site Goal 2.1

Development of Formative Assessment Tools Used to Guide Instruction:

Toby Johnson has a long history of professional collaboration in regard to our academic program. Our school was designed with collaboration in mind and every core teacher on campus is part of both a course-alike Professional Learning Community (PLC) and an Interdisciplinary Team. This vertical and horizontal articulation and collaboration between teachers is the heart of our school. Currently, teachers are redesigning their formative assessments to align with the department determined essential learnings, or GVCs. The term "GVC" refers to the "Guaranteed Viable Curriculum" which defines the content standards being taught and assessment tools used in a given course, regardless of the teacher teaching.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>There are thirteen course-alike PLCs which operate at Toby Johnson . Each PLC has three teachers who are part of that PLC team, and they work collaboratively to design the best academic program and assessment tools for that particular course. The course-alike PLCs on campus are:</p> <p>Math 7 Math 8 English 7 English 8 Social Science 7 Social Science 8 PE 7 PE 8 Science 7 Science 8 Math/ELA Bridge 7 Math/ELA Bridge 8 English Learner PLC</p> <p>Each of these PLCs need two release days per year to continue their work and reach the goal of having a common, formative assessment tool created for each essential learning.</p>	<p>The research supporting the effectiveness of the Professional Learning Community (PLC) model is well documented. Teachers need to be clear about what they are teaching; how they are assessing the learning; and most importantly, what they are going to do to intervene with students who are not mastering the content standards. Without a cohesive curriculum, instruction and assessment system in place, there is no way to maximize the effectiveness of the academic program.</p> <p>Assessment is a key component, and we need to provide our teachers with the time necessary to develop effective assessment tools.</p>	<p>Monitor the percentage of students who meet grade level standards or advanced, as measured by the CAASPP.</p> <p>Monitor the percentage of students who earn As, Bs, and Cs in their coursework. Reducing the number of students who earn Ds and Fs will demonstrate that our intervention systems are being effective.</p> <p>Students cannot learn if they are not engaged in the "knowledge work" required to master an academic standard. Therefore, we need to monitor the percentage of students who complete the work assigned in the classroom, and the quality of that work. We want to see the percentage of students failing to turn in work (zeros) reduced, and the percentage of students who raise their grade after they are provide with an academic intervention.</p> <p>"Fishbowl" activities at faculty meetings where course-alike PLCs share their work with the rest of the faculty. Each PLC will be required to share a formative assessment linked to an essential learning, and share how that assessment was used to monitor student progress, and what steps were taken to re-teach the material to struggling students.</p>

What funding source will you use?

LCAP Concentration Dollars - \$15,000

Site Goal 2.2

Metric:

Actions/Services 2.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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Site Goal 3.1

Implementation of the Positive Behavioral Intervention and Supports (PBIS) Program

Toby Johnson Middle School works hard to create a positive school culture and climate. Last year our average daily attendance (ADA) was the highest of all nine middle schools in the school district (97.8%) and simultaneously we saw a decrease in the number of suspensions on campus. These positive trends can be partially attributed to the implementation of PBIS on our campus.

In August of 2016 our school launched the PBIS program after 12 months of extensive training and planning by a committee of 16 teachers, counselors, and administration. Our goal was to further enhance school climate and build a cohesive foundation of behavior expectations for all students.

Prior to the implementation of PBIS, the staff participated in an initial school climate survey to determine the perceived strengths and weaknesses on campus. It was clear from the survey results that our school had regressed in terms of our level of consistency across all classrooms, and that the adults on campus were not operating from the same set of expectations. Our students themselves reported that there were different rules in each class and that it was hard to make those transitions.

By the time the program was implemented in August of 2016, our staff was very motivated to implement the PBIS program with fidelity, and the level of teacher and staff support of the program was 90%. We are now in our second year of implementation of the PBIS program, and we are continuing to make improvements and refinements to our school's PBIS model. On the first two days of school this year (August, 2017) we replicated our school-wide launch of the program and the district - who felt our implementation of the PBIS the previous year was one of the strongest in the school district - sent a film crew to document our efforts. The edited version of the video will be used as a training tool with other schools within the school district.

