



## Edward Harris, Jr. Middle School

### Local Control Accountability Plan (LCAP) 2021-2022

**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

### 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><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The following opportunities for stakeholder involvement were provided:</p> <ul style="list-style-type: none"> <li>• Gathering of input began in November of 2020 and is on-going</li> <li>• Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings:             <ul style="list-style-type: none"> <li>◦ Parent University - January 6, 2021</li> <li>◦ English Learner Advisory Council - February 4, 2021</li> <li>◦ School Site Council Meeting - February 2, 2021</li> <li>◦ Site Leadership Meeting - April 20, 2021</li> <li>◦ School Site Council Meeting - May 4, 2021</li> <li>◦ Site Leadership Meeting - May 19, 2021</li> </ul> </li> <li>• Teachers, parents, students and administration were engaged in the LCAP survey on November 16th. The LCAP was discussed at department meetings and at a faculty meeting as well. The Leadership team took part in a revision of the LCAP on April 28, 2021.</li> </ul>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Our site developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2020-21 school year, our site encouraged stakeholder participation to support their understanding of the LCAP/LCFF. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP/LCFF. The results showed that our plan should focus on the following initiatives:</p> <ol style="list-style-type: none"> <li>Instructional support – CCSS, ELD, Special Education: materials, professional learning/coaching, technology, assessments</li> <li>Parent and family engagement, education and communication</li> <li>Extended learning: before/after/intersession/summer, includes tutoring and mentoring</li> <li>EL support: student, staff and parent support</li> <li>Behavioral support: counseling (individual &amp; group), psych, MHT for all students and targeted subgroups (EL and FY particularly)</li> <li>Safe, secure and well maintained facilities/learning environments: staff, buildings, equipment</li> <li>College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID, field trips</li> <li>Professional learning: certificated, classified and leadership</li> <li>Technology and related training to support teaching and learning for students, staff and parents</li> <li>Educational equity – focused efforts to reduce opportunity and achievement gaps</li> </ol>

### Resource Inequities

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

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

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

### District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

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

### Site Goal 1.1

Increase the percent of 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, English & Science scores. Percent of students meeting or exceeding standards:

- 50% of students will meet or exceed standards in mathematics as measured by CAASPP. Reduce disparity among student groups by 10%.
- 60% of students will meet or exceed standards in ELA as measured by CAASPP. Reduce disparity among student groups by 10%.
- 5% increase in students meeting or exceeding standards in Science as measured by CAASPP.
- African American students will improve in Math on the SBAC from 98.2 points below standard to 87.9 points below standard. (Red Designation)
- SWD will improve in Math on the SBAC from 170.3 points below standard to 119.4 points below standard. (Red Designation)
- In English SWD will improve on the SBAC from 105.4 points below standard to 88.1 points below standard. (Red Designation)

**Metric:** CAASPP

### Actions/Services 1.1.1

#### Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1 .Students in targeted subgroups are given the opportunity to receive materials and develop a 7th-12th grade postsecondary academic plans facilitated by <b>Counselors</b>, to assist students with being college ready.</p> <p>The action includes funding for release time, materials, and printed documents</p>	<p><u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)</p> <p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Student 7th-12 grade plans</li> <li>• Student/ Staff Surveys</li> <li>• MTHS A-G rates</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1500	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$5000	Contracts/Services	Edit	Delete

