



Edward Harris, Jr. Middle School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140105924

**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.

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 following opportunities for stakeholder involvement were provided:</p> <ul style="list-style-type: none">• <!--[if !supportLists]--><!--[endif]-->Gathering of input began on December and is on-going• <!--[if !supportLists]--><!--[endif]-->Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings:<ul style="list-style-type: none">• <!--[if !supportLists]--><!--[endif]-->COLTS PTO meeting - April 25, 2017• <!--[if !supportLists]--><!--[endif]-->Parent University - December 7, 2016• <!--[if !supportLists]--><!--[endif]-->English Learner Advisory Council - January 24, 2017• <!--[if !supportLists]--><!--[endif]-->Second Chance Parents – January 18, 2017• <!--[if !supportLists]--><!--[endif]-->At department meetings and a faculty meeting, teachers and administration were engaged in the revision of LCAP during December 12, 2016. Students shared their input through student leadership and student senate meetings in March.• <!--[if !supportLists]--><!--[endif]-->In addition, School Site Council meetings reviewed and provided input on the revision of LCAP, which included teachers, other school personnel, parents, and students, on February 9, 2017, March 30, 2017, and September 21, 2017.																				
Impact of LCAP and Annual Update																				
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Our site developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2016-17 school year, our site encouraged stakeholder participation to support their understanding of the LCAP/LCFF. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP/LCFF. The results showed that our plan should focus on the following initiatives:</p> <table><tbody><tr><td><!--[if !supportLists]-->a.</td><td><!--[endif]-->Instructional support – CCSS, ELD, Special Education (materials, professional learning/coaching, technology, assessments)</td></tr><tr><td><!--[if !supportLists]-->b.</td><td><!--[endif]-->Parent and family engagement, education and communication</td></tr><tr><td><!--[if !supportLists]-->c.</td><td><!--[endif]-->Extended learning (before/after/intersession/summer), includes tutoring and mentoring</td></tr><tr><td><!--[if !supportLists]-->d.</td><td><!--[endif]-->EL support (student, staff and parent support)</td></tr><tr><td><!--[if !supportLists]-->e.</td><td><!--[endif]-->Behavioral support (counseling, psych, LCSW, MHT) for all students and targeted subgroups (EL and FY particularly)</td></tr><tr><td><!--[if !supportLists]-->f.</td><td><!--[endif]-->Safe, secure and well maintained facilities/learning environments (staff, buildings, equipment)</td></tr><tr><td><!--[if !supportLists]-->g.</td><td><!--[endif]-->College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID</td></tr><tr><td><!--[if !supportLists]-->h.</td><td><!--[endif]-->Professional learning (certificated, classified and leadership)</td></tr><tr><td><!--[if !supportLists]-->i.</td><td><!--[endif]-->Technology and related training to support teaching and learning for students, staff and parents</td></tr><tr><td><!--[if !supportLists]-->j.</td><td><!--[endif]-->Educational equity – focused efforts to reduce opportunity and achievement gaps</td></tr></tbody></table>	<!--[if !supportLists]-->a.	<!--[endif]-->Instructional support – CCSS, ELD, Special Education (materials, professional learning/coaching, technology, assessments)	<!--[if !supportLists]-->b.	<!--[endif]-->Parent and family engagement, education and communication	<!--[if !supportLists]-->c.	<!--[endif]-->Extended learning (before/after/intersession/summer), includes tutoring and mentoring	<!--[if !supportLists]-->d.	<!--[endif]-->EL support (student, staff and parent support)	<!--[if !supportLists]-->e.	<!--[endif]-->Behavioral support (counseling, psych, LCSW, MHT) for all students and targeted subgroups (EL and FY particularly)	<!--[if !supportLists]-->f.	<!--[endif]-->Safe, secure and well maintained facilities/learning environments (staff, buildings, equipment)	<!--[if !supportLists]-->g.	<!--[endif]-->College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID	<!--[if !supportLists]-->h.	<!--[endif]-->Professional learning (certificated, classified and leadership)	<!--[if !supportLists]-->i.	<!--[endif]-->Technology and related training to support teaching and learning for students, staff and parents	<!--[if !supportLists]-->j.	<!--[endif]-->Educational equity – focused efforts to reduce opportunity and achievement gaps
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Goals, Actions, and Progress Indicators