The PBIS program at Toby Johnson is based on four behavior expectations and four school-wide values. Together, these behavior expectations

and values form the foundation of our school, and they allow teachers, students, and staff to have a common language to build cohesion within the school community. The four behavior expectations are **1) Be Safe 2) Be Responsible 3) Be Respectful 4) Be Kind**. The four school-wide values, which were established when the school opened in 2002, are: **Scholarship, Integrity, Character, and Community**. Together, these expectations and values provide a consistent platform for our school to operate within, and the high level of consistency we provide our students helps to create a productive learning environment.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Experience has taught us that the PBIS program is best implemented at the teacher and team level. Therefore, we are shifting our focus to support our six interdisciplinary teams and the teachers who teach within those teams.</p> <p>2. To sustain the PBIS program you need good training, consistency of practice, incentives for students, and a school-wide focus. This takes time, energy, and resources. The district provides \$1000.00 for the implementation of the PBIS program but it is not enough. Therefore, we need to expand the available resources to ensure the program's viability.</p> <p>3. Our Student Activities Director has aligned all of our school-wide activities with PBIS and we are in the process of modifying our student recognition programs to align with our expected behaviors and school values.</p> <p>4. To take our PBIS program to the next level, we need to find creative ways to inculcate our schools' expectations and values into the day to day life of the school. We need signs, posters, flags, graphics, awards, incentives, and student recognition programs which emphasis and support the behavior expectations and values of our school.</p> <p>5. We need to create a PBIS outreach program for our parents, so that our parents understand the goals of the program and can reinforce these behavior expectations and values at home.</p> <p>6. We need to invest in additional professional development to build the capacity of our teachers to implement PBIS effectively and to link this Tier I intervention to our "Response to Intervention" (RTI) model. we need to send a delegation of teachers to the state PBIS conference in Sacramento in the fall, and we need to bring additional training and support during our two minimum day professional development events.</p>	<p>PBIS is a research-based program implemented by hundreds of schools throughout the nation. PBIS is anchored in the "Positive Psychology" movement and at it core, the program seeks to create a positive school culture whereby the adults spend more time reinforcing and rewarding positive behaviors instead of expending all the energy correcting and disciplining inappropriate behavior.</p> <p>The program has shown to improve attendance, school safety, student satisfaction, teacher efficacy, and school climate, while at the same time reducing suspensions and off task behavior. Our own school data, comparing our school before PBIS and after implementation, has shown reductions in all discipline areas.</p>	<p>The district PBIS coach annually completes a fidelity of implementation audit as well as administering the original staff survey to identify areas of improvement and need. The second administration of the staff survey in the spring of 2017 revealed significant improvement in a number of areas, while at the same time providing evidence of where there is still work to do.</p> <p>We also conducted a survey (designed by our PBIS planning committee) of our teachers to analyze our two-day PBIS launch the first two days of school this year. These post event surveys help us to refine our practices and make the next event more successful.</p> <p>Continue to monitor the effectiveness of PBIS and our school's comprehensive "Response to Intervention" model in regard to student suspensions, expulsions, and attendance. Comparison data from 2014 to 2016 demonstrated that the addition of the PBIS program reduced suspensions, and our school had the highest attendance rate of all nine middle schools.</p>

What funding source will you use?

In addition to the \$1000.00 provided by the district to support the PBIS initiative, we need to allocate an additional \$3,000 from our LCAP Concentration funds to institutionalize the program on our campus.

We need to purchase incentives for the students, visual reminders (flags, posters, icons, and regalia) to reinforce the values/expectations of the school, and student recognition programs which celebrates the success of our students and teachers.

Site Goal 3.2

Academic and Behavioral Intervention Programs

Toby Johnson is recognized as a leader in middle grade education. The school has been certified as national model middle school through the "Schools to Watch" program on three separate occasions. In fact, in 2006 Toby Johnson was one of the first six middle schools in California to receive this designation. Our data shows that 85% of our students are earning As, Bs, and Cs in their coursework, and in many cases they are making up lost ground in terms of their skills and abilities in the classroom. While we are proud of that success, we recognize that there is a unique group of students who continue to struggle at our school, and we need to become more effective with our intervention programs. Many of these students are new to the school district or they are students who have experienced a high level of trauma and need additional support. Others simply lack the motivation to work at a high level, or they struggle to see the relevance of what they are being asked to do. The reasons why students struggle academically are varied and complex, but our school is committed to finding new ways to effectively intervene with these students, and we are reaching out to Franklin High School to develop a long-term intervention model for struggling students in grades 7-10.