### Actions/Services 1.1.2

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Purchase materials, instructional supplies, technological equipment, educational programs and database subscriptions to support integration of instructional technology and the implementation of CCSS.</p> <p>2. Purchase research based supplemental materials and supplies to support the development of common core, access a variety of formats, culturally responsive teaching, reading genres, writing styles, and inquiry-centered standards based on lessons for all and targeted student groups to enhance mastery of all courses will be purchased as well.</p> <p>Actions may include the purchasing of Pear Deck, Nearpod, EdPuzzle, NewsELA, Noodle Tools, Kahoot, Grolier On-line, and LibraryTrac to support the CCSS, Total Response System, GradeCam, IXL, iReady and other instructional materials needed.</p>	<p>KCSOS CCSS Implementation Internet Resources for Common Core Implementation - <a href="http://www.edtechkern.org/#!ccss-implementation-/c1fd7">http://www.edtechkern.org/#!ccss-implementation-/c1fd7</a></p> <p><u>Positive Effect of Technology on Student Achievement</u> Tamin, Bernard, Borokhovski, Abrami &amp; Schmid (2011)</p> <p><u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research 2010</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>Student Projects and research papers. <ul style="list-style-type: none"> <li>Computer-based assessments</li> <li>Technology surveys</li> </ul> </li> <li>Student/ Staff surveys</li> <li>VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction and VAPA Related Instructional Technology</li> </ul> <p>2. Metrics:</p> <ul style="list-style-type: none"> <li>GPA's of participating students</li> <li>Mid-quarter Progress Reports</li> <li>Quarter Report Cards</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$4500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$23630	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$3670	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$1325	Contracts/Services	Edit	Delete

**Actions/Services 1.1.3****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide <b>Extended Day/After-School</b> tutoring for all targeted subgroup (Breakthrough) courses taught by certificated teachers.</p> <p>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.</p> <p>2. Provide GATE enrichment classes after school. Purchase materials and supplies to support GATE After School Program.</p> <p>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.</p> <p>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.</p>	<p><u>Positive Effect of Technology on Student Achievement</u> Tamin, Bernard, Borokhovski, Abrami &amp; Schmid (2011)</p> <p><u>EXTENDED LEARNING IN MIDDLE SCHOOLS</u> Hanover Research 2011</p> <p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research (2010)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>Progress toward English Proficiency</li> <li>After School Tutoring sign-in sheets</li> <li>GPA's of participating students</li> <li>Mid-quarter Progress Reports</li> <li>Quarter Report Cards</li> </ul> <p>2. Metrics:</p> <ul style="list-style-type: none"> <li>After School Tutoring sign-in sheets</li> <li>GPA's of participating students</li> <li>Mid-quarter Progress Reports</li> <li>Quarter Report Cards</li> <li>After School Library Attendance sign-in sheets</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$46345	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$4000	Materials/Supplies/Equipment	Edit	Delete

#### Actions/Services 1.1.4

##### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Purchase supplemental materials, supplies, and equipment (including technology) for <b>Enrichment</b> courses related to college and career readiness.</p> <p>The action includes <b>CTE</b> Pre-Engineering or Animation Equipment such as; 3D Printing equipment, filament and materials for student design projects, consumable supplies, instructional materials, instruction equipment, and <b>VAPA</b> materials, equipment, tablets and supplies HP LJ Printer (2)</p> <p>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.</p>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research (2010)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>Quarter Report Cards</li> <li>Consumable Materials, Equipment and Supplies for VAPA Instruction</li> <li>VAPA-Related Instructional Technology</li> <li>High-Quality Element: Students will become proficient in 2D-3D CAD as demonstrated by their end of the year portfolio and 3D printed projects.</li> <li>CTE pathways</li> </ul> <p>2. Metrics:</p> <ul style="list-style-type: none"> <li>CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses</li> <li>MTHS Design and Technology Academy enrollment</li> <li>PD with C-STEM and Paton Group</li> <li>Instructional Materials for student design projects</li> <li>Student Fees - Mgmt 2312 to purchase consumable materials, supplies, and equipment.</li> </ul>

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$2400	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$756	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	\$3350	Materials/Supplies/Equipment	Edit	Delete

#### Actions/Services 1.1.5

##### Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide <b>FTE</b> to assist with school-wide instructional leadership, provide intervention courses and assessments to improve student achievement and meet the social-emotional and academic needs (wrap around services) of our students.</p> <p>The action includes funding for FTE to be used in the following areas:</p> <ul style="list-style-type: none"> <li>.5 Program Administrator -Title I</li> </ul>	<p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>ELA Literacy Mid-year Benchmark Assessment</li> <li>California Healthy Kids Survey (CHKS)</li> <li>Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> </ul>

