Joseph Kerr Middle School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: ZACHARY CHENEY

County-District-School (CDS) Code: 34673146061808

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
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 in LCAP planning, review, and analysis were provided: Gathering of input began on January 11, 2020 and is on-going. Input gathered at School Site Council, Staff Meetings, Leadership Team Meetings, and via Parent, Student, and Staff LCAP Surveys. Input gathered during School Site Council meetings from teachers, other school personnel, parents and students on January 11, April 19, and May 17, 2021. Further input will be provided as necessary at later SSC meetings. Input gathered during LCAP Stakeholders Meetings during the 2020-2021 school year on: September 17, November 5, January 7, and April 15, 2021. Input gathered during ELAC Meetings on September 17, November 5, January 7, and April 15, 2021. Input gathered during Staff Meetings on an on-going basis during the 2020-2021 school year.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Information gathered from these consultations provides input and informs school goals and funding priorities. A variety of stakeholders including students, teachers, parents, and staff have the opportunity to share and discuss their ideas and perspectives and participate in the development of the school plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
In 2020 Joseph Kerr Middle School was identified as an Alternative Targeted Support and Improvement (ATSI) school because 1 of our subgroups, Students with Disabilities, need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups.   1.2.2 Counseling staff will provide academic counseling and support via collaboration with families, teachers and caseload managers.   3.1.1 All staff will teach students clear expectations through PBIS kickoff and increasing positive supports.

- 3.2.1 Teachers will collaborate with each other, via PLC work, to better serve our diverse student population. Staff will attend equity Professional Development as well as training on strategies for culturally and linguistically responsive teaching and learning.
- 3.2.2 and 3.2.6 Intervention Counselor/Counselors will create, implement, and monitor groups for at-risk student populations.
- 3.2.3 SPED teachers will attend professional learning to acquire, refine and implement latest research based strategies for students with disabilities.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.	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 percentage of all students, as well as our Principally Targeted Sub-groups, who meet or exceed standards in English Language Arts, Mathematics, and Science, as measured by the California Dashboard (CAASPP data).

ELA:

- All students will increase by 2% from 57% to 59% in met or exceeded.
- African American students will increase by 3% from 25% to 28% in met or exceeded. (RED on CA Dashboard)
- Students with Disabilities will increase by 3% from 12% to 15% in met or exceeded. (RED on CA Dashboard)

MATH:

- All students will increase by 4% from 50% to 54% in met or exceeded.
- African American students will increase by 3% from 18% to 21% in met or exceeded. (RED on CA Dashboard)
- Students with Disabilities will increase by 5% from 7% to 12% in met or exceeded. (RED on CA Dashboard)

SCIENCE is a baseline year.

Metric: A-G Completion	

Actions/Services 1.1.1

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?
PLC Work: Core content teachers will work collaboratively during release days and after school hours to align curriculum to content standards and provide students High Quality instruction (FHQI). This work will be driven by the four PLC questions and the following actions: 1) Identification of essential standards 2) Drafting Learning targets for essential standards (unpack) 3) Identify success criteria specific to each learning target 4) Develop common assessments that assess learning targets	Best Practices in Professional Learning Communities: Hanover Research 2013. 21st Century Professional Development: Hanover Research 2012. DuFour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.) Bloomington, IN: Solution Tree Press. Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), Ahead of the Curve: The power of	Measure of effectiveness: 1.Teachers will submit unit plans outlining standards of focus for each unit. 2.Teachers will create and share standards based learning targets in PLC team meetings and Department meetings, to be implemented in lesson plans. 3.Teachers will create and share success criteria specific to drafted learning targets in PLC team meetings and Department meetings, to be implemented in classrooms. 4.Departments will submit their essential standard assessments to the department chair/administrator. 5.Measured by the percentage of students who improve from essential assessment one and

| 5) Develop common strategies to extend or intervene based on results of assessments. | assessment to transform teaching and learning (pp.59-76). Bloomington, IN: Solution Tree Press.

Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.

Phillips, J. (2003). Powerful learning: Creating learning communities in urban school reform. Journal of Curriculum and Supervision

Louis, K. S., & Marks, H. M. (1998). Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools. American Journal of Education | essential assessment Two. Primarily Targeted Student Groups (PTSG's): PLC teams will review PTSG assessments and provide intervention as necessary through remediation, after school tutoring, and other means available.

Measurement of 1-5: Teachers will have at least an 80% pass rate on essential standard assessment. |

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$13000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teacher on The Move Days: 1. School will provide support for teachers in the form of release time to observe colleagues delivering lessons, learning target and success criteria implementation, as well as best practices at JKMS as well as other schools. The expected outcome is to improve frequent and high quality instruction at JKMS through mentor teacher modeling and observation. Action to include funding for certificated time sheets for release days/periods, supplies and resources.	21st Century Professional Development: Hanover Research 2012. Best Practices in Professional Learning Communities: Hanover Research 2013. Assessment is formative when teachers gather, interpret, and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) *Assessment and Student Success in a Differentiated Classroom.* Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William (2009) have documented how formative assessment can improve student achievement. (See Black, P. & William, D., "Developing a Theory of Formative Assessment" in ?Educational Assessment, Evaluation, and Accountability, 21 (1), 5-31.	1. Participating teachers will participate in a collaborative Team share out during Staff Meetings relative to their specific observation(s). They will share realizations, best practices, and any deliverables developed as the result of the observation process.

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

Actions/Services 1.1.3

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?

Professional Learning:

1. Provide opportunity for teachers to attend professional learning and conferences that promote instructional excellence such as CLMS, CLS, Asilomar, Sacramento Area Science Project(NGSS), Pre-Advanced Placement Honors and Advanced Placement training, etc.

