



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146120000

**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 TJMS School Site Council met on October 1, November 12, February 11, and April 14. The School Site Council provided feedback on the 2019-20 LCAP and assisted with goal development for the 2020-21 LCAP on February 11 and April 14.</p> <p>In the fall of 2019, staff, students, and families of TJMS had a chance to provide their feedback for the 2020-21 LCAP via the district survey.</p> <p>At the February 11 meeting and the February Leadership meeting, staff, students, and families had the opportunity to review the LCAP district survey results and suggest additional input.</p> <p>The TJMS ELAC committee met in February and were informed of the LCAP goals and funding.</p> <p>The March 30 and April 27 Leadership meetings provided staff the opportunity to discuss requests for funding related to the four strategic goals and to determine if the 2019-20 funding plan was an appropriate model going forward.</p> <p>With the switch to distance learning, the 2020-21 SSC met on September 28, 2020 to review the LCAP from the spring and make edits. Leadership, staff, and community surveys and meetings helped guide those edits.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The consensus with student, staff, and family groups was to continue with the goals of 2019-20, specifically to continue purchasing Chromebooks in an effort to get closer to a 1:1 ratio on campus. The committees also agreed to continue funding professional development release days and conferences to make sure that teachers and staff are receiving the best training possible and will be able to provide high quality instruction. This especially aligns with the student and parent LCAP surveys that indicate "Good Teachers" as the highest priority for both groups. TJMS will also continue to use LCAP to provide additional funding for TIER I PBIS and ROAR, a part of our TIER II PBIS program, to ensure those can operate at full capacity in the 2020-21 school year.</p> <p>After the switch to distance learning the district purchasing tens of thousands of Chromebooks, that money was reallocated to fund software and hardware that will assist with teaching and learning in the distance learning format.</p>

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

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 1.1

Improve the points above standard in ELA and Mathematics as measured by CAASPP and reflected on the Dashboard by ten points.

- ELA will increase by 10 points from 32.3 points above standard to 42.3 points above standard.
- Math will increase by 10 points from 19.3 points above standard to 29.3 points above standard.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • Black or African American • EL • 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 student access to the on-line components for all current and future curricular adoptions especially during distance learning. Teachers will be at workstations for the entire time requiring expanded equipment and hardware, and they will need a space that allows them deliver distance learning with multiple monitors or devices being used at once. To support them with a workstation that optimizes their ability to deliver distance learning we will purchase standing desks that accommodate multiple monitors, cameras, microphones, speakers, keyboards etc that are better designed for this instructional delivery model.</p> <p>Any hardware that is not purchased by CARES act funds, such as second monitors and other supplemental teaching devices will be provided for teachers on campus.</p> <p>In addition to the hardware, distance learning requires additional software and licenses. As CPL approves various instructional resources to deliver effective distance learning lessons, we will purchase site licences for teachers.</p> <p>Purchases materials and equipment for Design Thinking and Pre-Engineering course that feeds Franklin High's CTE engineering pathway.</p>	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p> <p>11 Elements of High Quality CTE. California State Plan for Career Technical Education. Elements 1 and 2.</p> <p>Lombard, M. (2007) <i>Authentic Learning for the 21st Century: An Overview</i></p> <p>Enhancing the Arts and Science of Teaching with Technology by S. Magana and R. Marzano (2014)</p> <p>Technology Integration in the Classroom Hanover Research 2010</p>	<p>Staff surveys on the amount of time spent, comfort level experienced, ease of navigation, and how the standing workstations and supplemental teaching resources are used. We are pushing out surveys monthly to gauge in addition to the district level surveys.</p> <p>Administration is doing an increased number of walk through observations during distance learning due the change in work flow. The amount of teaching resources being used and workstation enhancements will be observed during walk throughs. Distance learning delivery is being observed weekly in every classroom. High quality instruction practices should be increased in frequency and caliber during the observations.</p>

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$35000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$15000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

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?
Provide funding for teachers to attend professional development opportunities. Potential PD opportunities include: <ul style="list-style-type: none"> • CLMS Conference • CADA Conference • NGSS (Science) Conference • Statewide PBIS Conference • State Science Teachers Conference • CAHPERD (Physical Education) Conference • English Language Development Conference • CSLA (Library) Conference • Special Education Training • Solar House Training (Design Thinking) • Ford's Theater Oratory Program Membership • AVID Summer Institute and trainings 	Hattie Effect Size- Professional Development: .62	The amount and frequency of teachers taking strategies learned at professional development and training fellow staff members at department and staff meetings. Observation of department and PLC meetings and how the new training is impacting lesson and assessment design and classroom delivery strategies. Department level common formative assessment data.

Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$3166	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Black or African American • 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?
Provide teacher stipends for academic competitions: <ul style="list-style-type: none"> • Mathletes • Cyber Patriot • Science Olympiad • Gate Provide teacher stipend for musical production.	<i>Best Practices for Improving Middle Schools.</i> Hanover Research 2011. <i>Vander Ark, T., Ryerse, M. An Integrated Approach to Academic and Social Supports.</i> 2017	Monitor the number of students that participate in Mathletes, Science Olympiad, Cyber Patriots, and the school musical. Track progress of scores/success for the competition teams. Track common assessment scores for students in Mathletes, CyberPatriot, Gate, and Science Olympiad relative to peers to determine if critical thinking skills in these events are

leading higher achievement in all areas.

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

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?
<p>Student Fees will be used to purchase instructional materials in science course. These are primarily supplies for labs in both 7th and 8th grade. It will also be used for supplies in the Home Economics class. This includes food and cooking supplies used by the students during their lessons.</p> <p>VAPA funds will be used for Art, Theater, Video Productions, and Band classes to purchase equipment.</p> <p>Purchase supplies and materials for students to utilize at home during distance learning such as personal white boards, markers, graphs paper.</p> <p>Purchase supplies for PE in the event of a return to campus and sharing of current of equipment is not allowed under health guidelines.</p>	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p> <p>The Impact of Arts and Athletics Participation on Student Success: Hanover Research 2016</p> <p>McCarthy K., Heneghan Ondaatje, E., Brooks, A., Szanto, A. (2005) <i>A Portrait of the Visual Arts Meeting the Challenges of a New Era</i> Rand Corporation</p> <p>Sroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership</p>	<p>Student course requests in the VAPA electives (Art, Band, Theater) will be used to determine if those courses are meeting the needs of our students.</p> <p>The repairs in band will help support increased enrollment in 7th grade band which has a goal of sustaining 85 students.</p> <p>The technology in the Theater class will be measured by how it is integrated into the plays and productions and the use of it by students in class.</p> <p>The effectiveness of the science equipment will be measured by the amount of labs students are able to complete each term and then Science CAASPP scores which will benefit from exposure to more hands on learning.</p> <p>Students observed using whiteboards during distance learning similar to the classroom environment where they complete a problem or task and show the teacher using their Chromebook camera. This will facilitate formative assessment which can be difficult in distance learning.</p> <p>More students accessing PE equipment in a manner that complies with safety guidelines.</p>

Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$9000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$12500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$9250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Close the achievement gap by improving the percentage of EL students making progress towards English language proficiency as measured by the CA Dashboard from:

- 57.1%, in the High progress level

to:

- 65%, in the Very High progress level

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

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>EL students will be housed entirely on the Hornets team to:</p> <ul style="list-style-type: none"> • Provide direct intervention and strategies designed for EL students. • Create EL specific strands in the master schedule on Hornets team in both grade levels that are in compliance with the new FPM guidelines. • Provide an ELD teacher in periods 1 and 2 for low level EL students that are not ready for the general education English class. <p>Provide translation for documents and interpretation services.</p> <p>Provide funding for professional development around designated and integrated ELD.</p> <p>Provide funding for certificated staff to administer the initial ELPAC.</p> <p>Provide funding for certificated staff to administer the summative ELPAC.</p> <p>Provide light refreshments at ELAC meetings.</p>	<p>August and Hakuta (1997) identified seven classroom attributes associated with positive student outcomes for English Language Learners (ELLs). these practices include:</p> <p>Explicit Skill Instruction Student-Directed Activities Instructional Strategies That Enhance Understanding Monitoring Student Progress Opportunities to Practice Systemic Student Assessment Balanced Curriculum</p> <p>August, Diane, et al. <i>Improving Education for English Learners: Research Based Approaches</i>. 2010.</p> <p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners: the SIOP Model</i>. Pearson, 2017.</p> <p>NATIONAL EDUCATION ASSOCIATION (2015) How Educators Can Advocate for English Language Learners. NEA.org</p> <p>Response to Intervention and English Language Learners: Hanover Research Jul. 20, 2012</p>	<ul style="list-style-type: none"> • Measure EL student results and growth on common assessments in core classes as compared with their general education peers. • ELPAC scores. • Increase EL and RFEP student enrollment in Honors courses at TJMS and FrHS.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$4500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$3926	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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)

