Edward Harris, Jr. Middle School

Local Control Accountability Plan (LCAP) 2020 - 2021

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

<table>
<thead>
<tr>
<th>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following opportunities for stakeholder involvement were provided:</td>
</tr>
<tr>
<td>- Gathering of input began on December and is on-going</td>
</tr>
<tr>
<td>- Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings:</td>
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<tr>
<td>- COLTS PTO meeting - January 21, 2020</td>
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<tr>
<td>- Parent University - January 8, 2020</td>
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<tr>
<td>- English Learner Advisory Council - January 23, 2020</td>
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<tr>
<td>- School Site Council Meeting - January 15, 2020</td>
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<tr>
<td>- School Site Council Meeting - April 23, 2020</td>
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<tr>
<td>- English Learner Advisory Council - April, 30 2020</td>
</tr>
<tr>
<td>- At department meetings and a faculty meeting, teachers and administration were engaged in the LCAP survey on November 30th. The Leadership team took part in a revision of the LCAP on February 25, 2020. Students shared their input through student leadership and student senate meetings in March.</td>
</tr>
<tr>
<td>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 October 16, 2019, November 20, 2019, January 15, 2020, April 23, 2020 and May 14, 2020.</td>
</tr>
</tbody>
</table>

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

- Our site developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2019-20 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:
  - a. Instructional support – CCSS, ELD, Special Education (materials, professional learning/coaching, technology, assessments)
  - b. Parent and family engagement, education and communication
  - c. Extended learning (before/after/intersession/summer), includes tutoring and mentoring
  - d. EL support (student, staff and parent support)
  - e. Behavioral support (counseling, psych, MHT) for all students and targeted subgroups (EL and FY particularly)
  - f. Safe, secure and well-maintained facilities/learning environments (staff, buildings, equipment)
  - g. College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID
  - h. Professional learning (certificated, classified and leadership)
  - i. Technology and related training to support teaching and learning for students, staff and parents
  - j. Educational equity – focused efforts to reduce opportunity and achievement gaps
### Resource Inequities

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

N/A

### 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:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

#### Site Goal 1.1

- Increase the percent of students who will attain mastery at grade level of curriculum standards in all courses based on CAASPP Math & English scores.
  - Percent of students meeting or exceeding standards:
    - Math increase by 2% from 42% to 44% overall
    - English increase by 5% from 51% to 56%
- African American students will improve in Math on the SBAC from 98.2 points below standard to 87.9 points below standard.
- SWD will improve in Math on the SBAC from 170.3 points below standard to 119.4 points below standard. In English SWD will improve on the SBAC from 105.4 points below standard to 88.1 points below standard.

#### Metric: CAASPP

### Actions/Services 1.1.1

#### Principally Targeted Student Group

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

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| **1. Professional Development**          | Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning R. Elmore (2009) | 1. Metrics may consist of:  
  - Site developed common assessments  
    - Assessments reviewed in monthly PLC meetings.  
  - Professional Development  
    - Agendas & Minutes from trainings/meetings  
  - District benchmarks  
  - Content standards implementation  
    - Curriculum Maps  
  - PSAT data  
  - State Physical Fitness Testing |
| Staff will participate in professional development opportunities to attain grade level mastery, implement school-wide instructional strategies and FHQI strategies. | Professional Learning Communities at Work DuFour (2012)  
Principles to Actions: Ensuring Math Success for All National Council of Teachers of Mathematics (2016) |  |
### Actions/Services 1.1.2

**Principally Targeted Student Group**
- Black or African American
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD

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</table>
| 1. Students in targeted subgroups are given the opportunity to receive materials and develop a 7th-12th grade postsecondary academic plans facilitated by Counselors, to assist students with being college ready. The action includes funding for release time, materials, and printed documents | Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005) What Works in Schools: Translating Research Into Action Marzano (2003) | 1. Metrics may consist of:  
- Student 7th-12th grade plans  
- Student/ Staff Surveys  
- MTHS A-G rates |

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### Actions/Services 1.1.3

**Principally Targeted Student Group**
- Black or African American
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD

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</table>
| 1. Purchase materials, instructional supplies, technological equipment and database subscriptions to support integration of instructional technology and the implementation of CCSS.  
2. Purchase research based supplemental materials and supplies to support the development of common core, access 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.  
Actions may include the purchasing of Glogster, Animoto, Noodle Tools, Grolier Online, and Ferguson’s Career Guidance to support the CCSS, Total Response System, GradeCam, IXL, iReady and other instructional materials needed. | KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#/ccss-implementation/c1fd7  
Positive Effect of Technology on Student Achievement Tamin, Bernard, Borokhovski, Abrami & Schmid (2011)  
Enhancing the Arts and Science of Teaching with Technology by S. Magana and R. Marzano (2014)  
Technology Integration in the Classroom Hanover Research 2010 | 1. Metrics may consist of:  
- Student Projects and research papers.  
  - Computer-based assessments  
  - Technology surveys  
- Student/ Staff surveys  
- VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction and VAPA Related Instructional Technology  
2. Metrics may consist of:  
- GPA’s of participating students  
- Mid-quarter Progress Reports  
- Quarter Report Cards |

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**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?**
- Positive Effect of Technology on Student Achievement Tamin, Bernard, Borokhovski, Abrami & Schmid (2011)
- EXTENDED LEARNING IN MIDDLE SCHOOLS Hanover Research 2011
- Extended Learning in Middle Schools Hanover Research (2011)
- Technology Integration in the Classroom Hanover Research (2010)

**How will you Measure the Effectiveness of the Actions/Services?**
- 1. Metrics may consist of:
  - Progress toward English Proficiency
  - After School Tutoring sign-in sheets
  - GPA's of participating students
  - Mid-quarter Progress Reports
  - Quarter Report Cards
- 2. Metrics may consist of:
  - After School Tutoring sign-in sheets
  - GPA's of participating students
  - Mid-quarter Progress Reports
  - Quarter Report Cards
  - After School Library Attendance sign-in sheets

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**Actions/Services 1.1.5**

**Principally Targeted Student Group**
- All

**Specific Actions to Meet Expected Outcome**

**What is the Research Confirming this is an Effective Practice?**
- Extended Learning in Middle Schools Hanover Research (2011)

**How will you Measure the Effectiveness of the Actions/Services?**
- 1. Metrics may consist of:
  - Quarter Report Cards
Technology Integration in the Classroom

**Hanover Research (2010)**

- Consumable Materials, Equipment and Supplies for VAPA Instruction
- VAPA-Related Instructional Technology
- High-Quality Element: Students will become proficient in 2D-3D CAD as demonstrated by their end of the year portfolio and 3D printed projects. CTE pathways

2. Metrics may consist of:
   - CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses
   - MTHS Design and Technology Academy enrollment
   - PD with C-STEM and Paton Group
   - Instructional Materials for student design projects
   - Student Fees - Mgmt 2312 to purchase consumable materials, supplies, and equipment.

### Actions/Services 1.1.6

**Principally Targeted Student Group**

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

<table>
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<th>Specific Actions to Meet Expected Outcome</th>
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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td>1. Provide FTE to assist with school-wide instructional leadership, provide intervention courses and assessments to improve student achievement and meet the social-emotional and academic needs of our students.</td>
<td>What Works in Schools: Translating Research Into Action Marzano (2003)</td>
<td>1. Metrics may consist of:</td>
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<tr>
<td></td>
<td></td>
<td>- ELA Literacy Mid-year Benchmark Assessment</td>
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<td>- California Healthy Kids Survey (CHKS)</td>
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<td>- Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</td>
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### Funding Source

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### Actions/Services 1.1.7

**Principally Targeted Student Group**
Provide the following for our Pre-Engineering CTE course:
- Consumable supplies
- Instructional materials
- Instruction equipment
- Pre-engineering equipment: 3D printing equipment, filament
- Field trips related to the career theme or post secondary preparation
- Professional development related to instructional methodology or staying current with industry trends,

What is the Research Confirming this is an Effective Practice?
Technology Integration in the Classroom Hanover Research (2010)