2. Provide opportunity for teachers to increase frequent high quality instruction by attending Professional learning relative to Learning Targets and Success Criteria, student engagement, student talk, and other components of FHQI.

Action to include funding for registrations, timesheets, meals and travel/transportation as necessary. Action designed to increase frequent high quality classroom instruction.

Darling-Hammond (2005) *Professional Development Schools: Schools For Developing A Profession*; Teachers College Press.

Quality classrooms and schools evolve around powerful teaching and learning for each student. Three sources from the extensive research literature on high quality instruction are briefly described below. J. McTighe's widely researched and used *Understanding by Design* (2004) focuses primarily on delineating and guiding sound curriculum design. C.Tomlinson's equally widely researched and used *How to Differentiate Instruction in Mixed Ability Classrooms* (2001) focuses primarily on an instructional delivery model - processes and procedures to ensure that all students learn. The integration of these models - *Integrating Differentiated Instruction and Understanding by Design* (Tomlinson & McTighe, 2001) provides compelling evidence and tools to connect content with students' learning needs - an imperative for students to learn CCSS.

1. Teachers will share with site administrators and staff take aways during staff meetings. (Staff Meeting Agendas).

2. a. Increase in student engagement as measured by the school climate survey/student engagement.
   b. Implementation of Learning Targets, Success Criteria, and other components of FHQI as measured by administrator walkthroughs and teacher survey responses.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$1500	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$4500	Contracts/Services	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?

1. Provide support to teachers and Library in the form of library books and resources which prepare students for college, career, and other post-secondary opportunities and life rediness, departmental subscriptions, equipment, and supplies designed to enrich existing curriculum and improve academic achievement in ELA, Math, Science, Social Science, and PE and increase the access for all students to programs and curriculum.Action may include funding for items such as smart boards, student planners, mimeos, supplementary subscriptions to such items as Newslea, and AVID weekly (In accordance with BP/AR 6161.1 no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption)), subscriptions to supplementary applications to aid in student engagement during distance learning such as Pear Deck, Near Pod, etc., additional lab supplies, mobile speakers for the PE Department to utilize for Square Dancing standard.	Research affirms the effect of the quality of school facilities and physical environments on teacher tenure and student attitudes toward learning.
	
	SCHOOL CLIMATE RESEARCH SUMMARY; August 2012 Authors: Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate /documents/policy/sc-brief-vs.pdf
		1. This action will be measured by tracking increases/improvements in the following:
		   a. Student School Climate Survey Results
		   b. Teacher School Climate Survey Results
		   c. Student access to library book resources that prepare students for college, career, and post- secondary opportunities/readiness. (Library to create, distribute, and share data from survey).

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$11114	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

VAPA:
 	
Purchase instructional supplies, student planners, supplemental books, equipment repair, paper for duplicating supplemental workbooks, field trips, and other VAPA and Science consumables as appropriate.
 	
1. Support VAPA instruction by providing/purchasing consumable materials and supplies, equipment and furniture repair/replacement, and VAPA related Instructional Technology:
 	
• **Music Instructional Supplies, Technology, and Equipment Repair/Replacement**:
• Instrument Acquisitions/Repairs: $5,000.00
 	
  *Alto Sax Ligatures (10)
  *Alto Sax Mouthpieces (10)
  *Tenor Sax Ligatures (8)
  *Tenor Sax Mouthpieces (8)
  *Baritone Sax Ligatures (3)
  *Baritone Sax Mouthpieces (3)
  *Bass Clarinet--Selmer 1430LP (1)
  *Bass Clarinet Ligatures (4)
  *Bass Clarinet Mouthpieces (4)
 	
• **Art Table Repair and Replacement:**
   ○ 8 Art Tables: $1,000.00
• **Design Thinking Consumable Materials, Equipment Repair/Replacement, Instructional Technology:**
   ○ 3-D printer consumables, and repair/replacement: $1,000.00
 	
Student Fees allocations will be applied to support instruction in Woodshop, Science, Art, and Music classes as outlined in separate 2019-2020 Student Fees Allocation Budget.
	What Works in Schools: Translating Research Into Action Marzano (2003)
	
	Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD
	
	Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.
		1. Action effectiveness will be measured by: Program evaluation, purchase invoices, field trip participation/sign in sheets, and accountability reports.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$9000	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	$1000	Contracts/Services	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$7000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.6

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?
CAREER TECHNICAL EDUCATION:	Technology Integration in the ClassroomHanover Research (2010)	Primary effectiveness will be measured by strong student

Provide the following for our Pre-Engineering, Agricultural Science, and Design Thinking CTE courses in alignment with Elk Grove High Schools Agricultural Academy and Technology and Digital Arts Academy:

1. Consumable supplies
2. Instructional materials and equipment as necessary and as approved and listed on EGUSD adopted curriculum list**.**
3. Field trips related to the career theme or post secondary preparation
4. Professional development related to instructional methodology or staying current with industry trends.

Research affirms the positive effect of authentic learning experiences on student academic proficiency. IB and CTE pathways incorporate authentic learning and assessment into the learning experiences. Students learn content knowledge through the lens of Global Contexts (real-life applications).

Authentic Learning for the 21st Century: An Overview By Marilyn M. Lombard (2007)

This action/service supports elements 2 and 11 -- High Quality Curriculum and Instruction and CTE Promotion, Outreach, and Communication -- of the 11 Elements of High Quality CTE Pathways:
https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf

Element 2: In order to provide hands on curricular experiences, consumable materials are needed. Students complete various projects within the CTE courses offered at Kerr and materials are needed to sustain the exercises aligned to CTE pathway standards.

