Edward Harris, Jr. Middle School

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Charles Amey

County-District-School (CDS) Code: 34673140105924

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 643)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following opportunities for stakeholder involvement were provided:
Gathering of input began in November of 2023 and is on-going.
Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings:
Parent University - January 3, 2024

English Learner Advisory Council - February 22, 2024
School Site Council Meeting - October 3rd, 2023
School Site Council Meeting - November 21st, 2023
Site Leadership Meeting - February 20, 2024
School Site Council Meeting - January 16, 2024
MTREC Meeting - April 10, 2024
Site Leadership Meeting - April 23, 2024
School Site Council Meeting - March 12th, 2024
School Site Council Meeting - May 7th, 2024
Teachers, parents, students and administration were engaged in the Perspective survey on April 3, 2024. The LCAP was discussed at department meetings and at a faculty meeting as well.

2. Impact of LCAP and Annual Update

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

Various meetings throughout the course of the 2023-24 school year, allowed all stakeholders to assess the needs and services that were being provided. We continued to follow a specified timeline to ensure that stakeholders were engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2023-24 school year, our site encouraged stakeholder participation to support their understanding of the LCAP/LCFF. We gave a consolisdated Perspective survey, soliciting input and 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. Parent and family engagement, education, and communication
b. Instructional support – CCSS, ELD, Special Education: materials, professional learning/coaching, technology, assessments
c. Extended learning: before/after/intersession/summer, includes tutoring and mentoring.
d. EL support: student, staff, and parent support
e. Behavioral support: counseling (individual & group), psychologist, and social worker 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, AVID, field trips
h. Professional learning: certificated, classified and leadership.
i. Technology and related training to support teaching and learning for students, staff, and parents.
j. We will bolster our educational equity – focused efforts to reduce opportunity and achievement gaps through Restorative Practices.
k. Enrichment opportunities through clubs, after school programs and intramural sports. We will also add more sections of Future Quest and Animation.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

NA

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college,	Students need high quality classroom instruction and curriculum as measured by:

career and life readiness and close achievement and opportunity gaps.

- **A-G Completion** - Percent of Graduates Completing A-G Requirements
- **AP/IB Exams** - Percent of Graduates Passing an AP/IB Exam
- **CAASPP (ELA, Math, Science)** - Distance from Standard
- **CAASPP (ELA, Math, Science)** - Percent Standard Met or Exceeded
- **CTE Sequence Completion** - Percent of Graduates Completing a CTE Sequence
- **Progress toward English Proficiency** - Percent Increasing ELPI Level
- **Reclassified** - Percent of English Learners Reclassified

Site Goal 1.1   (SiteGoalID: 7544) (DTS: 12/13/23)

Our site goal is to see growth in the overall academic performance of all students, evidenced by an increase in the percent of all students, and students within our principally targeted groups, who will attain mastery at grade level of curriculum standards in all courses based on CAASPP Math and English scores. Percent of students meeting or exceeding standards:

- 40% of students will meet or exceed standards in mathematics from 36% as measured by CAASPP.
- 55% of students will meet or exceed standards in ELA from 53% as measured by CAASPP.
- 35% of African American students will meet or exceed standards in ELA from 31% as measured by CAASPP.
- 16% of SWD students will meet or exceed standards in ELA from 14% as measured by CAASPP.
- 7% of SWD students will meet or exceed standards in Math from 5% as measured by CAASPP.
- EL students will increase the percentage of students making progress towards English Language proficiency from 68.4% TO 80%, which is 30% above the state average.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.1.1   (SiteGoalID: 7544) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

1. Purchase materials, instructional supplies, technological equipment, educational programs 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 implementation of FHQI at EHMS and 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 Quizziz, Pear Deck, Nearpod, EdPuzzle, NewsELA, Noodle Tools, Lexia, Kahoot, Grolier On-line, and LibraryTrac to support the CCSS, Total Response System, GradeCam, IXL, iReady, Go Guardian, PE materials/ equipment and other instructional materials needed.
	Data Collection & Progress Monitoring:
	
	- 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
	- GPA's of participating students
	