District Strategic Goal 1: 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.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <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

Increase the number of students who will attain mastery at grade level of curriculum standards in all courses.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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?
Provide professional development opportunities in assisting students in attaining grade level mastery.	<p><u>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</u> R. Elmore (2009)</p> <p><u>Professional Learning Communities at Work</u> DuFour (2012)</p> <p>KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#!ccss-implementation-/c1fd7</p> <p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<ul style="list-style-type: none"> • CAASPP results • Site developed common assessments • District benchmarks • CST Science (8th) • State Physical Fitness Testing • Content standards implementation

What funding source will you use?

- Title 1 Basic: \$ 19,600
- Supplemental/Concentration \$5,000

Actions/Services 1.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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?

Students in targeted subgroup are given the opportunity to develop a 7th-12th grade and postsecondary academic plan. Counselors will help facilitate academic plan with all students.

Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)

What Works in Schools: Translating Research Into Action Marzano (2003)

- CAASPP scores
- Review Reflections from release days and field trips.
- Agendas & Sign-In sheets
- Students/ Staff Surveys

What funding source will you use?

- Supplemental/Concentration
 - \$ 5,000 Timesheets
 - \$ 1,000 Materials
- Title 1 Basic: \$6,268

Actions/Services 1.1.3

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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>Purchase materials, instructional supplies, technology equipment and database subscriptions to support integration of technology, implementation of CCSS.</p> <p>Materials include supplemental core novels, database subscriptions, video and photography equipment, technology based programs such as: Glogster, Animoto, Noodle Tools, Grolier On-line, and Ferguson's Career Guidance to support the CCSS, Total Response System, GradeCam, IXL and other instructional materials needed. Purchase research based supplemental materials and supplies to support the development of common core, access a variety of text-types in a variety of formats, culturally responsive teaching, reading genres, writing styles, and inquiry-centered standards based on lessons for all and targeted student groups to enhance mastery of all courses will be purchased as well.</p>	<p>KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#!ccss-implementation-/c1fd7</p> <p><u>Positive Effect of Technology on Student Achievement</u> Tamin, Bernard, Borokhovski, Abrami & Schmid (2011)</p>	<ul style="list-style-type: none"> • CAASPP scores • Student Projects and research papers.

What funding source will you use?

- LCAP: \$16,869 Supplemental/Concentration
 1. Materials: \$ 5,369
 2. Supplies: \$ 1,500
 3. Technology \$ 8,131
- Title 1 Basic: \$ 10,000

Actions/Services 1.1.4

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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 extended day/after-school tutoring for all targeted subgroup courses taught by certificated teachers with support of clerical personnel.</p> <p>Provide summer school for all interested students to take core (including physical education) and enrichment classes. Summer school personnel may include an administrator, certificated teachers, classified para-educators (if necessary), clerical, and campus supervisor.</p> <p>Provide instructional supplies for extended day and summer school for students to take core or enrichment classes.</p>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p>	<ul style="list-style-type: none"> • Progress toward English Proficiency • CAASPP scores

What funding source will you use?
<ul style="list-style-type: none"> • Title 1 After School: \$ 37,000 • Extended Day Funds • Summer School Funds

Actions/Services 1.1.5

Principally Targeted Student Group
<ul style="list-style-type: none"> • 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>Purchase supplemental materials, including technology for Enrichment courses related to college and career readiness.</p>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research (2010)</p>	<ul style="list-style-type: none"> • Instructional Materials

What funding source will you use?
<ul style="list-style-type: none"> • CTE

Actions/Services 1.1.6

Principally Targeted Student Group
<ul style="list-style-type: none"> • Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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 funds to support the AVID program and teaching and learning strategies that are used cross-curricular by attending AVID professional development workshops and AVID Summer Institute.</p> <p>Provide money for AVID professional development activities, including</p>	<p><u>Evaluation of AVID Effectiveness</u> Northwest Evaluation Association (2015)</p>	<ul style="list-style-type: none"> • CAASPP scores • Instructional Materials

collaboration with colleagues to develop common lesson plans and assessments.