Element 11: These funds will provide opportunities for students to participate in events outside of the middle school setting. Students will have opportunity to participate in articulation events with Elk Grove High School to discover opportunities within the CTE pathways offered at their site.

enrollment (25-35 students per class). Other measures will include:

1. CTE Supplies - CTE Funding/Enrichment
2. Site controller will code instructional supplies and equipment to correct CTE goal and ensure that they are delivered to the right teacher.
3. Field Trip Participation-- Student Attendance Roster(s).
4. Teachers to share take aways from professional development with entire staff as evidenced by Staff Meeting/PLC day agendas.

Funding Source	Amount	Description of Use		
CTE (7235/0000)	$500	Certificated Salaries	Edit	Delete
CTE (7235/0000)	$4500	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.2

Close the achievement gap among low performing subgroup populations as measured by an increase in meet or exceeds standards in English Language Arts, Mathematics, and Science as reflected by CAASPP data and CA Dashboard data.

In the met or exceeded category of CAASPP:
ELA:

- African American students will increase by 3% from 25% to 28% in met or exceeded. (RED on CA Dashboard)
- Students with Disabilities will increase by 3% from 12% to 15% in met or exceeded. (RED on CA Dashboard)
- Socially Economic Disadvantaged students will increase by 3% from 47% to 50% in met or exceeded.
- English Learner students will increase by 3% from 15% to 18% in met or exceeded.
- Hispanic students will increase by 3% from 43% to 46% in met or exceeded.

MATH:

- African American students will increase by 3% from 18% to 21% in met or exceeded. (RED on CA Dashboard)
- Students with Disabilities will increase by 5% from 7% to 12% in met or exceeded. (RED on CA Dashboard)
- Socially Economic Disadvantaged students will increase by 3% from 39% to 42% in met or exceeded.
- English Learner students will increase by 3% from 12% to 15% in met or exceeded.
- Hispanic students will increase by 3% from 37% to 40% in met or exceeded.

SCIENCE is a baseline year.

Metric: A-G Completion	

Actions/Services 1.2.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
English Learners: 1. Support EGUSD EL professional development opportunities to be incorporated into core classes. EL Coordinator and Coach to offer EL support to site teachers throughout the school year. 2. Refine after school Tutoring Program through implementation of identification process. 3. EL Coordinator to monitor RFEP 1st and 3rd quarters, as required by EGUSD. 4. Purchase 20 Rosetta Stone Licenses and 20 headphones ($3,000.00). 5. Purchase translation dictionaries in languages as needed ($500). 6. Fund EL Coordinator ($2,500.00). 7. Fund support staffing for ELPAC testing, and to support EL students during testing as necessary ($2,685.00). 8. Provide EL strategy instruction/professional development to teachers. ($1,127.00). 9. Fund site ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings). 10. Fund translation/interpretation needs. ($1,500.00).	Improving Education for English Learners: Research Based Approaches, California Department of Education, 2010. Regardless of approach, all authors agree that EL students success in California schools will be accelerated only when students are proficient in English, requiring consistent, explicit, and purposeful language instruction with regular structured practice. (CDE 2010). August and Hakuta (1997) identified seven classroom attributes associated with positive student outcomes for English Language Learners (ELLs). these practices include: Explicit Skill Instruction Student-Directed Activities Instructional Strategies That Enhance Understanding Monitoring Student Progress Opportunities to Practice Systemic Student Assessment Balanced Curriculum August, Diane, et al. *Improving Education for English Learners: Research Based Approaches*. 2010. Echevarria, Jana, et al. *Making Content Comprehensible for English Learners: the SIOP Model*. Pearson, 2017. NATIONAL EDUCATION ASSOCIATION (2015) How Educators Can Advocate for English Language Learners. NEA.org Response to Intervention and English Language Learners:Hanover Research Jul. 20, 2012	Effectiveness will be measured by: 1. ELPAC results 2. Common formative, interim, and summative assessments 3. Grades 4. EL Student attendance in after school tutoring 5. Student engagement utilizing Rosetta Stone 6. Student engagement utilizing translation dictionaries. 7. Survey of program successes. 8. Successful and timely completion of all mandatory testing. 9. Teachers will share out with entire staff take aways and best practices at staff meetings. 10. Increase in parent engagement as measured by the School Climate Survey. Increase in attendance at ELAC meetings as indicated by sign-in sheets. 11. Increase in parent engagement as measured by the School Climate Survey.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$3000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7250/0000)	$5959	Certificated Salaries	Edit	Delete

Actions/Services 1.2.2

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 Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide counseling team support with academic counseling and mentoring. 1. Periodic data presentation of below 2.0 list to Administration by Counselors. Monitor progress of students and provide necessary administrative, counseling, success contracts, and/or academic supports. 2. Counselors continue, via Honors/AP Management Plan, to identify	A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et.al, 2011) found that well-implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile-point gains on standardized achievement tests. Also, negative behaviors that compromise academic life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced. "Social-emotional skills Can Boost	Measures of effectiveness will include: 1. Increase in students' GPA's 2. Increase in enrollment of PTSG's in Honors/accelerated courses 3. Increase in number of GATE identified students 4. Increased percentage of favorable responses on Student Climate Survey

<table>
<tr><td>underrepresented excelling students to encourage Honors classes
3. Continue Extended Day, tutoring, Summer School, Jump Start, and GATE specific opportunities including GATE portfolio
4. Parent Outreach--support students below 2.0 GPA, and encourage those qualified to enroll in Honors.</td><td>Common Core Implementation", M.J. Elias, <u>Phi Delta Kappan,</u> November 2014, p.60).