	Review Frequency:
	
	- Reviewed at the end of each grading period by school counselors.
	- Mid-quarter Progress Reports
	- Quarter Report Cards
	
	Dissemination Method:
	
	- School Site Council
	- Curriculum Leaders Meetings
	- Faculty Meetings	

Action 1.1.2   (SiteGoalID: 7544) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Provide academic support through **Extended Day/After-School** tutoring for all targeted subgroups; courses taught by certificated teachers. The action includes funding for time sheets for certificated teachers, instructional supplies and materials for the extended day tutoring and enrichment classes. The action also includes funding for materials, supplies and technological equipment. 2. Provide GATE enrichment classes after school. Purchase materials and supplies to support GATE After School Program. 3. Provide extended library hours after school. This will allow students to have 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. The action includes providing a time sheet for Certificated or Classified personnel for 1.5 hours, 3 days a week to work extended hours after school.	**Data Collection & Progress Monitoring:** • Progress toward English Proficiency • After School Tutoring sign-in sheets • GPA's of participating students • Mid-quarter Progress Reports • Quarter Report Cards • After School Tutoring sign-in sheets • After School Library Attendance sign-in sheets **Review Frequency:** • Reviewed at the end of each grading period by school counselors. • Mid-quarter Progress Reports • Quarter Report Cards **Dissemination Method:** • School Site Council • Curriculum Leaders Meetings • Faculty Meetings	

Action 1.1.3   (SiteGoalID: 7544) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1.Purchase supplemental materials, supplies, and equipment (including technology) for **Enrichment** courses related to college and career readiness. The action includes **CTE** Future Quest, Pre-Engineering and Animation Equipment such as; 3D Printing equipment, filament and materials for student design projects, consumable supplies, instructional materials, instruction equipment, **VAPA** materials, equipment , tablets and supplies, and supplies and equipment to support the Paxton-Patterson lab. HP LJ Printer (2) 2.Provide funding for field trips related to the career theme or post-secondary preparation and professional development related to instructional methodology, so that students can stay current with industry trends. CTE Site Augmentation (m-7235) funding ($4000)	**Data Collection & Progress Monitoring:** • Quarter Report Cards • 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: • 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. • GPA's of participating students **Review Frequency:** • Mid-quarter Progress Reports • Quarter Report Cards **Dissemination Method:** • School Site Council • Curriculum Leaders Meetings • Faculty Meetings • School Bulletin	

Action 1.1.4   (SiteGoalID: 7544) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

• Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1.Provide **FTE** to assist with school-wide instructional leadership, provide ELA and Math intervention/ support courses and assessments to improve student achievement and meet the social-emotional and academic needs (wrap around services) of our students. The action includes funding for FTE to be used in the following areas: • 1.00 FTE will be funded to provide intervention through two **Certificated Teachers.**	**Progress Monitoring** **Data Collection & Progress Monitoring:** • ELA Literacy Mid-year Benchmark Assessment • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) **Review Frequency:** • Mid-year GPA Progress Report • Quarter Report Cards **Dissemination Method:** • Department Meetings • School Site Council • Curriculum Leaders Meetings • Faculty Meetings • School Bulletin	**Evaluation**

Action 1.1.5   (SiteGoalID: 7544) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Provide the following for our **CTE** courses:

- 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.
- CTE Site Augmentation (m-7235) funding ($5000)

Data Collection & Progress Monitoring:

- PD with C-STEM and Paton Group
- CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses

Review Frequency:

- Mid-year GPA Progress Report
- Quarterly

Dissemination Method:

- Task Force Meetings
- School Site Council
- Curriculum Leaders Meetings
- Faculty Meetings

Site Goal 1.2   (SiteGoalID: 7548) (DTS: 12/13/23)