Metric: Cohort Graduation

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Toby Johnson is opening a small Wellness Center to meet the social/emotional needs of our students. The center will provide space to run counseling groups, as well as providing a safe place on campus for students to work on restorative projects, receive SEL skills training, learn conflict management strategies, and practice social skills with adults and other students. The center will also provide access to on-line resources for students, counselors, mental health therapists, and the School Psychologists.</p> <p>One group which will receive particular attention and support are the foster youth students at our school.</p> <p>The primary objective of the center is to provide resources, trainings, counseling, and support for those students on campus who are not reaching their potential as students or developing the social/emotional skills they need prior to entering high school.</p> <p>The following items are needed to open the Wellness Center: Curriculum:</p> <ul style="list-style-type: none"> • Second Step Web-Based Individual License (for one year \$199.00)- This program will be used for our Intervention Program and groups/circles in SPED classrooms. • Instant Help Workbooks (\$200.00-\$12-15 per workbook)- Cover a variety of topics such as, self-esteem, anxiety, anger, body issues, controlling emotions, etc. We can use the workbooks in individual counseling and other small groups. • Other counseling activities and resources- Games and activities geared towards specific topics such as, social skills, bullying, anger management, etc. <p>Technology</p> <ul style="list-style-type: none"> • LCD projector • Document camera/ELMO • Chromebooks • Laptop or computer to connect to the LCD projector to access web-based curriculum and other videos/links 	<p>The "Second Step" social/emotional curriculum is highly rated by an independent research group, as compared with dozens of other programs available to schools. The EGUSD has given our school approval to use this curriculum at the middle school level.</p> <p>Wellness is one of the school district's four strategic priorities.</p> <p>Research from the SEARCH Institute confirms that students need at least 3-5 adult developmental relationships to be successful in school. Sadly, 40% of students report that they have only one or none developmental relationships in their life.</p> <p>Research from the University of Chicago has yielded a framework for young adult success. According to the research, young people must successfully navigate a number of developmental phases and gain competency in a number of social skills including, Self-regulation, Knowledge and Skills, Healthy Mindsets, Core Values, Agency, Competencies, and an Integrated Identity. In other words, students need more than an excellent academic preparation.</p>	<p>Using the district's PBIS "Multi-Tiered Systems of Support (MTSS) Focus of Concern" referral process, the Site Support Team will be monitoring the progress of students who have been referred for additional interventions and support.</p> <p>Reduction in referrals relating to behavior.</p> <p>Improved academic progress as measured by grades and test scores.</p> <p>Reduction in behavioral referrals leading to suspension.</p> <p>Helping students to gain skills and confidence in their ability to be successful, as measured by student surveys.</p>

Furniture to outfit Wellness Center: <ul style="list-style-type: none"> • Bean bags • Tables • Chairs • Book shelf • Whiteboards Other <ul style="list-style-type: none"> • Easels • Office supplies (paper, writing utensils, markers) Transportation for field trips, volunteer opportunities		
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What funding source will you use? LCAP Concentration/Supplemental dollars \$8,050
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District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Family and Community Engagement
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Site Goal 4.1

Toby Johnson wants all parents to feel comfortable visiting the campus, as well as having access to relevant information to facilitate their child's success during their two years of middle school. In addition, parents should feel connected to their child's six core teachers and enrichment teachers, and have confidence that they will be treated as partners in the education of their child. Our school's primary goal is to create the conditions of success, by keeping the lines of communication between parents/teachers open, and working as a healthy team (teachers, counselors, parents, and students) to provide the highest level of service and support to all all our students.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Induction and Transition to Middle School: <ol style="list-style-type: none"> 1. In the spring of each year, our counselors and administrators visit every 6th grade classroom within the Franklin Region to meet with our future students and begin the induction process. As the close of the 40 minute presentation (overview) of the school, each student receives a folder of information and is invited to a course registration event on campus. 2. Parents receive a letter from the school inviting them to join their child at one of four course registration events. The events are offered on different days and times to provide for the needs of our working parents. Each course registration event lasts one hour and the school provides vital information so parents/students can make informed choices 	Breaking Ranks in the Middle (2006) continues to be the seminal work in regard to high performing middle schools, and the research-based practices which yield the best results for pre-adolescent students. This document is published by the <i>National Association of Secondary Principals</i> , and it outlines nine cornerstone strategies and 30 recommendations for how to design an effective middle grades program. Cornerstone strategy # 7 encourages effective middle schools to "Institute structural leadership systems that allow for substantive involvement in decision making by all students, teachers, family members, and the community, and that support effective communication among these groups." All of our current practices at Toby Johnson reinforce this cornerstone strategy.	District Culture and Climate Survey Site PBIS Survey

about the academic program and enrichment courses they select.

3. In May, the school offers site visits so all 6th grade students can visit the campus and have an initial orientation to the school programs. The visits are facilitated by current 8th grade students.

4. In late August the school offers a 3-day "Jump Start" program for any new student who is anxious or feels they need a more substantial orientation to the campus and school program, prior to the start of school.

5. All new students are invited to a one day "Jaguar Jubilee" program prior to the start of school. Students come to meet friends, participate in team building and fun activities, participate in a school rally, and purchase PE clothes and spirit wear to prepare for the new school year.

6. On the first two days of school, the entire campus participates in our PBIS "kickoff" event to clarify the school's behavior expectations, school values, as well as creating a positive start of the school year. All students participate in an assembly one day and a rally the next, and the goal of the program is create a positive school culture/climate in the opening days of school.