Gifted Programs provide specific curricula aimed at challenging students at the appropriate level. (See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</td><td></td></tr>
</table>

Funding Source	Amount	Description of Use		

Actions/Services 1.2.3

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?
AVID: The AVID teacher will provide support for students enrolled in the course through the use of tutorials, reflections, and other assignments to provide them with skills that will translate to other classes. 1. AVID classes taught by core content teachers. 2. 4 teachers will attend the AVID Summer Institute to increase the number of staff proficient in AVID strategies and improve school-wide integration. 3. Students will participate in field trip(s) to Colleges/Universities to better understand college attendance as well as gain knowledge about various schools, facilities and standards for admission and college life. Action to include funding for the following: Hire AVID coordinator, support PD, subs for teacher coverage for PD and elementary articulation, field trips. (AVID: $8,204.00). Funding support for college-aged tutors (Supplemental/Concentration $2,200.00). Funding support for 4 teachers to attend AVID Summer Institute (Supplemental/Concentration $3,372.00).	AVID has been extensively researched, and where implemented with fidelity, is associated with improved student academic achievement and increased academic opportunities for traditionally underrepresented students. See the AVID research Web-page, at www.AVID.org/research.ashx	Measures of effectiveness will include: 1. AVID teachers will share AVID best practices for ALL students at staff meetings as indicated on staff meeting agendas. 2. Teachers will share take aways and strategies with staff at staff meetings as indicated on staff meeting agendas. 3. Student attendance/participation in college field trip(s) as indicated by permission forms and attendance rosters.

Funding Source	Amount	Description of Use		
AVID (7233/0000)	$4904	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$2200	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$1686	Contracts/Services	Edit	Delete
AVID (7233/0000)	$2462	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	$868	Contracts/Services	Edit	Delete

District Strategic Goal 2:

District Needs and Metrics 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	**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	

Professional Learning Communities will use assessment data to inform and improve instruction for all students.

CAASPP data will be used as a metric:

- ELA will increase by 2% from 52% to 54% in met or exceeded.
- Math will increase by 2% from 54% to 56% in met or exceeded.
- Science is a baseline year.

Metric: Other (Site-based/local assessment)	

Actions/Services 2.1.1

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?
1. Collaborative teams will administer and analyze at least 4 common assessments during the 2020-2021 school year. 2. Teachers will analyze their own student assessment data to inform the needs of students and modification/differentiation of instruction. 3. Provide staff with 8 on-site PLC days and the assistance of EGUSD Instructional Coaches to continue FHQI work specific to Learning Targets and Success Criteria.	See Mandinach, E. and Jackson, S. (2014) <u>Transforming Teaching and Learning through Data-Driven Decision Making</u>. Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, R.R. (2013) <u>Assessment and Student Success in a Differentiated Classroom.</u> Dufour, R., Dufour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd. ed.) Bloomington, IN: Solution Tree Press. Hattie.J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning.* New York, NY: Routledge.	Measures of effectiveness will include: 1. Collaborative Team Products (Common Assessments, 4 square deliverables). 2. PLC Meeting Agendas and Minutes. 3. FHQI Agendas, PLC agendas, walkthrough and observation data relevant to Learning Targets and Success Criteria.

Funding Source	Amount	Description of Use		

Actions/Services 2.1.2

Principally Targeted Student Group
• Black or African American • 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. Teachers will attend PLC professional development/learning focused on assessment and using data to inform instruction. The specific purpose is to improve instruction for all students with a focus on our Principally Targeted Sub-groups: African American students and Students with Disabilities.	Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	Measures of effectiveness will include: 1. Teacher Feedback to staff at staff meetings and Principally Targeted Sub-groups increase pass rate percentage on common assessments.

Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), *Ahead of the Curve: The power of assessment to transform teaching and learning* (pp.59-76). Bloomington, IN: Solution Tree Press.

Phillips, J. (2003). Powerful learning: Creating learning communities in urban school reform. Journal of Curriculum and Supervision

Louis, K. S., & Marks, H. M. (1998). Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools. American Journal of Education

21st Century Professional Development Hanover Research 2012

Best Practices in Professional Learning Communities: Hanover Research 2013

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$1000	Certificated Salaries	Edit	Delete

Actions/Services 2.1.3

Principally Targeted Student Group

• Black or African American • 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?
ELA and Math Departments will participate in all scheduled Illuminate assessments.	See Mandinach, E. and Jackson, S. (2014) <u>Transforming Teaching and Learning through Data-Driven Decision Making</u>. Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, R.R. (2013) <u>Assessment and Student Success in a Differentiated Classroom.</u> Dufour, R., Dufour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd. ed.) Bloomington, IN: Solution Tree Press. Hattie.J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning.* New York, NY: Routledge.	• Total number of students in ELA and Math participating in scheduled Illuminate assessments. • PLC agendas. • Departmental and PLC data indicating standards based success and challenge areas relative to Illuminate assessment results.

Funding Source	Amount	Description of Use		

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

School climate will promote a safe, respectful, and inclusive school environment that encourages stakeholder connectedness through the deeper implementation of Positive Behavior Intervention and Supports (PBIS).

- 100% of staff will implement Kindness, Effort, Respect, and Responsibility in all aspects of our campus
- The overall School Climate Survey favorable responses will increase by 5% from 71% to 76%.
- We will continue the work of the PBIS Tier 1 Team and further refine, define, and deeply establish the work of the PBIS Tier 2 Team.