- 1.333 for **Certificated Intervention Teachers**
- .5 FTE will be funded to provide intervention through a **Certificated Counselor**.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$285000	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>

**Actions/Services 1.1.6****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?
Provide the following for our Pre-Engineering CTE course: <ul style="list-style-type: none"> <li>• Consumable supplies</li> <li>• Instructional materials</li> <li>• Instruction equipment</li> <li>• Pre-engineering equipment: 3D printing equipment, filament</li> <li>• Field trips related to the career theme or post secondary preparation</li> <li>• Professional development related to instructional methodology or staying current with industry trends,</li> </ul>	Technology Integration in the Classroom Hanover Research (2010)	<ul style="list-style-type: none"> <li>• Quarter Report Cards</li> <li>• PD with C-STEM and Paton Group</li> <li>• Instructional Materials for student design projects</li> <li>• CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses</li> </ul>

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$400	Contracts/Services	<a href="#">Edit</a>	<a href="#">Delete</a>
CTE (7235/0000)	\$2200	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>

**Site Goal 1.2**

Increase the number of EL students meeting the moderately developed (level 3) to well developed (level 4) from 64.4% to 70%

**Metric:** Redesignation

**Actions/Services 1.2.1****Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide funding to increase teacher collaboration via release days and support <b>EL</b> 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	<u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)  <u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)	1. Metrics: <ul style="list-style-type: none"> <li>• ELPAC scores</li> <li>• Re-designation Rates</li> </ul> 2. Metrics: <ul style="list-style-type: none"> <li>• ELPAC scores</li> </ul>

Instruction.  2. Provide staff development for EL strategies & language development.  Actions include giving stipends to <b>Instructional Coaches</b> to provide workshops, peer observation and release time for planning and for attending <b>ELAC</b> meetings.		• RE-designation Rates
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$5000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	\$3500	Contracts/Services	Edit	Delete

### Actions/Services 1.2.2

<b>Principally Targeted Student Group</b>				
• 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?
1. Purchase supplemental instructional and learning materials for EL students to promote the acquisition of English. This includes web-based programs and other technology that support engaging learning activities aimed at helping students master the ELD and common core grade level standards. This also includes providing staff with research surrounding FHQI, AVID and cross-curricular, culturally responsive instructional strategies.	<u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)  <u>Response to Intervention and English Language Learners</u> Hanover Research (2012)	1. Metrics: • ELPAC scores

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$5450	Materials/Supplies/Equipment	Edit	Delete

### Actions/Services 1.2.3

<b>Principally Targeted Student Group</b>				
• 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?
1. Provide certificated support for administering the initial and summative ELPAC tests, determining the most appropriate placement of EL students.  Action includes allocating supplemental monies for this. timesheets for certificated personnel to identify/place EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)  <u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)	1. Metrics: • PIC Data • ELPAC scores • Progress toward English Proficiency • Re-designation

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$11000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	\$2800	Classified Salaries	Edit	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)

**Site Goal 2.1**

Provide a variety of professional learning opportunities to implement California Common Core ELA, Math, Science and Literacy Standards and content standards in all classrooms, with the goal of increasing the percentage of students from principally targeted groups meeting or exceeding standards:

- Math increase by 2% from 42% to 44% overall
- English increase by 5% from 51% to 56%
- African American students will improve in Math on the SBAC from 98.2 points below standard to 87.9 points below standard. (Red Designation)
- SWD will improve in Math on the SBAC from 170.3 points below standard to 119.4 points below standard. (Red Designation)
- In English SWD will improve on the SBAC from 105.4 points below standard to 88.1 points below standard. (Red Designation)