How will you Measure the Effectiveness of the Actions/Services?
- Quarter Report Cards
- PD with C-STEM and Paton Group
- Instructional Materials for student design projects
- CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses

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<tr>
<td>CTE (7235/0000)</td>
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Site Goal 1.2
Increase the number of EL students meeting the moderately developed (level 3) to well developed (level 4) from 64.4% to 70%

Metric: Redesignation

Actions/Services 1.2.1

Principally Targeted Student Group
- EL

Specific Actions to Meet Expected Outcome
1. Provide funding to increase teacher collaboration via release days and support EL centered PLC groups as well as to send teachers to workshops and conferences for professional development on implementing the ELD standards in alignment to the CCSS and the elements of High-Quality Instruction.
2. Provide staff development for EL strategies & language development.
   Actions include giving stipends to Instructional Coaches to provide workshops, peer observation and release time for planning and for attending ELAC meetings.

What is the Research Confirming this is an Effective Practice?
Improving Education for English Learners: Research-Based Approaches CDE (2010)

How will you Measure the Effectiveness of the Actions/Services?
1. Metrics may consist of:
   - ELPAC scores
   - Re-designation Rates
2. Metrics may consist of:
   - ELPAC scores
   - RE-designation Rates

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Actions/Services 1.2.2

Principally Targeted Student Group
### Specific Actions to Meet Expected Outcome

| EL Supplemental (7250/0000) | $5131 | Materials/Supplies/Equipment |

### Actions/Services 1.2.3

#### Principally Targeted Student Group
- EL

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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</thead>
</table>
| 1. Purchase supplemental instructional and learning materials for EL students to promote the acquisition of English. This includes web-based programs and other technology that support engaging learning activities aimed at helping students master the ELD and common core grade level standards. This also includes providing staff with research surrounding FHQI, AVID and cross-curricular, culturally responsive instructional strategies. | Improving Education for English Learners: Research-Based Approaches CDE (2010) Response to Intervention and English Language Learners Hanover Research (2012) | 1. Metrics may consist of:  
- ELPAC scores |

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<td>EL Supplemental (7250/0000)</td>
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### 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
- Other (Site-based/local assessment)

### Site Goal 2.1

Provide a variety of professional learning opportunities to implement California Common Core ELA, Math, Science and Literacy Standards and content standards in all classrooms. Percent of students meeting or exceeding standards:
- Math increase by 2% from 42% to 44% overall  
- English increase by 5% from 51% to 56%

**Metric:** Data and Program Evaluation
Principally Targeted Student Group

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

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<tbody>
<tr>
<td>1. <strong>Professional Development</strong></td>
<td>Professional Development Schools: Schools for Developing a Profession, Darling-Hammond (2005)</td>
<td>1. Metrics may consist of:</td>
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<tr>
<td>Provide Certificated personnel to attend professional development workshops, training, conferences or seminars to improve instruction and develop a greater understanding of FHQI in order to increase student achievement.</td>
<td>What Works in Schools: Translating Research Into Action, Marzano (2003)</td>
<td>- Synchronized Curriculum Maps</td>
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<tr>
<td>Action includes providing stipends, substitute coverage and conference, training, seminar registration costs.</td>
<td>Pathways to the Common Core, Calkins, Ehrenworth &amp; Lehman (2010)</td>
<td>- Site developed common assessments</td>
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<td>During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.</td>
<td>Principles to Actions: Ensuring Math Success for All, National Council of Teachers of Mathematics (2016)</td>
<td>- Assessments reviewed in monthly PLC meetings.</td>
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<td>- Professional Development</td>
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<td>- Agendas &amp; Minutes from trainings/ meetings</td>
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<td>- District benchmarks</td>
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<td>- Content standards implementation</td>
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### Funding Source