What funding source will you use?

- AVID
- Title 1 Basic: \$10,000

Actions/Services 1.1.7

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

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?
Provide FTE to assist with school-wide instruction leadership, assessments to improve student achievement.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	<ul style="list-style-type: none"> • CAASPP scores

What funding source will you use?

- Title 1 Basic: \$172,612
- .5 FTE Program Administrator \$66,373
- 1.0 FTE Teacher \$106,239

Actions/Services 1.1.8

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?
Student agendas to assist support school-wide organization and time management skills for all students.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	<ul style="list-style-type: none"> • Instructional Materials • CAASPP scores

What funding source will you use?

Actions/Services 1.1.9

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Provide opportunity for incoming 7th grade students to experience A Day and Life in Middle School and Jump Start to Middle School. Also, provide 8th grade students to experience a Shadow Day at the High School. Purchasing transportation, substitute teachers and instructional supplies will be necessary.	Extended Learning in Middle Schools Hanover Research (2011)	<ul style="list-style-type: none"> • Access to Courses (Honors, AP, CTE) • A-G Completion

What funding source will you use?

- Title 1 Basic: \$ 2,000

Actions/Services 1.1.10

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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 extended after school library hours which will include access to computers, Internet, books, and many other resources they may not have at home. It will also provide a quiet place to study and learn.</p> <p>Continue to offer extended library hours at least 1.5 hours per day after school at least 3 days a week. Certificated or classified staff will work extended hours.</p>	<p>Positive Effect of Technology on Student Achievement Tamin, Bernard, Borokhovski, Abrami & Schmid (2011)</p>	<ul style="list-style-type: none"> • CAASPP scores

What funding source will you use?

- Title 1 Basic : \$ 5,000

Site Goal 1.2

Increase the number of EL students meeting the federally mandated Annual Measurable Achievement Objectives (AMAOs).

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- EL

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 funding to send teachers to workshops for professional development on implementing the ELD standards in alignment to the CCSS. EL curriculum training for connections staff.</p>	<p>Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)</p> <p>Improving Education for English Learners: Research-Based Approaches CDE (2010)</p>	<ul style="list-style-type: none"> • CAASPP data • CELDT/ ELPAC scores • Redesignation Rates

Provide staff with research surrounding differentiated instruction, AVID strategies, and cross-curricular and culturally responsive strategies. Provide staff development for EL strategies & language development.

Provide professional development on implementing the ELD standards in alignment to the CCSS. The workshops will include implementing rigorous lesson, culturally responsive strategies, student structured instruction, 21st Century Skills, Common Core Standards
Some workshops will be presented by instructional coaches.

Instructional Coaches provide workshops, peer observation and release time for planning.

What funding source will you use?

- EL: \$ 6,000
- Title 1 Basic: \$ 5,000

Actions/Services 1.2.2

Principally Targeted Student Group

- EL

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>Purchase for EL students materials including technology to support hands-on activities & visual models for multiple representations to support instruction aimed at assisting students in making their thinking visible through interactive activities and build student confidence in expressing their thinking in order to build knowledge and flush out misconceptions in mastering common core grade level standards, and college and career readiness.</p> <p>Purchase materials to support reading across the curriculum with the focus on CCSS, college and/or career preparation, organization skills, planning skills, study skills, time management, and rating with real-life applications.</p>	<p><u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)</p> <p><u>Response to Intervention and English Language Learners</u> Hanover Research (2012)</p>	<ul style="list-style-type: none"> • CAASPP data • CELDT/ ELPAC scores • Instructional Materials

What funding source will you use?