**Metric:** Assessment System

**Actions/Services 2.1.1****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>1. Professional Development</b> Provide funding for certificated personnel to attend professional development workshops, trainings, conferences or seminars to understanding of assessments, improve instruction and develop a greater understanding of FHQI in order to increase student achievement. Potential contractors include ACSA, Pear Deck, Illuminate and Solution Tree.</p> <p>Action includes providing stipends, substitute coverage and conference, training, seminar registration costs.</p> <p>During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.</p>	<p><u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)</p> <p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p> <p><u>Pathways to the Common Core</u> Calkins, Ehrenworth &amp; Lehman (2010)</p> <p><u>Principles to Actions: Ensuring Math Success for All</u> National Council of Teachers of Mathematics (2016)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Synchronized Curriculum Maps</li> <li>• Site developed common assessments via Illuminate               <ul style="list-style-type: none"> <li>◦ Assessments reviewed in monthly PLC meetings.</li> </ul> </li> <li>• Professional Development               <ul style="list-style-type: none"> <li>◦ Agendas &amp; Minutes from trainings/ meetings</li> </ul> </li> <li>• District benchmarks</li> <li>• Content standards implementation</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	Edit	Delete
PreAP Training (7218/0000)	\$1000	Contracts/Services	Edit	Delete
GATE (7205/0000)	\$1250	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$6000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$3000	Certificated Salaries	Edit	Delete



**Actions/Services 2.1.2****Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide funds to support the school-wide AVID initiative, promoting teaching and learning strategies that are used across multiple curricular areas.</p> <p>2. <b>Professional Development; AVID</b> 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.</p>	<p><u>Evaluation of AVID Effectiveness</u> Northwest Evaluation Association (2015)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>Quarter Grade Reports</li> <li>Meeting Agendas/ Sign-In Sheets</li> </ul> <p>2. Metrics:</p> <ul style="list-style-type: none"> <li>AVID SCCI (Secondary Coaching and Certification Instrument)</li> </ul>

Funding Source	Amount	Description of Use		
AVID (7233/0000)	\$2600	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$10000	Contracts/Services	Edit	Delete
AVID (7233/0000)	\$700	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	\$4934	Certificated Salaries	Edit	Delete

**Site Goal 2.2**

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

**Metric:** Assessment System

**Actions/Services 2.2.1****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide certificated staff stipends and 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:</p> <ul style="list-style-type: none"> <li>Implement school-strategies</li> <li>Increase appropriate academic language implementation across all curriculum align lessons and curriculum maps with common core standards</li> <li>Improve academic achievements and instructional strategies</li> <li>Site Planning/ Department Release Time</li> <li>Purchase equipment that supports the CCSS</li> <li>Vertical Articulation</li> <li>Summer Planning</li> </ul>	<p><u>Pathways to the Common Core</u> Calkins, Ehrenworth &amp; Lethman (2010)</p> <p><u>Professional Development Schools: Schools for Developing a Profession</u> Darling - Hammond (2002)</p> <p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p> <p><u>Principles to Actions: Ensuring Math Success for All</u> National Council or Teachers of Mathematics (2016)</p> <p><u>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</u> R. Elmore (2009)</p> <p><u>Professional Learning Communities at Work</u> DuFour (2012)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>Content standards implementation</li> <li>Site developed common assessments <ul style="list-style-type: none"> <li>Assessments reviewed in monthly PLC meetings.</li> </ul> </li> <li>Professional Development <ul style="list-style-type: none"> <li>Agendas &amp; Minutes from trainings/ meetings</li> </ul> </li> <li>District benchmarks</li> <li>Content standards implementation <ul style="list-style-type: none"> <li>Synchronized Curriculum Maps</li> </ul> </li> <li>PSAT data</li> <li>State Physical Fitness Testing</li> </ul>

- Implement FHQI strategies
- Creating differentiated lesson plans
- Formative Assessments
- Implementation of EL Instructional Strategies
- Instructional Rounds
- PLC Meetings

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

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$500	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
GATE (7205/0000)	\$1000	Contracts/Services	<a href="#">Edit</a>	<a href="#">Delete</a>
Supplemental/Concentration (7201/0000)	\$3200	Contracts/Services	<a href="#">Edit</a>	<a href="#">Delete</a>
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
EL Supplemental (7250/0000)	\$6381	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
Title I – Basic (4900/3010)	\$20000	Contracts/Services	<a href="#">Edit</a>	<a href="#">Delete</a>