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### Actions/Services 2.1.2

Principally Targeted Student Group

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<tbody>
<tr>
<td>1. Provide funds to support the school-wide AVID initiative, promoting teaching and learning strategies that are used across multiple curricular areas.</td>
<td>Evaluation of AVID Effectiveness, Northwest Evaluation Association (2015)</td>
<td>1. Metrics may consist of:</td>
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<td>2. <strong>Professional Development: AVID</strong> The action includes funding for attending AVID professional development workshops, AVID Summer Institute registration and participation, AVID committee collaboration with colleagues to develop common lesson plans and assessments.</td>
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<td>- Quarter Grade Reports</td>
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<td>- Meeting Agenda/ Sign-In Sheets</td>
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<td>2. Metrics may consist of:</td>
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<td>- AVID SCCI (Secondary Coaching and Certification Instrument)</td>
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</table>
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

- Provide certificated staff stipends and release time for PLC’s and Departments to:
  - Implement school-strategies
  - Increase appropriate academic language implementation across all curriculum align lessons and curriculum maps with common core standards
  - Improve academic achievements and instructional strategies
  - Purchase equipment that supports the CCSS
  - Provide collaboration time with feeder schools
  - Summer Planning
  - Implement FHQI strategies
  - Creating differentiated lesson plans
  - Formative Assessments
  - Implementation of EL Instructional Strategies
  - Vertical Articulation

#### What is the Research Confirming this is an Effective Practice?

- Pathways to the Common Core Calkins, Ehrenworth & Lethman (2010)
- Principles to Actions: Ensuring Math Success for All National Council or Teachers of Mathematics (2016)

#### How will you Measure the Effectiveness of the Actions/Services?

1. Metrics may consist of:
   - Site developed common assessments
   - Assessments reviewed in monthly PLC meetings
   - Content standards implementation
   - Synchronized Curriculum Maps

#### Funding Source

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### 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:

- Cohort Graduation
- Expulsion
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Jump To: District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Justification | Certification

### Site Goal 3.1

Increase the number of positive interactions between students and staff using the Positive Behavior Intervention Support (PBIS) program. The number of entries will increase by 10% from 242 RICH tickets being turned in to 266.
**Actions/Services 3.1.1**

**Principally Targeted Student Group**
- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build a positive school climate and culture through <strong>PBIS</strong> Task Force Committee work. The action includes funding for stipends, release time, and/or substitutes for certificated and classified personnel for PBIS tier I &amp; II training and other staff development needs for all faculty; <strong>PBIS Kickoff planning &amp; supplies; PBIS Annual Conference.</strong> During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.</td>
<td>Practices for School-wide PBIS Implementation Hanover Research (2015) Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)</td>
<td>1. Metrics may consist of:  - PBIS 5 Star Rewards Program Usage Data  - California Healthy Kids Survey (CHKS)  - Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)  - PBIS Assessments  - Self-Assessment Survey (SAS)  - Tiered Fidelity Inventory (TFI)</td>
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**Actions/Services 3.1.2**

**Principally Targeted Student Group**
- All

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<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</table>
| 1. Positive Reward Systems  
Provide a Positive Rewards behavior program to promote conduct that is beneficial to every stakeholder on campus.  
Actions include purchasing materials for the **PBIS** program: PBIS banners, signage and PBIS instructional supplies and materials. Funding for PBIS Rewards program, field trips, enrichment opportunities and related costs. Funding to support purchase and installation of positive messaging and public displays and Unity Day support. | Practices for School-wide PBIS Implementation Hanover Research (2015) | 1. Metrics may consist of:  - PBIS 5 Star Rewards Program Usage Data  - California Healthy Kids Survey (CHKS)  - Social Emotional Learning/Culture & Climate Survey (SEL/CC)  - PBIS Assessments  - Self-Assessment Survey (SAS)  - Tiered Fidelity Inventory (TFI)  - Suspension Data |

**Funding Source**

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**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?
---|---|---
1. Provide **intramural after school** sports programs, after school curriculum, clubs and performing arts programs for students to have the opportunity to engage in enriching activities, developing holistically. Actions include timesheet hours for certificated and classified employees and the purchasing of materials/ equipment for the program. | The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors Sitkowski (2008) | 1. Metrics may consist of:  
- Suspension Data  
- School Climate  
- Attendance  
- GPA's of Participating Students  