EL students will increase the percentage of students making progress towards English Language proficiency to 80%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.2.1   (SiteGoalID: 7548) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
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. This also includes providing staff with research surrounding FHQI, AVID and cross-curricular, culturally responsive instructional strategies. 3. Interpretation and translation for languages not meeting 15%, class size reduction for EL students and tutoring or EL intersession (YR). Actions include time sheeting **Instructional Coaches** to provide workshops, peer observation and release time for planning and for attending **ELAC** meetings.	**Data Collection & Progress Monitoring:** - ELPAC scores - RE-designation Rates **Review Frequency:** - Reviewed at the end of each grading period by school counselors. - Mid-quarter Progress Reports - Quarter Report Cards **Dissemination Method:** - ELAC Meetings - School Site Council - Curriculum Leaders Meetings - Task Force Meetings	

Action 1.2.2   (SiteGoalID: 7548) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. Purchase supplemental instructional and learning materials for EL students to promote the acquisition of English. • This includes board approved web-based programs and other technology that support engaging learning activities aimed at helping students master the ELD and common core grade level standards.	**Data Collection & Progress Monitoring:** • ELPAC scores • Staff agendas & minutes • Grade level teams analysis of ELPAC assessment data • RE-designation Rates **Review Frequency:** • Reviewed at the end of each grading period by school counselors. • Mid-quarter Progress Reports • Quarter Report Cards **Dissemination Method:** • ELAC Meetings • School Site Council • Curriculum Leaders Meetings • Task Force Meetings	

Action 1.2.3   (SiteGoalID: 7548) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1.Provide certificated support for administering the initial and summative ELPAC tests, determining the most appropriate placement of EL students. Action includes:	**Data Collection & Progress Monitoring:** • PIC Data • ELPAC scores • Progress toward English Proficiency • Re-designation Rates **Review Frequency:**	

- Allocating supplemental monies for EL Coordination (RFEP monitoring, reclassification, parent communication, EL identification, etc.)
- Timesheets for certificated personnel to identify/place EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC (English Learner Advisory Committee) meetings
- ELPAC (Initial-throughout the year for new students-, Alternate, and Summative)
- Release and planning days for EL program

- Reviewed at the end of each grading period by school counselors.
- Mid-quarter Progress Reports
- Quarter Report Cards

Dissemination Method:

- ELAC Meetings
- School Site Council
- Curriculum Leaders Meetings
- Task Force Meetings

Funding Sources for District Goal 1 (DEV - LCAP ID: 643)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	141616	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	30897	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	42000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	144517	Certificated- Salaries
Supplemental/Concentration (7201/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	2000	Classified- Timesheets

Supplemental/Concentration (7201/0000)	8000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	8482	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	16500	Certificated- Salaries
EL Supplemental (7250/0000)	2000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	3000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	5000	Materials/Supplies/Equipment

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:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7553) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7553) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

• Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Teachers will administer EGUSD Illuminate assessments in Math & ELA. Actions include: • Teachers will administer site generated assessments via Illuminate in English, Math and all subject areas. • Teachers will meet during PLC release days and calendared PLC professional development time to analyze and discuss student progress using the data rendered by Illuminate assessments.	**Data Collection & Progress Monitoring:** • Department chairs along with site administration will run Illuminate reports to ensure that 100% of students have taken the interim Illuminate assessments. • Teachers will provide administration with PLC agendas, deliverables and minutes. • Teachers will access student data via Illuminate to increase understanding of student progress. **Review Frequency:** • Reviewed at bi-monthly PLC meetings • Quarter Illuminate Interim Assessments **Dissemination Method:** • Faculty Meetings • Curriculum Leaders Meetings	

Site Goal 2.2   (SiteGoalID: 7545) (DTS: 12/13/23)

Utilize Professional Learning Communities (PLC's) and a variety of professional learning opportunities to implement California Common Core ELA, Math, Science and Literacy Standards and content standards in all classrooms, with the goal of increasing the percentage of students from principally targeted groups meeting or exceeding standards:

• 40% goal 1: academic Achievement
• 40% of students will meet or exceed standards in mathematics from 36% as measured by CAASPP.
• 55% of students will meet or exceed standards in ELA from 53% as measured by CAASPP.
• 35% of African American students will meet or exceed standards in ELA from 31% as measured by CAASPP.
• 16% of SWD students will meet or exceed standards in ELA from 14% as measured by CAASPP.