### District Strategic Goal 3:

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

### District Needs and Metrics 3:

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

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

#### Site Goal 3.1

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

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

#### Actions/Services 3.1.1

#### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Build a positive school climate and culture through <b>PBIS</b> Task Force Committee work.</p> <p>The action includes funding for stipends, release time, and/or substitutes for certificated and classified personnel for PBIS tier I &amp; II training and other staff development needs for all faculty; <b>PBIS Kickoff planning &amp; supplies; PBIS Annual Conference.</b></p> <p>During the school year, salary credit is offered for professional development after</p>	<p><u><a href="#">Practices for School-wide PBIS Implementation</a></u> Hanover Research (2015)</p> <p><u><a href="#">Professional Development Schools: Schools for Developing a Profession</a></u> Darling-Hammond (2005)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• PBIS 5 Star Rewards Program Usage Data</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• PBIS Assessments</li> <li>• Self-Assessment Survey (SAS)</li> <li>• Tiered Fidelity Inventory (TFI)</li> </ul>

contracted hours; salary credit or hourly pay is offered during the summer.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$800	Contracts/Services	Edit	Delete
PBIS (7440/0000)	\$200	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2500	Certificated Salaries	Edit	Delete

### Actions/Services 3.1.2

#### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>1. Positive Reward Systems</b> Provide a Positive Rewards behavior program to promote conduct that is beneficial to every stakeholder on campus.</p> <p>Actions include purchasing materials for the <b>PBIS</b> 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.</p> <p>2. Purchase CharacterStrong Curriculum for Advocacy classes to use for Socio-Emotional Learning.</p>	<p><u>Practices for School-wide PBIS Implementation</u> Hanover Research (2015)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• <b>PBIS 5 Star Rewards Program Usage Data</b></li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• PBIS Assessments               <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> <li>• Suspension Data</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	Edit	Delete

### Actions/Services 3.1.3

#### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide <b>intramural after school</b> sports programs, after school curriculum, clubs and performing arts programs for students to have the opportunity to engage in enriching activities, developing holistically.</p> <p>Actions include timesheet hours for certificated and classified employees and the purchasing of materials/ equipment for the program.</p>	<p><u>The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors</u> Sitkowski (2008)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Suspension Data</li> <li>• School Climate</li> <li>• Attendance</li> <li>• GPA's of Participating Students</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Classified Salaries	Edit	Delete

**Actions/Services 3.1.4****Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide student agendas to support school-wide organization and time management skills for all students.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	1. Metrics: <ul style="list-style-type: none"> <li>AVID SCCI (Secondary Coaching and Certification Instrument)</li> <li>Student Survey</li> <li>GPA Reports</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$7850	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>

**Actions/Services 3.1.5****Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide opportunity for incoming 7th grade students and 8th grade students to experience a <b>Shadow Day</b> , 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.	<u>Extended Learning in Middle Schools</u> Hanover Research (2011)	1. Metrics: <ul style="list-style-type: none"> <li>Open Enrollment data</li> <li>Honors and CTE enrollment</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
Title I – Basic (4900/3010)	\$3000	Contracts/Services	<a href="#">Edit</a>	<a href="#">Delete</a>

**Site Goal 3.2**

Decrease the school-wide suspension rate of all students and students from principally targeted subgroups, English Learners & SWD (Red Designation), from 2.5 to 2.1 by providing instruction, intervention, SEL, restorative practices and PBIS.