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**Actions/Services 3.1.4**

**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?
---|---|---
1. Provide student agendas to support school-wide organization and time management skills for all students. | What Works in Schools: Translating Research Into Action Marzano (2003) | 1. Metrics may consist of:  
- AVID SCCI (Secondary Coaching and Certification Instrument)  
- Student Survey  
- GPA Reports  

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**Actions/Services 3.1.5**

**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?
---|---|---
1. Provide opportunity for incoming 7th grade students and 8th grade students to experience a Shadow Day, understanding the academic and behavioral expectations of the next level of education. Action includes providing funding for the purchasing of transportation, substitute teachers, and timesheets for certificated teachers. | Extended Learning in Middle Schools Hanover Research (2011) | 1. Metrics may consist of:  
- Open Enrollment data  
- Honors and CTE enrollment  

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Site Goal 3.2

Decrease the school-wide suspension rate from 2.5 to 2.1 by providing instruction, intervention, SEL, restorative practices and PBIS.

**Metric:** Suspension

### Actions/Services 3.2.1

**Principally Targeted Student Group**

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

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| 1. Provide students from targeted subgroups access to mentors from internal and external organizations/ partners/ programs, that focuses on their academic successes and positive behavior, providing additional intervention when required. Intervention groups include but are not limited to: **AIM mentor program, STORM, PBIS Tier II, Breakthrough, IYT, The Table Community Foundation.** Action includes the purchasing of materials and supplies, transportation for field trips, etc. | Practices for School-wide PBIS Implementation Hanover Research (2015) | 1. Metrics may consist of:  
   - PBIS Rewards Program Usage Data  
   - Site Discipline Data  
   - Student GPA’s of participating students  
   - Attendance Data  
   - PBIS 5 Star Rewards Program Usage Data  
   - California Healthy Kids Survey (CHKS)  
   - Social Emotional Learning/Culture & Climate Survey (SEL/CC)  
   - PBIS Assessments  
     - Self-Assessment Survey (SAS)  
     - Tiered Fidelity Inventory (TFI) |

### Funding Source

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### Actions/Services 3.2.2

**Principally Targeted Student Group**

- All

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<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</thead>
</table>
| 1. Increase access to culturally sensitive teaching strategies and equity training through providing staff development via book studies, online instructions, workshops, guest speakers, etc. Actions include stipends for guest speakers, and funds for materials, books, supplies, etc. | Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005) | 1. Metrics may consist of:  
   - Teacher Participation/ Sign-In Sheets  
   - Site Discipline Data  
   - PBIS surveys  
   - PBIS Tiered Fidelity Report |

### Funding Source

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Supplemental/Concentration (7201/0000) | $2000 | Contracts/Services | Edit | Delete

### Actions/Services 3.2.3

#### Principally Targeted Student Group

- All

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</table>
| 1. Purchase safety equipment and provide money for site modifications to maintain a safe school environment. Action includes purchasing materials for mounting projectors, radios, radio repair, ear pieces, transportation, golf carts, golf cart maintenance, traffic materials (cones, stop signs, etc.) | Twenty Simple Strategies to Safer and More Effective Schools Maine Department of Education (2014) | 1. Metrics may consist of:  
- Safe School Report  
- Suspension Data  
- Attendance |

#### Funding Source

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### Site Goal 3.3

Increase the number of socio-economically disadvantaged students in Honors classes 2% from 38% to 40%.

**Metric:** Other (Site-based/local assessment)

### Actions/Services 3.3.1

#### Principally Targeted Student Group

- Black or African American  
- Hispanic or Latino

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
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</table>
| 1. Provide materials from [californiacolleges.edu](http://californiacolleges.edu) such as; Exposed to interest profiler, career information, and college information, so that 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) | 1. Metrics may consist of:  
- Data and Program Evaluation  
- Enrollment  
- 4-year plans |

#### Funding Source

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### Actions/Services 3.3.2

#### Principally Targeted Student Group

- All
### Specific Actions to Meet Expected Outcome

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### Actions/Services 3.3.3

**Principally Targeted Student Group**

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

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide extended learning programs to enhance student learning (ex. Robotics, Cyber Patriot, Music Production). Actions may include purchase VAPA Equipment, materials, furniture replacement, etc. • Art table (1) and chairs (20)</td>
<td>What Works in Schools: Translating Research Into Action Marzano (2003)</td>
<td>1. Metrics may consist of: • Data and Program Evaluation • Enrollment • CAASPP data • VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction</td>
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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:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families
Site Goal 4.1

Provide opportunities for parents/guardians to engage in student and parent-centered activities as evidenced by a 10% increase in participation in Parent University Graduation completion, equating in 23 parent graduates.