- 7% of SWD students will meet or exceed standards in Math from 5% as measured by CAASPP.
- EL students will increase the percentage of students making progress towards English Language proficiency from 68.4% TO 80%, which is 30% above the state average.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7545) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **Professional Development** Provide funding for certificated personnel to attend professional development and learning experience workshops, trainings, conferences or seminars from outside vendors on EGUSD led, to understanding of assessments, improve instruction, learn how to build positive relationships with students and develop a greater understanding of FHQI in order to increase student achievement. Potential contractors include ACSA, Pear Deck, Illuminate and Solution Tree. Action includes providing substitute coverage for conferences, trainings, and seminar registration costs. During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.	**Data Collection & Progress Monitoring:** • Synchronized Curriculum Maps • Site developed common assessments via Illuminate • Professional Development ◦ Agendas & Minutes from trainings/ meetings • District benchmarks • Content standards implementation • Administration will track student acquisition of learning targets and success criteria through FONT. **Review Frequency:** • Reviewed at bi-monthly PLC meetings • Assessments reviewed in monthly PLC meetings. **Dissemination Method:** • Faculty Meetings	

- Curriculum Leaders Meetings
- School Site Council Meetings

Action 2.2.2   (SiteGoalID: 7545) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan 1. Provide funds to support the school-wide AVID initiative, promoting teaching and learning strategies that are used across multiple curricular areas. 2. **Professional Development; AVID** 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.	**Progress Monitoring** **Data Collection & Progress Monitoring:** - Quarter Grade Reports - Meeting Agendas/ Sign-In Sheets - AVID SCCI (Secondary Coaching and Certification Instrument) **Review Frequency:** - Reviewed quarterly - AVID SCCI reviewed annually **Dissemination Method:** - Faculty Meetings - Curriculum Leaders Meetings - Task Force Meetings	**Evaluation**

Site Goal 2.3   (SiteGoalID: 7552) (DTS: 12/13/23)

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

Metric:

Action 2.3.1 (SiteGoalID: 7552) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan
 	
Provide certificated staff with release time for professional development opportunities to acquire requisite knowledge to assist students in attaining grade level mastery, implement school-wide instructional strategies and FHQI strategies. Also 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
• Site Planning/ Department Release Time
• Purchase equipment that supports the CCSS
• Vertical Articulation
• Summer Planning
• Implement FHQI strategies
• Creating differentiated lesson plans
• Formative Assessments
• Implementation of EL Instructional Strategies
• Instructional Rounds
	Data Collection & Progress Monitoring:
	
	• Content standards implementation
	• Site developed common assessments
	• Professional Development
	  ◦ Agendas & Minutes from trainings/ meetings
	• District benchmarks
	• Content standards implementation
	  ◦ Synchronized Curriculum Maps
	• PSAT data
	• State Physical Fitness Testing
	
	Review Frequency:
	
	• Assessments reviewed in monthly PLC meetings
	• PSAT data reviewed annually one month after results are issued
	• State Physical Fitness Testing reviewed annually in May
	
	Dissemination Method:
	
	• Faculty Meetings
	• Curriculum Leaders Meetings
	• Department Meetings
		Evaluation

- PLC Meetings
- Special Ed. will receive additional time to assess the progress of students on their caseload.

The action includes funding for time sheets, substitutes, release time, professional literature & subscriptions, supplies, printing costs, equipment and supplementary materials.

Funding Sources for District Goal 2 (DEV - LCAP ID: 643)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	65000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	35384	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	16100	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	3000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	6757	Certificated- Salaries

EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 7546) (DTS: 12/13/23)

Achieve scale scores of 100% Tier I and 90% Tier II on the School-wide PBIS Tiered Fidelity Report.

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7546) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Build a positive school climate and culture, with an emphasis on building relationships through school-wide PBIS initiatives and **PBIS** Task Force Committee work. The action includes funding for time sheets, release time, and/or substitutes for certificated and classified personnel for PBIS tier I & II training and other staff development needs for all faculty; **PBIS Kickoff planning & supplies; PBIS Annual Conference.**	1. Metrics: • 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)	

Action 3.1.2   (SiteGoalID: 7546) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. **Positive Reward Systems** Provide a Positive Rewards behavior program to promote conduct that is beneficial to every stakeholder on campus.
 	