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Site Goal 2.1

100% of professional learning communities will use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and special education students. Specifically, PLCs will increase opportunities to demonstrate mastery on standard based common assessments by providing multiple tests or retests.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All • Black or African American • EL • 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>There are twelve core content course-alike PLCs which operate at Toby Johnson . Each PLC has three or four teachers who are part of that PLC team, and they work collaboratively to design the academic program and assessment tools for that particular course. The course-alike PLCs on campus are:</p> <p>Math 7 Math 8 English 7 English 8 Social Science 7 Social Science 8 PE 7 PE 8 Science 7 Science 8 Math/ELA Bridge 7 Math/ELA Bridge 8</p> <p>Each of these PLCs will use two release days per year to continue their work and reach the goal of having a common, formative assessment tool created for each essential learning, common pacing guides, procedures for reviewing data and assessing program quality, and ultimately improving student outcomes.</p>	<p>Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p> <p>Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), <i>Ahead of the Curve: The power of assessment to transform teaching and learning</i> (pp.59-76). Bloomington, IN: Solution Tree Press.</p> <p>Phillips, J. (2003). Powerful learning: Creating learning communities in urban school reform. <i>Journal of Curriculum and Supervision</i></p> <p>Louis, K. S., & Marks, H. M. (1998). Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools. <i>American Journal of Education</i></p> <p>21st Century Professional Development Hanover Research 2012</p> <p>Best Practices in Professional Learning Communities: Hanover Research 2013</p>	<ul style="list-style-type: none"> • Department chair meetings. Common assessments, pacing guides, and lesson planning will be discussed • Common assessment data. Teachers track common assessment data on shared spreadsheets. • PLC meeting agendas, minutes, and observations • Walkthrough data. Looking for formative assessment and summative assessment data being used to drive instruction.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$25000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

School climate will promote a safe, respectful, and inclusive school environment that encourages students to connect to campus eager for high expectations in and out of the classroom.

- The social emotional learning student survey response for "I feel like I am a part of this school" will increase from 72% Strongly Agree or Agree to 85%.
- 100% of teachers will implement PBIS Tier I interventions.
- That staff climate survey response for "How many adults improve this school?" will improve from 89% Nearly All Adults or Most Adults to 95%.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Hold Jaguar Jubilee for incoming 7th graders the week before school starts. • Provide assemblies and rallies to connect students to school, build school culture, and teach students about the expectations of being a student at TJMS. • Hold regular PBIS Teir 1 meetings. • Dedicate time at each staff meeting to PBIS strategies and implementation. • Purchase more signage on campus to promote PBIS core values and school spirit. • Contract with speakers for the students and staff to reinforce PBIS core values and outcomes. • Pay for subs so the PBIS team can have release days to plan and organize the events above. 	<p>Boyte, Phil. <i>School Culture by Design: Building and Sustaining Positive School Culture</i>. 2015.</p> <p>Buffum, A., Mattos, M., & Malone, J. <i>Taking Action: A Handbook for RTI at Work</i>. Bloomington, IN. Solution Tree Press (2018).</p> <p>PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION Published: Mar 23, 2015 Hanover Research</p> <p>Simonsen, B., Sugai, G (2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i>. Education and Treatment of Children</p>	<ul style="list-style-type: none"> • Track progress on Tiered Fidelity Inventory for both PBIS Tier 1 and Tier 2. • Monitor the number of teachers distributing PBIS Gold Tickets. • Record the number of Jag Swag tickets distributed. • Compare results of PBIS surveys for students and staff year over year. • In house PBIS surveys will be sent out after various events and tracking of Jag Swag distribution will be broken down by month to determine which events are having the most impact.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Decrease suspension rates for each subgroup in the Red Group as measured by the CA Dashboard:

- Decrease percentage of African American students suspended at least once from 19.5% to 10%.
- Decrease percentage of students with disabilities suspended at least once from 22.5% to 10%.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Black or African American • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Grow and improve the ROAR and Power Up programs by identifying cohorts of at-risk students in both grades that will benefit from daily interventions, including:</p>	<p>Blankstein, A. & Noguera, P. (2015) <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i>. Alexandria, VA: ASCD</p> <p>Hammond, Z. (2015) <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Thousand</p>	<ul style="list-style-type: none"> • Referrals for students in ROAR and Power Up compared to before they started the program. • Grade and attendance for students in ROAR and Power Up.