**Metric:** Attendance Rate

### Actions/Services 4.1.1

**Principally Targeted Student Group**

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

#### Specific Actions to Meet Expected Outcome

<table>
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<tr>
<th>Action</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</table>
| 1. Establish a **Parent University Program** and other specialized parent meetings such as Connections meetings, AVID nights, Honors presentations, Incoming 7th grade Parent Meetings, Awards Nights, Breakthrough Parent Meetings, Corral Night, Open House, Parent Lunch Day and Bring Your Parent to School Day, to increase understanding of Common Core State Standards, middle school education, college and career readiness, SBAC, knowledge of LCAP, and other 21st century school-related topics. Action includes funding for stipends for participating certificated personnel, supplementary materials, awards and budget for light snacks for the program will be provided as well. | **Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels** Hanover Research (2011) **Deepening Democracy: Institutional Innovations in Empowered Participator Governance** Funk & Wright (2003) | 1. Metrics may consist of:  
- PIC:  
  - Opportunities for Parent Involvement  
    - Parent Surveys  
    - Parent University Feedback Forms  
    - Sign-In Sheets  
  - Parent University Feedback Forms  
  - Sign-In Sheets |
| 2. Provide **bilingual teaching associates** to support Non-English speaking parents as translators for parent involvement activities. Action includes time sheets for **BTA’s.** | | |

#### Funding Source

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### Actions/Services 4.1.2

**Principally Targeted Student Group**

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

#### Specific Actions to Meet Expected Outcome

<table>
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<tr>
<th>Action</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| 1. Purchase materials, including technology equipment and supplies to support parent events, such as **Math and Science Night, Parent University, ELAC, Breakthrough, AVID & Watch DOGS.** | **Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels** Hanover Research (2011) | 1. Metrics may consist of:  
- Sign-In sheets for Family and Community Engagement events  
  - Feedback Forms  
  - Parent Surveys  
  - Instructional Materials |
### Funding Source

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#### 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**
1. Provide a 4 hour classified Parent Liaison position to support a school-home partnership.

**What is the Research Confirming this is an Effective Practice?**
Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)

**How will you Measure the Effectiveness of the Actions/Services?**
1. Metrics may consist of:
   - Family and Community Engagement
   - Parent Participation
   - Parent Surveys

#### Funding Source

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#### 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**
1. Provide informational supplies, materials and technology equipment to generate online communication from school to home, such as newsletters, online communication tools, etc.

**What is the Research Confirming this is an Effective Practice?**
Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)

**How will you Measure the Effectiveness of the Actions/Services?**
1. Metrics may consist of:
   - Family and Community Engagement
   - Parent Surveys
   - Parent Participation

#### Funding Source

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#### Actions/Services 4.1.5

**Principally Targeted Student Group**
- All

**Specific Actions to Meet Expected Outcome**
1. Provide extended hours for Site Controller on timesheet to assist with Title I Compliance. Services provided would consist of oversight of financial expenditures, the alignment of funds and implementation of the LCAP, maintains tracking program data

**What is the Research Confirming this is an Effective Practice?**
Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)

**How will you Measure the Effectiveness of the Actions/Services?**
1. Metrics may consist of:
   - Family and Community Engagement
   - Title I Data
### Site Goal 4.1