**Metric:** Suspension

**Actions/Services 3.2.1****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>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 behavior, providing additional intervention when required. Intervention groups include but are not limited to: <b>AIM mentor program, STORM, SWEAT III, PBIS Tier II, Breakthrough, IYT, The Table Community Foundation.</b></p> <p>Action includes the purchasing of materials and supplies, transportation for field trips, etc.</p>	<p><u>Practices for School-wide PBIS Implementation</u> Hanover Research (2015)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• PBIS Rewards Program Usage Data</li> <li>• Site Discipline Data</li> <li>• Student GPA's of participating students</li> <li>• Attendance Data</li> <li>• PBIS 5 Star Rewards Program Usage Data</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Mindset Academy by SWEAT</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• PBIS Assessments               <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$53000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	Edit	Delete

### Actions/Services 3.2.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>1. Increase access to culturally sensitive teaching strategies and equity training through providing staff development via book studies, online instructions, workshops, guest speakers, etc.</p> <p>Actions include stipends for guest speakers, and funds for materials, books, supplies, etc.</p>	<p><u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Teacher Participation/ Sign-In Sheets</li> <li>• Site Discipline Data</li> <li>• PBIS surveys</li> <li>• PBIS Tiered Fidelity Report</li> </ul>		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$4000	Contracts/Services	Edit	Delete

### Actions/Services 3.2.3

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>1. Purchase safety equipment and provide money for site modifications to maintain a safe school environment.</p> <p>Action includes purchasing materials for mounting projectors, radios, radio repair, ear pieces, transportation, golf carts, golf cart maintenance, traffic materials (cones, stop signs, etc.)</p>	<p><u>Twenty Simple Strategies to Safer and More Effective Schools</u> Maine Department of Education (2014)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Safe School Report</li> <li>• Suspension Data</li> <li>• Attendance</li> </ul>		

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$808	Materials/Supplies/Equipment	Edit	Delete

**Site Goal 3.3**

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

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

**Actions/Services 3.3.1****Principally Targeted Student Group**

• Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide funding for field trips to colleges and materials from <b>californiacolleges.edu</b> 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.	<u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)	1. Metrics: <ul style="list-style-type: none"> <li>• Data and Program Evaluation</li> <li>• Enrollment</li> <li>• 4-year plans</li> </ul>

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$750	Materials/Supplies/Equipment	Edit	Delete

**Actions/Services 3.3.2****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?
1. Provide extended learning programs to enhance student learning (ex. Robotics, Cyber Patriot, Music Production).  Actions may include purchase <b>VAPA</b> Equipment, materials, furniture replacement, etc. <ul style="list-style-type: none"> <li>• Art table (1) and chairs (20)</li> </ul>	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	1. Metrics: <ul style="list-style-type: none"> <li>• Data and Program Evaluation</li> <li>• Enrollment</li> <li>• CAASPP data</li> <li>• VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction</li> </ul>

Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$1249	Materials/Supplies/Equipment	Edit	Delete

**Actions/Services 3.3.3****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide honors' workshops and presentations to students, conferences, seminars &amp; training regarding the expectations and benefits of the <b>Honors Program</b> to 7th grade advocacy classes and Honors student outreach presentations to 6th grade students at feeder schools.</p> <p>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.</p> <p>Stipend for GATE Coordinator.</p>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Honors Enrollment</li> <li>• HS AP Enrollment</li> <li>• Master Schedule</li> </ul>

Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$4000	Contracts/Services	<a href="#">Edit</a>	<a href="#">Delete</a>
GATE (7205/0000)	\$500	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></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"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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<b>Site Goal 4.1</b>	
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Provide opportunities for parents/guardians to engage in student and parent-centered activities as evidenced by a 10% increase in participation in Parent University Graduation completion, equating in 23 parent graduates.

<b>Metric:</b> Attendance Rate	
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#### Actions/Services 4.1.1

<b>Principally Targeted Student Group</b>
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Establish a <b>Parent University Program</b> and other specialized parent meetings such as Connections meetings, AVID nights, Honors presentations, Incoming 7th grade Parent Meetings, Awards Nights, Breakthrough Parent Meetings, Corral Night, Open House, Parent Lunch Day and Bring Your Parent to School Day, to increase understanding of Common Core State Standards, middle school education, college and career readiness, SBAC, knowledge of LCAP, and other 21st century school-related topics.</p>	<p><u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)</p> <p><u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u> Funk &amp; Wright (2003)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• PIC Data</li> <li>• Opportunities for Parent Involvement <ul style="list-style-type: none"> <li>◦ Parent Surveys</li> <li>◦ Parent University Feedback Forms</li> <li>◦ Sign-In Sheets</li> </ul> </li> </ul> <p>2. Metrics:</p> <ul style="list-style-type: none"> <li>• Parent University Feedback Forms</li> <li>• Sign-In Sheets</li> </ul>

Action includes funding for stipends for participating certificated personnel, supplementary materials and budget for awards for the program will be provided as well.