- EL: \$ 5,000
- Title 1 Basic: \$ 3,000

Actions/Services 1.2.3

Principally Targeted Student Group

- EL

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 additional class sections for core content classes to assist with intervention and EL students and additional teachers..</p> <p>Provide bilingual teaching support to EL students while learning the English language and bilingual associates to support EL students and parents while learning to master English.</p>	<p><u>Response to Intervention and English Language Learners</u> Hanover Research (2012)</p>	<ul style="list-style-type: none"> • CAASPP data • CELDT/ ELPAC scores • Progress toward English Proficiency • Redesignation

<p>What funding source will you use?</p> <ul style="list-style-type: none"> • EL: \$ 10,100

Actions/Services 1.2.4

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • EL

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 certificated and classified support for administering the CELDT/ ELPAC, determining the most appropriate placement of EL students.</p>	<p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p> <p><u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)</p>	<ul style="list-style-type: none"> • CAASPP data • CELDT/ ELPAC scores • Progress toward English Proficiency • Redesignation

<p>What funding source will you use?</p> <ul style="list-style-type: none"> • EL: \$ 2,800
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<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Site Goal 2.1

Increase professional learning opportunities to implement California Common Core ELA, Math and Literacy Standards and content standards in all classrooms.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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 stipends and/or release time to attend professional development workshops to improve instructional strategies to increase students' achievement.</p> <p>Release time to collaborate with gen ed. teachers in order to formulate standardized assessments, and analyze data, for students in targeted subgroups.</p>	<p><u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)</p> <p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p> <p><u>Pathways to the Common Core</u> Calkins, Ehrenworth & Lehman (2010)</p> <p><u>Principles to Actions: Ensuring Math Success for All</u> National Council of Teachers of Mathematics (2016)</p>	<ul style="list-style-type: none"> • Instructional Materials • CAASPP data • Staff Participation Rates

What funding source will you use?
<ul style="list-style-type: none"> • Title 1 Basic: \$ 14,800

Site Goal 2.2

Increase opportunities for teachers to collaborate and analyze assessment data to plan instruction.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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 stipends for release time to continue implementing school-wide strategies, increase appropriate academic language implementation across all curriculum, align our lessons and curriculum maps with common core standards, implement instructional strategies that align with skills needed in CCSS, improve academic achievements and instructional strategies, purchase equipment that supports the CCSS, and provide collaboration time with elementary school, high school, grade level, and course alike teams, including common writing and vertical teaming.</p> <p>Provide stipends and release time (including summer planning) to work in Professional Learning Communities; creating differentiated lesson plans and formative assessments, and attending seminars/workshops based on differentiated instruction and AVID strategies, and EL Instructional Strategies (including CABE). Provide stipends and release time for EL/ELD/SDAIE vertical articulation.</p>	<p><u>Pathways to the Common Core</u> Calkins, Ehrenworth & Lehman (2010)</p> <p><u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)</p> <p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p> <p><u>Principles to Actions: Ensuring Math Success for All</u> National Council of Teachers of Mathematics (2016)</p>	<ul style="list-style-type: none"> • CAASPP data • Instructional Materials • Teacher Participation Rates • PLC Agendas • Unit Plans • Common Assessments

What funding source will you use?

- LCAP: \$ 2,000
- EL: \$ 3,000
- Title 1 Basic: \$ 5,000
- AVID

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

Increase the number of positive interactions between students and staff using the **Positive Behavior Intervention Support (PBIS)** program.

Metric: Other (Site-based/local assessment)

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?
Provide stipend, release time, and/or substitute for certificated and classified personnel for PBIS training and other staff development needs for all faculty and staff.	<p>Practices for School-wide PBIS Implementation Hanover Research (2015)</p> <p>Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)</p>	<ul style="list-style-type: none"> • PBIS Rewards Program Usage Data

What funding source will you use?