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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?
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): 1. Teach students clear expectations on campus through the PBIS Kick Off. 2. Reinforce explicit student expectations through ongoing Booster Lessons developed and disseminated by the PBIS Committee. 3. Continued focus on building a positive school climate and culture through PBIS Tier 1 Committee work. 4. Continue PBIS Tier 2 Intervention work, SRT Team Meetings and MTSS Form submission review. 5. Coordinate the work of the PBIS committee with the work of Student Activities to provide synergy and coherence to the programs school-wide. 6. PBIS Team will attend professional development and Conferences to deepen understanding and improve practice. (Supplemental/Concentration $1,000.00) 7. Increase positive supports for students through purchase of 5 Star system. PBIS Site Coordinator to assist with implementation, follow-up, and school wide evaluation (Supplemental/Concentration $1,000). Action to include funding for positive messages and displays, 5 Star System and scanners, student instructional incentives, field trips, signage, enrichment opportunities, certificated staff time sheets, supplies, equipment, conference registrations and related costs and resources.	Buffum, A., Mattos, M., & Malone, J. (2018) *Taking Action: A Handbook for RTI at work*. Bloomington, IN. Solution Tree Press. <u>Best Practices in Improving Student Attendance</u> Hanover Research 2016: Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement. <u>Practices For School-Wide PBIS Implementation.</u> Published: Mar 23, 2015 Hanover http://www.ascd.org/publications/newsletters/policy-priorities/vol23/num01/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx Boyte, Phil. *School Culture by Design: Building and Sustaining Positive School Culture*. 2015. PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION Published: Mar 23, 2015 Hanover Research Simonsen, B., Sugai, G (2013); PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior. Education and Treatment of Children	Some of the metrics used to measure effectiveness will include: 1. Increase in student favorable responses on the School Student Climate Survey relative to understanding expectations and clear and fair consequences. 2. Increase in student favorable responses to understanding of discipline expectations on campus as measured by the School Student Climate Survey. 3. Increase in favorable responses on the Student/Staff/Parent School Culture and Climate Survey. 4. MTSS submission data, SRT meeting agendas, group data and survey results. 5. Activities Director will attend PBIS Tier 1 Meetings. (Agenda/sign in forms). 6. PBIS Team will share take aways from PD with staff (Staff Meeting Agendas). 7. Invoice for 5 Star System and PBIS Coordinator/Activities Director feedback on program effectiveness.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$1500	Certificated Salaries	Edit	Delete
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$2000	Contracts/Services	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?
Positive Messaging: The deeper implementation and innovation relative to positive messaging for all stakeholders on campus will contribute to a positive school climate and culture. 1. Further refine the implementation of Kerr Rocks and Kerr Kudos on campus. 2. Further refine the implementation of Knights Watch on campus. 3. Increase positive messaging on campus. 4. Purchase supplies and materials necessary for successful and ongoing implementation of PBIS.	Buffum, A., Mattos, M., & Malone, J. (2018) *Taking Action: A Handbook for RTI at work*. Bloomington, IN. Solution Tree Press. <u>Best Practices in Improving Student Attendance</u> Hanover Research 2016: Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement. <u>Practices For School-Wide PBIS Implementation.</u> Published: Mar 23, 2015 Hanover http://www.ascd.org/publications/newsletters/policy-priorities/vol23/num01/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx	Measures of effectiveness will include: 1. Kerr Rocks and Knights Watch student and staff communication documents. 2. Kerr Kudos drawings and data. 3. Staff Meeting Agendas 4. Purchased supplies and materials. The above may result in an increase in "agree' and "strongly agree" school connectedness category of the School Climate Survey.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$3200	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?
Enrichment Via GATE/Academic Competitions: 1. Refine GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students. 2. Expand GATE opportunities 3. Increase before/after school enrichment and support/mentoring opportunities for GATE students including Lego Robotics competitions. Action includes funding stipend for GATE Coordinator. 4. Provide support by way of funding for academic competitions such as	Gifted Programs provide specific curricula aimed at challenging students at the appropriate level. (See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf	Measures of effectiveness will include: 1. Increase in number of GATE identified students 2. Increase in GATE portfolio submission numbers 3. Attendance/participation in the Lego Robotics program as well as other GATE affiliated clubs. 4. Academic Competition registrations, awards and travel itineraries.

Matheletes, Cyber Patriots, Spelling Bee, Geography Bee and others.

Funding Source	Amount	Description of Use		
GATE (7205/0000)	$2500	Contracts/Services	Edit	Delete
GATE (7205/0000)	$1500	Certificated Salaries	Edit	Delete
GATE (7205/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$1000	Certificated Salaries	Edit	Delete

Site Goal 3.2

Decrease the suspension rate for all students as well as our overrepresented subgroups (Principally Targeted) as follows:

- All students decrease from 9.5 to 9.0%
- Hispanic students decrease from 12.5 to 12.0%
- Students with Disabilities decrease from 17.5 to 16%
- African American Students decrease from 19.7 to 18%
- Socioeconomically Disadvantaged students decrease from 14.7 to 14.0%