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

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>

#### Actions/Services 4.1.2

##### Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Purchase materials, including technology equipment and supplies to support parent events, such as <b>Math and Science Night, Parent University, ELAC, Breakthrough, AVID &amp; Watch DOGS.</b>	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	1. Metrics: <ul style="list-style-type: none"> <li>• Sign-In sheets for Family and Community Engagement events</li> <li>• Feedback Forms</li> <li>• Parent Surveys</li> <li>• Instructional Materials</li> </ul>

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$500	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>
Supplemental/Concentration (7201/0000)	\$854	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>
Title I – Basic (4900/3010)	\$800	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>

#### Actions/Services 4.1.3

##### Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide a 4 hour classified <b>Parent Liaison</b> position to support a school-home partnership.	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	1. Metrics: <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> <li>• Parent Participation</li> <li>• Parent Surveys</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$19116	Classified Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>



**Actions/Services 4.1.4****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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.	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	1. Metrics: <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> <li>• Parent Surveys</li> <li>• Parent Participation</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>

**Actions/Services 4.1.5****Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide 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.	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	1. Metrics: <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> <li>• Title I Data</li> <li>• CAASPP Data</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Classified Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>

**Actions/Services 4.1.6****Principally Targeted Student Group**

• Black or African American • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Implement a <b>3-Tiered intervention</b> plan to address to chronic absenteeism of African American and Two or More students, to increase their academic performance. Group counseling 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.	www.attendanceworks.org	1. Metrics: <ul style="list-style-type: none"> <li>• Monitoring monthly attendance reports to determine if chronic absenteeism has decreased.</li> <li>• CA Dashboard chronic absenteeism reports for African American students and Two or more.</li> </ul>

Funding Source	Amount	Description of Use		
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Title I – Basic (4900/3010)	\$3000	Classified Salaries	Edit	Delete
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**Site Goal 4.2**

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

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide funding Career Exploration elective courses and for college and/or career opportunities through Community Based Organizations.</p> <p>Actions including providing funding for necessary instructional materials/supplies, equipment, duplicating, travel expenses, conferences, training, and substitute teachers for these activities. Opportunities may include career readiness field trips, college tours, student conferences, academic competitions, band competition festivals, NASA student events, and other similar events.</p>	<p><u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>CTE - Mgmt 7235 <ul style="list-style-type: none"> <li>Field trip to Altec/Engineering and UC Davis Engineering</li> </ul> </li> <li>Student Participation</li> <li>Family and Community Engagement (FACE)</li> <li>School Climate</li> <li>CHKS Survey</li> <li>Student Fees - Mgmt 2312 (Equipment Repair specifically for musical instruments), duplicating supplemental workbooks, college tours, field trips, consumable materials, supplies and equipment.</li> </ul>

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$200	Contracts/Services	Edit	Delete
Academic Competitions (7206/0000)	\$300	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$500	Contracts/Services	Edit	Delete
Student Fees (2312/0000)	\$5650	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	\$3500	Contracts/Services	Edit	Delete

**Actions/Services 4.2.2****Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Partner with <b>School-Community Based Organization partnerships</b>, 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</p>	<p><u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)</p>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>Family and Community Engagement</li> <li>School Discipline Data</li> <li>Attendance Data</li> <li>Grades Point Averages</li> </ul>

skills.  Actions include purchasing supplies and materials, funding for workshops to connect with local businesses, libraries, college and career readiness programs. Timesheet for coordinating contracts and MOU's		
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Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1000	Contracts/Services	<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 <b>Actions, Services, and Expenditures</b> above.
n/a