- Supplemental/Concentration\$ 1,500
- PBIS: \$ 300

Actions/Services 3.1.2

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?
School will provide a Positive Rewards based behavior program:	<p>Practices for School-wide PBIS Implementation Hanover Research (2015)</p>	<ul style="list-style-type: none"> • PBIS Rewards Program Usage Data • Suspension Data

Actions include materials for the PBIS program, banners, signage and PBIS instructional supplies, funding for PBIS Rewards Program, student incentives, student store incentives, field trips, enrichment opportunities and related costs.

Funding to support purchase and installation of positive messaging and public displays.

What funding source will you use?

- Supplemental/Concentration\$ 1,000
- PBIS: \$ 700.00

Actions/Services 3.1.3

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?
Provide an intramural after school sports programs, clubs and performing arts programs for students. Timesheet hours for certificated and classified employees. Purchase materials/ equipment for program.	The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors Sitkowski (2008)	<ul style="list-style-type: none"> • Suspension Data • School Climate • Attendance

What funding source will you use?

- Title 1 After School: \$ 5,000

Site Goal 3.2

Decrease the disproportionate inequities of discipline actions.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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?
Materials and supplies for weekly Advocacy check in for targeted subgroup students that focuses on their academic successes and provides additional intervention when required.	Practices for School-wide PBIS Implementation Hanover Research (2015)	<ul style="list-style-type: none"> • PBIS Rewards Program Usage Data • Teacher Participation • Student Participation • Site Discipline Data

What funding source will you use?

- Title I Basic: \$ 3,000

Actions/Services 3.2.2

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?
Increase access to culturally sensitive teaching strategies -- staff development, book studies, workshops, guest speakers, etc. Provide students with access to mentors from outside organizations/ partners/ programs.	<u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005) <!--[if !supportLineBreakNewLine]--> <!--[endif]-->	<ul style="list-style-type: none"> • Teacher Participation • Student Participation • Site Discipline Data

What funding source will you use?

- Supplemental/Concentration\$ 1,000

Actions/Services 3.2.3

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?
Purchase safety equipment to maintain a safe school environment. Radios, transport equipment, etc.	Twenty Simple Strategies to Safer and More Effective Schools Maine Department of Education (2014)	<ul style="list-style-type: none"> • Safe School Report • Suspension Data • Attendance

What funding source will you use?

- Supplemental/Concentration \$ 500

Site Goal 3.3

Increase the number of underrepresented students in Honors classes.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

Principally Targeted Student Group

- Black or African American • Hispanic or Latino

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?
Provide materials CACAREERZONE.ORG (Exposed to interest profiler, career information, and college info.). Students will be able to display an understanding of how to gather college and career information.	Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know Conley (2013)	<ul style="list-style-type: none"> Data and Program Evaluation Enrollment

What funding source will you use?
<ul style="list-style-type: none"> CCGI Supplemental/Concentration \$ 500

Actions/Services 3.3.2

Principally Targeted Student Group
<ul style="list-style-type: none"> 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?
Provide extended learning programs to enhance student learning (ex. Robotics, Cyber Patriot)	What Works in Schools: Translating Research Into Action Marzano (2003)	<ul style="list-style-type: none"> Data and Program Evaluation Enrollment CAASPP data

What funding source will you use?
<ul style="list-style-type: none"> OCR -Mgmt 7225: \$ 1,000

Actions/Services 3.3.3

Principally Targeted Student Group
<ul style="list-style-type: none"> Black or African American Foster Youth Hispanic or Latino Low Income SWD

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 honors' presentations to students, regarding the benefits of honors and expectations, to 7th grade advocacy classes. Develop honors peer buddies with non-honors students. Honors student outreach and presentations to 6th grade students at feeder schools.</p> <p>Provide mini workshops, along with necessary supplies and materials, to targeted students which focus on skills that will help them excel such as time management, study skills, organizational skills, information literacy, note-taking, reading in the content area, presentation and speaking skills and writing skills.</p>	Extended Learning in Middle Schools Hanover Research (2011)	<ul style="list-style-type: none"> Enrollment Master Schedule

What funding source will you use?