<ul style="list-style-type: none"> • Check-in and check-out each day with program teacher. • Grade and behavior checks filled out by classroom teachers. • After school team building activities and projects. • Community building and restorative circles. • Field trips to local colleges. • Organization and time management skills. • Deescalating techniques to avoid confrontations in class and on campus. • Focus on the Academic Enablers in the Framework for High Quality Instruction. • Refreshments and supplies for parent informational meetings, ceremonies, and events. • Team building field trips for PBIS Tier 2 students. 	<p>Oaks, CA: Corwin</p> <p>Lindsey, R., Robins, K., & Terrell, R. (2009) <i>Cultural Proficiency: A Manual for School Leaders</i>. Thousand Oaks, CA: Corwin</p> <p>SCHOOL CLIMATE RESEARCH SUMMARY: August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</p> <p>McCluskey, Lloyd, Kane, Riddell, Stead & Weedon (2008) Can restorative practices in schools make a difference? Educational Review</p>	<ul style="list-style-type: none"> • Purple tracking sheets used Monday - Thursday daily each week that assign a score for each student's progress that day towards meeting the four PBIS core values. Each student can earn 48 points each day, 12 per class. Points are charted by the ROAR teachers each day. • Promotion rate for 8th grade class. • Percentage of recruited students that enroll in ROAR.
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 4.1	
Increase the Positive Overall Effectiveness response rate from 78% to 90% on the EGUSD Parent Survey.	
Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Events held at TJMS to introduce students and families to 7th Grade:</p> <ul style="list-style-type: none"> • Jaguar Jubilee, held the Thursday and Friday before school starts to get incoming 7th grade students ready for the start of school and familiar with campus. • Jump Start, held the three days before Jaguar Jubilee to get students familiar with the 	<p><i>Breaking Ranks in the Middle</i>. National Association of Secondary School Principals. (2006).</p> <p>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS Hanover Research 2011</p> <p>A new wave of evidence: The impact of school, family, and community connections on student achievement. (http://www.sedl.org/connections/resources/evidence.pdf)</p> <p>Reframing Family Involvement in Education: Supporting</p>	<p>Parent feedback on in house PBIS surveys.</p> <p>Number of incoming 7th graders that complete online course selection.</p> <p>Parent feedback on LCAP survey.</p> <p>Attendance and parent feedback at the following events:</p> <ul style="list-style-type: none"> • Ice cream social

<p>policies and routine of middle school with a new schedule.</p> <ul style="list-style-type: none"> • Course registration night, held two days in the spring of 6th grade to give parents an opportunity to hear about the transition to middle school and course offerings available to all students. • Ice Cream Social, held in May to give students a chance to tour campus, meet other incoming 7th graders, and have a positive first experience on campus. • Quarterly principal coffee chats offering parents a chance to get involved and ask questions with other parents and the principal. <p>Parents on the Green is a chance for parents to join students and staff for lunch. It will be held ten times during the school year.</p>	<p>Families to Support Educational Equity. (http://www.hfrp.org/publications-resources/browse-ourpublications/reframing-family-involvement-in-education-supporting-familiesto-support-educational-equity)</p>	<ul style="list-style-type: none"> • Course selection nights • Parents on the Green • Principal Coffee Chats
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Use staff to family outreach to improve attendance evidenced by:

- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard from 5% to 4%.
- Increasing daily attendance by 1%.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All • Foster Youth • Low Income

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>Distribute weekly newsletter to connect families with staff and activities happening on campus.</p> <p>Hold ten parent lunch days on campus.</p> <p>Mail home postcards recognizing positive student behaviors and interactions.</p> <p>Positive phone calls home, staff earns team points for making them. Focus positive phone calls home early in the year towards students that are less connected to school and families that are less likely to participate.</p>	<p>Using Chronic Absence Data to Improve Conditions for Learning. Hedy N.Chang, David Osher, Mara Schanfield, Jane Sundius, and Lauren Bauer. September 2019.</p> <p>Absences Add Up: How School Attendance Influences Student Success. Alan Ginsburg, Phyllis Jordan, and Hedy Chang. August 2014.</p>	<p>Staff Team Purple vs Team Black points.</p> <p>Parent lunch day attendance.</p> <p>Weekly newsletter readership rates.</p> <p>Number of postcards mailed home.</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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.

Not applicable

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Toby Johnson Middle School - 420

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$54,432	\$54,432	\$54,432	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$9,996	\$9,996	\$9,996	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$118,250	\$118,250	\$75,250	\$25,000	\$17,000	\$1,000	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$16,426	\$16,426	\$16,426	\$0	\$0	\$0	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$8,166	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$225,770	\$225,770	\$181,770	\$25,000	\$18,000	\$1,000	

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	\$0
Subtotal of state or local funds included for this school	\$225,770

<p>Benefits Calculator for Timesheets</p> <p><input checked="" type="radio"/> Certified</p> <p><input type="radio"/> Classified</p> <p>Staff Amount \$ _____</p> <p>Benefits Amount \$ _____</p> <p>Total \$ _____</p>		<p>Principal Adam Wood</p> <p>School Site Council Chairperson Gina Jamerson</p> <p>EL Advisory Chairperson Cristina Zambrano</p>	<p>Signatures: (Must sign in blue ink)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Date</p> <p>_____</p> <p>_____</p> <p>_____</p>
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