**Local Control Accountability Plan (LCAP)**  
**Year 2021 - 2022**

**V. Funding**

**Edward Harris, Jr. Middle School - 415**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2122</b> Results Staffing EGEA (7-8) <b>0000</b> Unrestricted	1	\$0	\$98,553	\$98,553	\$98,553	\$0	\$0	\$0	\$0
<b>2130</b> Non- Instructional FTE (7- 8) <b>0000</b> Unrestricted	1	\$0	\$120,136	\$120,136	\$120,136	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$46,444	\$46,444	\$46,444	\$0	\$0	\$0	\$0
<b>2151</b> Regular Education (7-8) - Allocated FTE <b>0000</b> Unrestricted	56.3942	\$0	\$6,474,715	\$6,474,715	\$6,474,715	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0	\$0	\$29,671	\$29,671	\$29,671	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$12,500	\$12,500	\$3,350	\$0	\$0	\$9,150	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	2.5	\$0	\$253,578	\$253,578	\$253,578	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$51,573	\$51,573	\$51,573	\$0	\$0	\$0	\$0
<b>4700</b> Summer School/Extended Learning Administration <b>0000</b> Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$78,335	\$78,335	\$78,335	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	4	\$0	\$321,724	\$321,724	\$0	\$0	\$321,724	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0	\$0	\$31,212	\$31,212	\$6,000	\$8,200	\$16,158	\$854	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$0	\$2,750	\$1,250	\$1,000	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$0	\$0	\$0	\$500	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$0	\$1,000	\$4,000	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0	\$0	\$8,234	\$8,234	\$0	\$8,234	\$0	\$0	\$0

<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$34,131	\$34,131	\$27,750	\$6,381	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.333	\$0	\$38,607	\$38,607	\$0	\$0	\$38,607	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$0	\$7,000	\$7,000	\$5,751	\$0	\$1,249	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0	\$0	\$506,891	\$506,891	\$368,975	\$47,500	\$62,000	\$28,416	\$0
<b>2150</b> Regular Education (7-8) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$9,535	\$9,535	\$9,535	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$9,535	\$9,535	\$9,535	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	5.3438	\$0	\$252,231	\$252,231	\$0	\$0	\$252,231	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>6010</b> After School Education and Safety (ASES)	0	\$0	\$227,839	\$227,839	\$227,839	\$0	\$0	\$0	\$0
<b>3145</b> Functional Living Skills (FLS) <b>6500</b> Special Education	5.25	\$0	\$365,412	\$365,412	\$365,412	\$0	\$0	\$0	\$0
<b>3155</b> Supported Living Skills (SLS) <b>6500</b> Special Education	3.25	\$0	\$228,792	\$228,792	\$228,792	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	5.5	\$0	\$464,409	\$464,409	\$464,409	\$0	\$0	\$0	\$0
<b>3550</b> Low Incidence (DHOH and VI) <b>6500</b> Special Education	4.625	\$0	\$280,382	\$280,382	\$280,382	\$0	\$0	\$0	\$0
<b>3660</b> Inclusive Education in Lieu of	1.5625	\$0	\$44,949	\$44,949	\$44,949	\$0	\$0	\$0	\$0

NPA 6500 Special Education									
3770 Full Inclusion 6500 Special Education	4.8751	\$0	\$232,398	\$232,398	\$232,398	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$10,578	\$0	\$10,578	\$10,578	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	96.0336	\$10,578	\$10,249,943	\$10,260,521	\$9,447,317	\$74,065	\$699,219	\$39,920	

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	\$778,192
Subtotal of state or local funds included for this school	\$9,482,329

Title I Centralized Services			
Title I Foster Youth	\$37,811	Title I Homeless	\$3,965
Title I Centralized Services	\$129,121	Title I Preschool	\$0

Principal	Charles Amey		
School Site Council Chairperson	Mary Chung		
EL Advisory Chairperson	Andrea Mager		