• Recognize students during:
  ○ RICH Ticket Tuesdays
  ○ Student of the Month Luncheons
  ○ Monthly Birthday Celebrations
  ○ Honor Roll Parties
	1. Metrics:
	
	• **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)	

○ Spirit Week participation 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. 2.Purchase CharacterStrong Curriculum for Advocacy classes to use for Socio-Emotional Learning.	○ Tiered Fidelity Inventory (TFI) • Suspension Data	

Action 3.1.3   (SiteGoalID: 7546) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide i**ntramural 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.	**Progress Monitoring** 1. Metrics: • Suspension Data • School Climate • Attendance • GPA's of Participating Students	**Evaluation**

Action 3.1.4   (SiteGoalID: 7546) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide student agendas to support school-wide organization and time management skills for all students.	**Progress Monitoring** 1. Metrics: • AVID SCCI (Secondary Coaching and Certification Instrument) • Student Survey • GPA Reports	**Evaluation**

Action 3.1.5   (SiteGoalID: 7546) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide opportunity for	**Progress Monitoring**	**Evaluation**

incoming 7th grade students and 8th grade students to experience a **Shadow Day/ Day in the Life**, to assist them with 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.

1. Metrics:

- Open Enrollment data
- Honors and CTE enrollment

Site Goal 3.2   (SiteGoalID: 7549) (DTS: 12/13/23)

Reduce the school-wide suspension rate of students who received at least 1 suspension to 8.2% from 9.2%, specifically within targeted subgroups, with the plan of reducing that annually by 1% going forward, by providing SEL instruction, intervention, restorative practices and PBIS.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 7549) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide students from targeted subgroups access to wrap around services and mentors from internal and external organizations/ partners/ programs, that focuses on their academic successes and positive	1. Metrics: • PBIS Rewards Program Usage Data • Site Discipline Data • Student GPA's of participating students	

behavior, providing additional intervention when required. Intervention groups include but are not limited to:

- **AIM mentor program**
- **SWEAT**
- **PBIS Tier II**
- **Sac Connect**
- **IYT**
- **The Table Community Foundation**
- **Project Optimism**
- **Harris Academy**
- **Various group counseling provided by EHMS certificated staff.**
- **Discipline Assembly**

Action includes the purchasing of materials and supplies, transportation for field trips, etc.

- Attendance Data
- PBIS 5 Star Rewards Program Usage Data
- California Healthy Kids Survey (CHKS)
- Mindset Academy by SWEAT
- Social Emotional Learning/Culture & Climate Survey (SEL/CC)
- PBIS Assessments
  - Self-Assessment Survey (SAS)
  - Tiered Fidelity Inventory (TFI)

Action 3.2.2   (SiteGoalID: 7549) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
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, Character Strong SEL curriculum,	1. Metrics: • Teacher Participation/ Sign-In Sheets • EPOCH Training Registration • Site Discipline Data • PBIS surveys • PBIS Tiered Fidelity Report	

books, supplies, etc.

Action 3.2.3   (SiteGoalID: 7549) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Purchase attendance tracking equipment, as well as provide money for site modifications to maintain a safe school environment . Action includes purchasing materials for radios, radio repair, ticketing devices, iPad mini's, ear pieces, stronger wi-fi for outdoor classrooms.	1. Metrics: • Safe School Report ○ Reviewed by School Site Council quarterly. • Suspension Data ○ Reviewed by PBIS team and shared with staff monthly. • Attendance Data ○ Reviwed by clerical staff and shared with administration weekly.	

Site Goal 3.3   (SiteGoalID: 7550) (DTS: 12/13/23)

Increase the number of socio-economically disadvantaged students in Honors classes.