Metric: Cohort Graduation

Actions/Services 3.2.1

Principally Targeted Student Group

• All • Black or African American • 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?
Equity/Implicit Bias Work: The staff will participate in Professional Development during designated meetings, in which they will engage in sessions that may include implicit bias and culturally responsive teaching and learning to acquire a firm understanding of the varied needs of students from a variety of cultures as well as strategies to effectively engage them. 1. Teachers will collaborate with each other to better serve our diverse student population by learning to understand and apply culturally diverse teaching strategies in their classrooms. 2. Staff will attend Professional Development workshops facilitated by professionals such as Dr. Sharroky Hollie. 3. Refine and further develop site Equity Committee and Site Equity Plan. Action includes funding to contract for Professional Development services, including all applicable costs associated.	Research affirms the benefit of a positive school climate on student learning. Increasing school connectedness supports improvements in student academic and social growth. <u>Practices For School-Wide PBIS Implementation.</u> Published: Mar 23, 2015 Hanover Research. McCluskey, Lloyd, Kane, Riddell, Stead & Weedon (2008) *Can restorative practices in schools make a difference?* Educational Review Blankstein, A. & Noguera, P. (2015) *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student.* Alexandria, VA: ASCD Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin Lindsey, R., Robins, K., & Terrell, R. (2009) *Cultural Proficiency: A Manual for School Leaders.* Thousand Oaks, CA: Corwin SCHOOL CLIMATE RESEARCH SUMMARY: August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf	Measures of effectiveness will include: 1. Teacher lesson plans will show evidence of culturally diverse teaching strategies and practices. 2. Teachers will share take aways from Professional Development in the form of surveys/short responses. (Staff Meeting Agendas and deliverables). 3. Equity Site Committee meeting Agendas and completed Equity Plan. The measure of effectiveness for the above may include School Climate Student Survey: School Connectedness will increase by 5% for sub groups listed above.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$7000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$2000	Certificated Salaries	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?

.2 Intervention Counselor:
 	
In Collaboration with site administration, Counseling Department, School Site Psychologist, PBIS Coordinator and SRT Team, and Silent Learning Center teacher, design and implement small group programs to address the varied social emotional, behavioral, attendance, and other challenges creating barriers to at-risk student success.
 	
   1. The Intervention Counselor will work closely with all stakeholders to utilize data points to identify students to populate groups and to monitor student progress with the expectation of increased student success.
	Research affirms the benefits of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement.
	
	PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION
	Published: Mar 23, 2015, Hanover
	
	Adelman, H.S., & Taylor, L. (2008). *Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students.*
	
	Perry, N.E. Turner, J.C. & Meyer, D.K. (2006) *Classrooms as Contexts for Motivating learning.*
	
	Appelstein, C. (1998). *No such thing as a bad kid: Understanding and responding to the challenging behavior of troubled children and youth*. Weston, MA: The Gifford School.
	
	Borders, L.D. & Drury, S.M. (1992). *Comprehensive school counseling programs: A review for policymakers and practitioners.* Journal of Counseling & Development
	
	Carey, J., & Dimmitt, C. (2012). *School counseling and student outcomes: Summary of six statewide studies.* Professional School Counseling
		Measures of effectiveness will include:
		
		1. Targeted student groups success will be monitored and determined based on the following:
		
		   a. Pre and Post Surveys for all Groups
		   b. Pre and Post Student Rating Scales for 2nd Step and Why Try.
		   c. Baseline data collected on students in groups prior to enrollment. Data may include grades, attendance, discipline and student surveys.
		   d. Data collected, reviewed and analyzed at completion of groups.
		   e. Student exit survey.
		   f. Student Strengths and Difficulties Questionnaire

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$20000	Certificated Salaries	Edit	Delete

Actions/Services 3.2.3

Principally Targeted Student Group
• 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?
SPECIAL EDUCATION: Staff will support Students with Disabilities to ensure their needs are being met in the classroom	See Mandinach, E. and Jackson, S. (2014) <u>Transforming Teaching and Learning through Data-Driven Decision Making</u>. Maanum, J. L. (2009). *The general educators guide to special education*. Thousand Oaks,	Measures of effectiveness will include: 1. SPED teachers will share take aways with their team at department and PLC

1. SPED teachers will attend professional development, professional learning conferences to acquire, refine and implement latest research based teaching strategies and supports for students with disabilities. Action includes funding for registration, substitutes, travel, and meals. (Supplementary/Concentration)	CA: Corwin Press.	meetings (department/PLC meeting agendas and deliverables.)
2. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.		2. SPED teachers/Case Managers rules/norms/expectations as created and delivered. Student Expectations Quiz results.
3. Staff will use best practices as outlined in IEP's, BIP's and BSP's to address the needs of SWD and provide measured and equitable responses to behavior in the classroom setting.		3. SWD suspension rates will decline as presented to staff by Admin quarterly.
4. Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations.		4. SWD enrollment in student groups/data, MTSS forms, SWD SLC and class suspension data.
5. Special Education students who are non-responsive to progressive discipline will be referred to the MTSS process and student groups with counselors, school site psychologist, and social worker, as appropriately assessed.		5. MTSS referral data, student group surveys and data, counselor and social worker referral data.
6. Special Education students will be scheduled for regular check-ins with Case Managers to provide consistent feedback to students, parents, and teachers.		6. Case Manager student contact data.
7. Students will be appropriately placed in TransMath, ELA Literacy, and Math Lab as necessary for student success.		7. Counselor/Case Manager/Administration review and collaboration determining appropriate placement and then ongoing monitoring of student success or challenges by Case Managers and Counselors.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2750	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$750	Certificated Salaries	Edit	Delete

Actions/Services 3.2.4

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?
1. Teachers will participate in a book study: topics may include such topics as cultural responsiveness strategies in the classroom as well as other books relevant to implementing teaching strategies to better instruct and engage our principally targeted subgroups. (Supplemental/Concentration $1,750.00).	Organizations that identify and address pervasive mindsets at the outset are four times more likely to succeed in organizational-change efforts than are organizations that overlook this stage. Nate Boaz and Erica Ariel Fox: "Change leader, Change Thyself," McKinsey Quarterly, March 2014.	Measurements of effectiveness will include: 1. Teacher feedback survey and Increased connectedness amongst staff and students as indicated in Staff, Parent, and Student surveys.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$1750	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.2.5