Toby Johnson is a member of a network of elite middle schools throughout the nation whose exemplary practices have made them all "Schools to Watch." In essence, the schools in the network have been identified as national model middle schools, and their programs are worthy of replication. To gain admission into the network, schools undergo a rigorous self examination as well as an independent audit from an outside group. In California, the California State Department of Education and California League of Middle Schools administer the program. Toby Johnson was initially selected in 2006 as one of the first six schools in the state to be identified, and in 2010, 2014, and 2017 the school's status within the network was re-certified. The program is research-based and school are held accountable to the highest standards in the following four areas:

1. Academic Excellence,
- 2) Social Equity,
- 3) Developmental Responsiveness,
- 4) Organizational Structures.

What funding source will you use?

None required

Actions/Services 4.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Activities to Include Parents at Toby Johnson Middle School:</p> <p>Parents on the Green: For one week in the fall and the spring the school opens its doors at lunch so parents can come to the school site and have lunch with their child.</p> <p>Parent University: The past two years Toby Johnson has hosted a "Parent University" event to bring students/parents together for an evening of workshops and conversation. Last year the evening revolved around the research from the University of Chicago entitled, <i>Foundations for Young Adult Success</i>. This year we will offer a similar event focused on developing a 10 year college/career plan. the event will be focused on our 8th grade students as they transition to the high school.</p>	<p>Get Focused, Stay Focused is a program out of Santa Barbara which the State of California is trying to replicate in other regions of the state. Toby Johnson will sue these materials to provide our students and parents with the information they will need to develop a 10 year college and career plan.</p>	<p>Evaluation Form completed by parents and students at the end of the evening.</p>

What funding source will you use?

\$3000.00 FACE grant form the office of *Family and Community Engagement* office.

Actions/Services 4.1.3

Principally Targeted Student Group		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
What funding source will you use?		

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Toby Johnson Middle School - 420

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$111,329	\$111,329	\$111,329	\$0	\$0	\$0	\$0
2130 Non- Instructional FTE (7- 8) 0000 Unrestricted	1	\$0	\$122,539	\$122,539	\$122,539	\$0	\$0	\$0	\$0
2140 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$402	\$0	\$402	\$402	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$53,321	\$53,321	\$53,321	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	62.6826	\$0	\$6,798,193	\$6,798,193	\$6,798,193	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$9,996	\$9,996	\$9,996	\$0	\$0	\$0	\$0
2180 Summer School/Extended Learning (7-8) 0000 Unrestricted	0	\$22,576	\$0	\$22,576	\$22,576	\$0	\$0	\$0	\$0
2185 Jumpstart (7- 8) 0000 Unrestricted	0	\$4,860	\$0	\$4,860	\$4,860	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$257	\$0	\$257	\$257	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	3	\$0	\$362,394	\$362,394	\$362,394	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$43,635	\$43,635	\$43,635	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$82,341	\$82,341	\$82,341	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$216,586	\$216,586	\$0	\$0	\$216,586	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$90,800	\$90,800	\$64,750	\$15,000	\$11,050	\$0	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

0000 Unrestricted									
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	1	\$0	\$114,653	\$114,653	\$114,653	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7- 12 0000 Unrestricted	0	\$0	\$13,140	\$13,140	\$13,140	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$36,972	\$36,972	\$0	\$0	\$36,972	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.333	\$0	\$33,857	\$33,857	\$33,857	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	4.1251	\$0	\$177,671	\$177,671	\$0	\$0	\$177,671	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$56,987	\$56,987	\$56,987	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	5.625	\$0	\$450,072	\$450,072	\$450,072	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$44,978	\$44,978	\$44,978	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	2.625	\$0	\$127,779	\$127,779	\$127,779	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	7.4375	\$0	\$332,862	\$332,862	\$332,862	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$21,558	\$0	\$21,558	\$21,558	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$4,789	\$0	\$4,789	\$4,789	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 9307 Preliminary	0	\$469	\$0	\$469	\$469	\$0	\$0	\$0	\$0

Scholastic Aptitude Test (PSAT) Donations									
4020 Secondary Education 9343 Futton Inc/US China Homestay Network	0	\$1,235	\$0	\$1,235	\$1,235	\$0	\$0	\$0	\$0
4020 Secondary Education 9347 Marquee Project - Toby Johnson Middle School	0	\$1,970	\$0	\$1,970	\$1,970	\$0	\$0	\$0	\$0
4020 Secondary Education 9539 Target Donations	0	\$745	\$0	\$745	\$745	\$0	\$0	\$0	\$0
Totals	93.8614	\$58,861	\$9,313,232	\$9,372,093	\$8,913,814	\$15,000	\$443,279	\$0	

Signatures: (Must sign in blue ink)

Date

Principal **Patrick McDougall**

School Site Council Chairperson **Darren Smith**

EL Advisory Chairperson

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