- Pre-AP/AP/Honors (7218): \$5,000
- Title 1 Afterschool: \$3,000

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:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Provide opportunities for parents/guardians to engage in student- and parent-centered activities

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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>Parent University workshops to increase understanding of Common Core State Standards, middle school education, college and career readiness, SBAC, knowledge of LCAP, and other topics.</p> <p>Provide specialized parent information meetings, such as Second Chance, AVID, Honors, and Incoming 7th grade Parent Meetings, Awards Nights, Corral Night, Open House, Parent Lunch Day, and Bring Your Parent to School Day.</p>	<p><u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)</p> <p><u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u> Funk & Wright (2003)</p>	<ul style="list-style-type: none"> • Family and Community Engagement • Parent University Feedback Forms • Sign-In Sheets

What funding source will you use?

- FACE
- Title 1 Parent Involvement: \$3,026

Actions/Services 4.1.2

Principally Targeted Student Group

- EL

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 bilingual teaching associates to support Non-English Speaking parents as translators for parent involvement activities.</p>	<p><u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)</p> <p><u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary</u></p>	<ul style="list-style-type: none"> • Family and Community Engagement • Parent University Feedback Forms • Sign-In Sheets

Levels Hanover Research (2011)

What funding source will you use?

- EL: \$ 1,000

Actions/Services 4.1.3

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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>Purchase materials, including technology equipment, to support parent events, such as, Math and Science Night, Star Party, Parent University, PIQE, and other community events.</p> <p>Purchase and utilize research based materials and supplies to support parent involvement activities, such as Parent University, English Learner, Second Chance, AVID, Honors, Watch D.O.G.S. etc.</p>	<p><u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)</p>	<ul style="list-style-type: none">• Family and Community Engagement• Instructional Materials

What funding source will you use?

- Title I Parent Involvement: \$2,000

Actions/Services 4.1.4

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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 a Parent Liaison to support a school-home partnership.</p>	<p><u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)</p>	<ul style="list-style-type: none">• Family and Community Engagement• Parent Participation

What funding source will you use?

- Title 1 Basic: \$12,000
- Parent Involvement: \$ 5,000

Actions/Services 4.1.5

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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?
Provide information materials and technology to generate communication materials from school, such newsletters and online communication tools.	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> Family and Community Engagement Parent Participation

What funding source will you use?
<ul style="list-style-type: none"> Title 1 Parent Involvement: \$2,071

Actions/Services 4.1.6

Principally Targeted Student Group
<ul style="list-style-type: none"> 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?
Provide extended hours for Site Controller on timesheet to assist with Title I compliance as they oversee financial expenditures and track program data for the Title I Program.	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> Family and Community Engagement Title I Data

What funding source will you use?
<ul style="list-style-type: none"> Supplemental/Concentration\$ 3,000

Site Goal 4.2

Provide opportunities of community based organizations (CBO) and businesses to participate in school activities.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group
<ul style="list-style-type: none"> Black or African American Foster Youth Hispanic or Latino Low Income SWD

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 funding Career Exploration elective courses and for college and/or career opportunities through CBOs. Opportunities may include career readiness field trips, colleges tours, student conferences, academic competitions, band competition festivals, State Capitol, NASA student events, and other similar events.</p> <p>Provide necessary materials/supplies and travel expenses, and substitute teachers for these activities.</p>	<u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)	<ul style="list-style-type: none"> Student Participation Family and Community Engagement School Climate CAASPP data

What funding source will you use?