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

**Metric:** Family and Community Engagement

### Actions/Services 4.1.6

**Principally Targeted Student Group**

- Black or African American • Two or More

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| 1. Implement a 3-Tiered intervention plan to address to chronic absenteeism of African American and Two or More students, to increase their academic performance. Actions include associated costs such as timesheets for Program Associate and Classified Instructional Support to make early outreach for Program Intervention, postage for mailing letters home, supplies for invitations to parent engagement opportunities, student recognition certificates and guest speakers. | www.attendanceworks.org | 1. Metrics may consist of:
- Monitoring monthly attendance reports to determine if chronic absenteeism has decreased.
- CA Dashboard chronic absenteeism reports for African American students and Two or More. |

### Funding Source

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### Actions/Services 4.2.1

**Principally Targeted Student Group**

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

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<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| 1. Provide funding Career Exploration elective courses and for college and/or career opportunities through Community Based Organizations. Actions including providing funding for necessary instructional materials/supplies, equipment, duplicating, travel expenses, conferences, training, and substitute teachers for these activities. Opportunities may include career readiness field trips, college tours, student conferences, academic competitions, band competition festivals, NASA student events, and other similar | Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know Conley (2013) | 1. Metrics may consist of:
- CTE - Mgmt 7235
  - Field trip to Altec/Engineering and UC Davis Engineering
- Student Participation
- Family and Community Engagement (FACE)
- School Climate
- CHKS Survey
- Student Fees - Mgmt 2312 (Equipment Repair specifically for musical instruments), duplicating supplemental workbooks, college tours, field trips, |
Funding Source | Amount | Description of Use |
--- | --- | --- |
GATE (7205/0000) | $0 | Contracts/Services |
Title I – Basic (4900/3010) | $5000 | Contracts/Services |
Student Fees (2312/0000) | $1000 | Contracts/Services |
Academic Competitions (7206/0000) | $200 | Contracts/Services |
Academic Competitions (7206/0000) | $300 | Certificated Salaries |

**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**

1. Partner with **School-Community Based Organization partnerships**, such as Sacramento County Sheriff Activities League, S.T.O.R.M., CADA, The Table Community Foundation, IYT and other community service mentorship programs provided by local sororities or fraternities to increase college and career awareness and parent involvement. Also, to develop life readiness for students, teaching strategies and developing leadership principles and skills.

   Actions include purchasing supplies and materials, funding for workshops to connect with local businesses, libraries, college and career readiness programs. Timesheet for coordinating contracts and MOU’s

**What is the Research Confirming this is an Effective Practice?**


**How will you Measure the Effectiveness of the Actions/Services?**

1. Metrics may consist of:
   - Family and Community Engagement
   - School Discipline Data
   - Attendance Data
   - Grades Point Averages

**Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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<tbody>
<tr>
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<td>Materials/Supplies/Equipment</td>
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<td>Family &amp; Community Engagement (7415/0000)</td>
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<td>Contracts/Services</td>
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<tr>
<td>Supplemental/Concentration (7201/0000)</td>
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<td>Title I – Basic (4900/3010)</td>
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Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in Actions, Services, and Expenditures above.

n/a
## IV. Funding

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Mgmt. Code/Description</th>
<th>Resc. Code/Description</th>
<th>FTE</th>
<th>Carry Over</th>
<th>Allocation</th>
<th>Subtotal</th>
<th>EGUSD Strategic Goals</th>
<th>1 - Curriculum and Instruction</th>
<th>2 - Assessment</th>
<th>3 - Wellness</th>
<th>4 - Family Engagement</th>
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**Total Funds Budgeted for Strategies to Meet the Goals in the SPSA**

0   | $0      | $734,408 | $734,408 | $552,942 | $57,166 | $65,900 | $58,400 |

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**Total Funds Provided to the School Through the Consolidated Application**

TBD

**Total Federal Funds Provided to the School from the LEA for CSI**

N/A

**Subtotal of additional federal funds included for this school**

$563,610

**Subtotal of state or local funds included for this school**

$170,798

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**Signatures:**

(Principal) Charles Amey

(School Site Council Chairperson) Mary Chung

(EL Advisory Chairperson) Andrea Mager

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**Benefits Calculator for Timesheets**

Certificated

- Staff Amount $
- Benefits Amount $

Classified

- Total $