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?
Student Groups: Principally targeted subgroups are determined through the MTSS process combined with SRT Team meetings as a result of a high functioning Tier 1 and Tier 2 team intervention practices and processes. The purpose of groups is to ensure mental health, social and emotional wellness, and better position at-risk students to be connected to the school community and academically successful. 1. Counselors, School Site Psychologist, and Mental Health Therapist/Social Worker will run groups for designated at-risk students. Groups will include: Anxiety/Depression, Grief/loss, Why Try, 2nd Step, mindfulness, and 7 Habits of Highly Successful Teens. 2. Purchase Social Emotional Learning curriculum Second Step for 8th grade implementation (Supplementary/Concentration $500.00). 3. Continue implementation of Why Try curriculum in the Silent Learning Center to support at-risk students in closing the achievement gap. Fund annual renewal (Supplemental/Concentration $100.00).	Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement. PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION Published: Mar 23, 2015, Hanover Equity is premised upon a recognition that because all children are different there must be a deep commitment to meet the needs of every child in order to ensure that each student receives what he or she needs to grow and develop and ultimately succeed. (Blankstein & Noguero, 2015, p.12). Appelstein, C. (1998). *No such thing as a bad kid: Understanding and responding to the challenging behavior of troubled children and youth*. Weston, MA: The Gifford School. Borders, L.D. & Drury, S.M. (1992). *Comprehensive school counseling programs: A review for policymakers and practitioners.* Journal of Counseling & Development	Measurements of effectiveness will include: 1. Pre and Post Surveys for all Groups. Baseline data collected on students in groups prior to enrollment. Data may include grades, attendance, discipline and student surveys. Data will be collected, reviewed and analyzed at completion of groups. Students will complete an exit survey and Strengths and Difficulties Questionnaire. 2. Application of Second Step for 8th grade students will be measured via pre/post surveys. 3. Implementation of Why Try curriculum and success will be measured by pre/post surveys.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$100	Contracts/Services	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

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

Site Goal 4.1

Increase parent involvement, as measured by School Climate Survey, for all parents and community members.

- Parent input and involvement will increase by 5% overall favorable from 72% to 75%.

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide increased opportunities for parents to come onto campus: • Two Parent Universities. Possible classes will reflect parent interest. Topics may include social media, online security, student social/emotional education, social contagion, anxiety and depression. • 2 Bring Your Parent to Lunch Days. • School Site Council. • Back to School Nights. • Incoming 7th Grade Parent Night. • Departmental Information Nights. • AVID Parent Night • SPED Parent Night • ELAC • School Dances, Renaissance Festival, Fall Festival, Sunsplash, Gate field trips, AVID field trips. • Coffee With Cheney Action to include funding for presenter(s), certificated time sheets for teachers, supplies, equipment, and resources.	Family Engagement-Increasing Parental Involvement at the Middle and Secondary Levels. Hanover Research 2011. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: _Deepening Democracy: Institutional Innovations in Empowered Participator Governance._ Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a Lever for Change. Westview Press, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.	Metrics to measure effectiveness will include: • Increase the number of parents attending Parent Universities. • Sign-in sheets • Increase the number of parent points of contact with the Principal via Coffee With Cheney • Increase attendance at events listed in Actions. • Increase participation in ELAC and SSC. • Parent Surveys

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$600	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$100	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$1000	Contracts/Services	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide increased opportunities for parent communication and feedback: • 5 Parent Newsletters per year • PTO Meetings • SSC • ELAC • School Messenger • Auto dialers as necessary • Social Media Accounts: Facebook, Twitter, and Instagram • Teacher communication via phone and email positive reinforcement • Parent/Student Surveys • Conversations at school events and meetings • Coffee with Cheney (Monthly).	Family Engagement-Increasing Parental Involvement at the Middle and Secondary Levels. Hanover Research 2011. Families are more likely to engage in both traditional and non-traditional engagement activities when they are personally contacted by school staff. Educators and administrators should use multiple methods of communication and provide appropriate translation services when necessary. Principals and other school administrators play a key role in engaging parents during the middle and high school years. They should help create a positive school climate and engage in personal outreach to send the message that parents are welcome. In fact, all school personnel – including teachers,	Metrics will include: • Parent surveys • 5 Parent Newsletters • Individual parent feedback via email and phone. • Social Media Postings • More parents participating in campus events and committees. • Coffee With Cheney sign-in sheets.

paraprofessionals, and other support staff – should be trained to welcome visitors and answer any questions they may have.
Parent Involvement In Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement
http://www.apa.org/pubs/journals/releases/dev453740.pdf