Metric:

Action 3.3.1   (SiteGoalID: 7550) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide funding for field trips to colleges and materials from **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. 2. Students in targeted subgroups are given the opportunity to receive materials and develop 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.	**Progress Monitoring** 1. Metrics: • Data and Program Evaluation • Enrollment • Student 7th-12 grade plans • Student/ Staff Surveys • MTHS A-G rates	**Evaluation**

Action 3.3.2   (SiteGoalID: 7550) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Provide extended learning programs to enhance student learning (ex. Gen G Gaming Academy, Robotics, Cyber Patriot, Harris TV, Music Production). Actions may include purchase **VAPA** Equipment, materials, furniture replacement, etc.	1. Metrics: • Data and Program Evaluation • Enrollment • CAASPP data • VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction	

Action 3.3.3   (SiteGoalID: 7550) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide honors' workshops and presentations to students, conferences, seminars & training regarding the expectations and benefits of the **Honors Program** to 7th grade advocacy classes and Honors student outreach presentations to 6th grade students at feeder schools. Actions include funding for complementary supplies and materials related to time management, study skills, organizational skills, information literacy, note-taking, content area reading, speaking skills and writing skills. Stipend for GATE Coordinator.	1. Metrics: • Honors Enrollment • HS AP Enrollment • Master Schedule	

Funding Sources for District Goal 3 (DEV - LCAP ID: 643)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	24000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	20000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	8700	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage 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**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7547) (DTS: 12/13/23)

Increase the student, family and community involvement percentage from to 90% as evidenced by the PBIS TFI.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 7547) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Establish a **Parent University Program** and other specialized parent meetings such as Connections meetings, ELAC, AVID nights, Honors presentations, Incoming 7th grade Parent Meetings, Awards Nights,	**Progress Monitoring** 1. Metrics: • PIC Data • Opportunities for Parent Involvement ○ Parent Surveys	**Evaluation**

Academic Intervention 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 time sheets for participating certificated personnel, supplementary materials and budget for awards for the program will be provided as well.

2. The EL Team will prepare and host minimally 3 or more ELAC Meetings per year (training materials and light refreshments to be included).

3.. Provide **bilingual teaching associates** to support Non-English speaking parents as translators for parent involvement activities.

Action includes time sheets for **BTA's.**

- Parent University Feedback Forms
  - Sep. 4, 2024
  - Oct. 2, 2024
  - Nov. 6, 2024
  - Dec. 4, 2024
  - Jan. 8, 2025
  - Feb. 5, 2025
  - Mar. 5, 2025
  - Apr. 2, 2025
- Sign-In Sheets

2. Metrics:

- ELAC Meeting Minutes
  - Oct. 2024
  - Feb. 2025
  - Apr. 2025
- Sign-In Sheets

Action 4.1.2   (SiteGoalID: 7547) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. Enhancing school/home communication by purchasing materials, including technology equipment and supplies to support parent events, such as • **Math and Science Night, Parent University, ELAC, Breakthrough, AVID & Watch DOGS.** • School-wide newsletters • Email communications from the principal • Monthly PBIS email highlighting events that month • School website will provide information to students and families. • Frequent documentation of school to home communication using Synergy Student Contact Log. This communication may be in the form of emails, phone calls, in-person meetings or Talking Points text messages.	1. Metrics: • Sign-In sheets for Family and Community Engagement events • Feedback Forms • Parent Surveys • Instructional Materials	

Action 4.1.3   (SiteGoalID: 7547) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide a 4 hour classified **Parent Liaison** position to support a school-home partnership.	1. Metrics: • Family and Community Engagement	

- Parent Participation
- Parent Surveys

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide informational supplies, materials and technology equipment, such as microphones, speakers, projectors or laptops to aid in person communication and generate online communication from school to home, such as newsletters, online communication tools, etc.	**Progress Monitoring** 1. Metrics: • Family and Community Engagement • Parent Surveys • Parent Participation	**Evaluation**

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Provide extended hours for clerical staff member to assist with the operation of the afterschool program. Staff member will code timesheets, track program data, oversee program budget and maintain communication with parents.	1. Metrics: • Family and Community Engagement • Title I Data • CAASPP Data	

Site Goal 4.2   (SiteGoalID: 7551) (DTS: 12/13/23)

Implement a 3-Tiered intervention plan to address to chronic absenteeism of Students With Disabilities, African American and Two or More students, to increase their academic performance. Providing opportunities for community based organizations (CBO) and businesses to participate in school activities to assist with meeting this goal.