- Title 1 Basic: \$ 4,000
- CCGI

Actions/Services 4.2.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

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?
Purchase materials and supplies to increase parent involvement and college and career awareness. Connect with local businesses, libraries, college and career readiness events. Continue to develop school-CBO partnerships, such as Sacramento County Sheriff Activities League, S.T.O.R.M., Architects of Hope, The Table Community Foundation and community service mentorship programs provided by sororities/fraternities.	<u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)	<ul style="list-style-type: none">• Family and Community Engagement• School Discipline Data• Attendance• Grades

What funding source will you use?

- Title 1 Basic: \$ 1,000
- Title 1 Parent: \$ 53,120
- Supplemental/Concentration: \$ 15,389
- FACE

IV. Funding

Edward Harris, Jr. Middle School - 415

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	\$120,700	\$120,700	\$120,700	\$0	\$0	\$0	\$0
2130 Non-Instructional FTE (7-8) 0000 Unrestricted	1	\$0	\$104,138	\$104,138	\$104,138	\$0	\$0	\$0	\$0
2140 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$7,812	\$0	\$7,812	\$7,812	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$44,152	\$44,152	\$44,152	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$17,531	\$0	\$17,531	\$17,531	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	52.6863	\$0	\$5,370,237	\$5,370,237	\$5,370,237	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$29,671	\$29,671	\$22,671	\$0	\$0	\$7,000	\$0
2180 Summer School/Extended Learning (7-8) 0000 Unrestricted	0	\$13,633	\$0	\$13,633	\$13,633	\$0	\$0	\$0	\$0
2185 Jumpstart (7-8) 0000 Unrestricted	0	\$4,468	\$0	\$4,468	\$4,468	\$0	\$0	\$0	\$0
2301 A/B Block Schedule 0000 Unrestricted	1.5	\$0	\$155,664	\$155,664	\$155,664	\$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	2.5	\$0	\$248,541	\$248,541	\$248,541	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$45,375	\$45,375	\$45,375	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$72,295	\$72,295	\$72,295	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$230,796	\$230,796	\$0	\$0	\$230,796	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$50,889	\$50,889	\$26,000	\$2,000	\$4,500	\$18,389	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$3,750	\$500	\$150	\$600	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0

7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$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	\$27,900	\$27,900	\$23,900	\$3,000	\$0	\$1,000	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$37,015	\$37,015	\$0	\$0	\$37,015	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.333	\$0	\$38,535	\$38,535	\$38,535	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$338,497	\$338,497	\$233,480	\$19,800	\$3,000	\$82,217	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	5.1875	\$0	\$221,354	\$221,354	\$0	\$0	\$221,354	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.1563	\$0	\$6,679	\$6,679	\$0	\$0	\$6,679	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$37,000	\$8,000	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0	\$0	\$130,435	\$130,435	\$130,435	\$0	\$0	\$0	\$0
3145 Functional Living Skills (FLS) 6500 Special Education	2.5625	\$0	\$150,719	\$150,719	\$150,719	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	3.25	\$0	\$221,261	\$221,261	\$221,261	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$70,231	\$70,231	\$70,231	\$0	\$0	\$0	\$0

3410 Special Education Mild/Moderate 6500 Special Education	5.5	\$0	\$456,583	\$456,583	\$456,583	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	0.9375	\$0	\$78,112	\$78,112	\$78,112	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$40,884	\$40,884	\$40,884	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.875	\$0	\$188,453	\$188,453	\$188,453	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$13,610	\$0	\$13,610	\$13,610	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$52	\$0	\$52	\$52	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$685	\$0	\$685	\$685	\$0	\$0	\$0	\$0
4020 Secondary Education 9520 Great Valley Center Success Fund	0	\$336	\$0	\$336	\$336	\$0	\$0	\$0	\$0
Totals	85.5213	\$58,127	\$8,557,243	\$8,615,370	\$7,968,370	\$33,300	\$504,494	\$109,206	

Signatures: (Must sign in blue ink)

Date

Principal **Charles Amey**

School Site Council Chairperson

EL Advisory Chairperson

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