Funding Source	Amount	Description of Use		

Actions/Services 4.1.3

Principally Targeted Student Group
• All • Black or African American • 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?
PARENT TEACHER HOME VISITS: Parent Outreach - focused outreach to subgroups disproportionatley represented. Parent Teacher Home Visit Project: send coordinator to the national conference; staff training; compensate teachers for their time on home visits. • attendance at PTHVP Annual Conference • Teachers have completed training and will begin home visits	**Parent Teacher Home Visits are a fast, inexpensive and replicable strategy for engaging families, educators and students as a team.** For years, research has shown that families are essential to student and school success. It seems simple – so why do schools have a hard time with effective family engagement? First of all, experts agree that there's more to family involvement than bake sales and back to school night. Effective family engagement builds relationships and capacity, and is linked to student learning. Secondly, even schools that understand the importance of families run into complex barriers that get in the way of partnership: • Everyone is short on money and time. • There may be a historic lack of trust and communication between the school and the community. • Cultural and socioeconomic differences, expectations and unconscious assumptions may get in the way of well-meaning adults working together effectively. The PTHV model was developed by parents and teachers based upon community organizing principles of empowerment. Our home visits have a protocol which helps educators and families overcome the barriers listed above, and build trust, communication and common goals. Once a teacher and the family of her student have done the home visit, they are mutually supportive and accountable to each other. The family is better able to support their child's academics, and the teacher brings what she learns about the child to the classroom. Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing. In fact, the PTHV model is recognized by the US Department of Education as a high-impact strategy for family engagement. *http://www.pthvp.org/what-we-do/why-home-visits/*	Effectiveness will be measured in the following ways: • Increase in number of parents registered for Synergy • Increased percentage of favorable responses from parents in the School Climate Survey • Increased percentage of favorable responses from students in the "agree" and "strongly agree" section of school connectedness • Reduction in chronically absent students as measured by the CA Dashboard data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$4000	Certificated Salaries	Edit	Delete

Supplemental/Concentration (7201/0000)	$1000	Contracts/Services	Edit	Delete

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Site Goal 4.2

Reduce the percent of students chronically absent from 12.8% to 11% as measured on the CA Dashboard.

Metric: Attendance Rate	

Actions/Services 4.2.1

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?
Chronic Absenteeism 1. We will monitor chronic absenteeism rates for all students. Students who are identified as chronically absent will be referred to a counselor, referred to site level administration, and referred to the District Attendance Office as necessary. All efforts will be made to communicate with these families to offer supports and services	Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The Missing Piece: a National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. A Report for Casel*. Washington, D.C.: Civic Enterprises. Best Practices in Improving Student Attendance Hanover Research 2016: "Early Intervention: Increase monitoring of attendance and inform parents about the importance of attendance when students begin to show absenteeism patterns BEST PRACTICES IN COORDINATING SCHOOL-BASED MENTAL HEALTH CARE 2015 Hanover Research	1. Effectiveness will be measured by decreases/improvements in the following data: School Attendance Rates, Chronic Absenteeism Rate, Overall Attendance Rates, Counseling referral data, and Attendance Office referral and outcome data.

Funding Source	**Amount**	**Description of Use**		

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Joseph Kerr Middle School - 422

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) **0000** Unrestricted	1	$0	$132,427	$132,427	$132,427	$0	$0	$0	$0
2130 Non-Instructional FTE (7-8) **0000** Unrestricted	1	$0	$122,011	$122,011	$122,011	$0	$0	$0	$0
2150 Regular Education (7-8) **0000** Unrestricted	0	$0	$40,410	$40,410	$40,410	$0	$0	$0	$0
2151 Regular Education (7-8) - Allocated FTE **0000** Unrestricted	41.7194	$0	$5,183,751	$5,183,751	$5,183,751	$0	$0	$0	$0
2170 Extended Day (7-8) **0000** Unrestricted	0	$0	$17,187	$17,187	$17,187	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$10,000	$10,000	$10,000	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	2.2	$0	$324,492	$324,492	$324,492	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$52,653	$52,653	$52,653	$0	$0	$0	$0
4700 Summer School/Extended Learning Administration **0000** Unrestricted	0	$0	$3,657	$3,657	$3,657	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$59,611	$59,611	$59,611	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	4	$0	$381,968	$381,968	$381,968	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.2	$0	$87,750	$87,750	$35,000	$3,500	$42,550	$6,700	$0
7205 Gifted and Talented Education (GATE) 7-8 **0000** Unrestricted	0	$0	$5,000	$5,000	$0	$0	$5,000	$0	$0
7206 Academic Competitions **0000** Unrestricted	0	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7220 Honors/Advanced Placement Coordination **0000** Unrestricted	1	$0	$130,169	$130,169	$130,169	$0	$0	$0	$0
7225 Honors/Advanced Placement Outreach	0	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0

Description									
(OCR) **0000** Unrestricted									
7233 AVID Support **0000** Unrestricted	0	$0	$8,234	$8,234	$8,234	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0	$0	$8,959	$8,959	$8,959	$0	$0	$0	$0
7270 PBIS Coordination **0000** Unrestricted	0.2	$0	$16,891	$16,891	$0	$0	$16,891	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts (VAPA) **0000** Unrestricted	0	$0	$7,000	$7,000	$7,000	$0	$0	$0	$0
2150 Regular Education (7-8) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$8,426	$8,426	$8,426	$0	$0	$0	$0
2150 Regular Education (7-8) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$8,426	$8,426	$8,426	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	4	$0	$182,255	$182,255	$0	$0	$182,255	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	6.1	$0	$568,877	$568,877	$568,877	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	0.8125	$0	$54,960	$54,960	$54,960	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	9.5625	$0	$713,159	$713,159	$713,159	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	5	$0	$241,123	$241,123	$241,123	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$5,986	$0	$5,986	$5,986	$0	$0	$0	$0
Total Funds Budgeted for	77.1944	$5,986	$8,381,896	$8,387,882	$8,129,986	$3,500	$247,696	$6,700	

Strategies to Meet the Goals in the SPSA

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	$199,107
Subtotal of state or local funds included for this school	$8,188,775

Principal   **Zachary Cheney**

School Site Council Chairperson   **Nicolette Ortiz**

EL Advisory Chairperson   **Vijayeshni Sanehi**