Metric: Percent Chronically Absent

Action 4.2.1   (SiteGoalID: 7551) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
1. Provide funding for Future Quest and other career exploration elective courses and for college and/or career opportunities through Community Based Organizations. Actions including providing funding for necessary	1. Metrics: • CTE - Mgmt 7235 ◦ Field trip to Altec/Engineering and UC Davis Engineering • Student Participation • Family and Community Engagement (FACE) • School Climate	

instructional materials/supplies, equipment, duplicating, travel expenses, conferences, training, and substitute teachers for these activities. Opportunities may include career readiness GATE field trips, college tours, student conferences, academic competitions, band competition festivals, NASA student events, and other similar events.

- CHKS Survey
- Student Fees - Mgmt 2312 (Equipment Repair specifically for musical instruments), duplicating supplemental workbooks, college tours, field trips, consumable materials, supplies and equipment.

Action 4.2.2   (SiteGoalID: 7551) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
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, Innovation Bridge 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	1. Metrics: • Family and Community Engagement • School Discipline Data • Attendance Data • Grades Point Averages	

for workshops to connect with local businesses, libraries, college and career readiness programs. Timesheet for coordinating contracts and MOU's

Action 4.2.3 (SiteGoalID: 7551) (DTS: 05/17/24)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Implement a 3-Tiered intervention plan to address to chronic absenteeism of Students With Disabilities, African American and Two or More students, to increase their academic performance. Group counseling and Positive Parent Home Visits included. 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. 2. Our school site will work together with our regional schools (MTREC) to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for	1. Metrics: • Monitoring monthly attendance reports to determine if chronic absenteeism has decreased. • CA Dashboard chronic absenteeism reports for African American students and Two or more.	

themselves, and remain productive citizens. ($1,000 towards Innovation Bridge) Quarterly meetings/ listening sessions and collaborative work with community partners, students and parents will create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community.

Funding Sources for District Goal 4 (DEV - LCAP ID: 643)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6000	Certificated- Timesheets
Title I – Basic (4900/3010)	31000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	3000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	1000	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$141616	$0	$0	$0	$141616
Certificated- Timesheets	$10000	$6000	$0	$6000	$22000
Classified- Salaries	$0	$0	$0	$31000	$31000
Classified- Timesheets	$5000	$2000	$0	$0	$7000
Contracts/Services/Subscriptions	$30897	$65000	$24000	$3000	$122897
Materials/Supplies/Equipment	$42000	$35384	$20000	$2500	$99884

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$144517	$0	$0	$0	$144517
Certificated- Timesheets	$5000	$0	$0	$0	$5000
Classified- Salaries	$0	$0	$0	$1000	$1000
Classified- Timesheets	$2000	$1500	$1500	$0	$5000
Contracts/Services/Subscriptions	$8000	$16100	$20000	$0	$44100
Materials/Supplies/Equipment	$8482	$3000	$8700	$0	$20182

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$16500	$6757	$0	$0	$23257
Certificated- Timesheets	$2000	$0	$0	$0	$2000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$3000	$0	$0	$0	$3000
Materials/Supplies/Equipment	$5000	$0	$0	$0	$5000

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

V. Funding

Edward Harris, Jr. Middle School (415) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$424,397	$229,513	$108,384	$44,000	$42,500	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$219,799	$167,999	$20,600	$30,200	$1,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$33,257	$26,500	$6,757	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$677,453	$424,012	$135,741	$74,200	$43,500	

Fund Subtotals			Title I Centralized Services			
Subtotal of additional federal funds included for this school	$424,397		Title I Foster Youth	$0	Title I Homeless	$0
			Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$253,056					

		Signatures: (Must sign in blue ink)	Date
Principal	Charles Amey		
School Site Council Chairperson	Joe Dutra		
EL Advisory Chairperson	Andrea Mager		