



Roy Herburger Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: TAMELA MOORE

County-District-School (CDS) Code: 34673140105932

**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>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <ul style="list-style-type: none"> • 12/7/20 -- Staff Meeting (Analyzed data) • 12/15/20--School Site Council Meeting (Analyzed data) • 1/11/21--Staff Meeting (Staff input on desired outcomes based on goals, action plans, and data analysis) • 1/25/21--Leadership Team Meeting • 2/4/21 -- School Site Council Meeting (This was the first meeting to generate ideas based on data on how to develop goals and actions for the upcoming school year 2021-2022.) • 3/4/21--ELAC Meeting (Discussed data) • 4/12//21--Leadership Team Meeting (We generated wish lists and data-driven action plans based on desired goals for the upcoming school year.) • 4/12/21--PBIS Team (Data analysis of school climate data) • 4/26/21--ELAC Meeting (We solicited parent input after reviewing performance data.) • 5/3/21--Leadership Team Meeting (The purpose is to revise the plan based on feedback from stakeholders.) • 5/3/21 -- School Site Council Meeting (The purpose is to revise the plan based on feedback from stakeholders.) • 6-9-21--Leadership Retreat (The purpose was to look ahead to revise goals, actions, and services for the year based on preliminary data.) • 8-10-21--Pre-service Staff Meeting (Our entire site reviewed the LCAP, and stakeholders submitted recommendations for adjustments.) • 8-23-21--Staff Meeting (All staff members received a link to give feedback on the LCAP and to make additional requests based on data shared.) • 9-20-21--Staff Meeting (The team met to discuss paraeducators, AIT, and New Songs as actions and services to support our students with academic and social emotional interventions based on data reviewed.) • 9-27-21--Leadership Team Meeting [(We met to discuss additional actions and services (Reflex Math, Accelerated Reader, paraeducators for ELD/WIN time, and the New Songs reduced allotment.)] • 10-4-21--Staff Meeting (Our team met to review recent revisions to the LCAP based on student performance data.) • 10-25-21--Leadership Team Meeting (We met to solidify our actions and services for 2021.) • 10-25-21--School Site Council Meeting (We met to review LCAP Strategic Goals 1 - 4, actions, and services, and to approve the LCAP to be submitted to the district for further review.)
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Site goals and expenditures were based on input and feedback from multiple committees and stakeholder input.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1	
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<p>Increase by 1% or more the overall school-wide percentage of students meeting or exceeding standards and benchmarks by providing intensive, targeted, small-group or one on one instruction throughout the school day.</p> <ul style="list-style-type: none"> • In Kindergarten, increase the ELA benchmark proficiency from 82% to 83% or higher. • In 1st Grade, increase the ELA benchmark proficiency from 75% to 76% or higher. • In 2nd Grade, increase the ELA benchmark proficiency from 70% to 71% or higher. • In 3rd-6th Grade, increase the % of students who meet or exceed the Grade Level Developmental Level for Spelling Inventory from 61% to 62% or higher • In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher • In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 69% to 70% or higher for ELA and from 62% to 63% or higher in Math. *Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver 	
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Metric: Other (Site-based/local assessment)	
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Actions/Services 1.1.1	
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Principally Targeted Student Group	
<ul style="list-style-type: none"> • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White 	

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 push-in classroom support during intervention, workshop and WIN time.</p> <ul style="list-style-type: none"> • Hourly paraeducators [Approximately 5 paras will work on a timesheet 5 days per week at a rate of \$13.59 per hour for 6.5 hours per day. (5 weeks at 4 days per week= 20 days; 18 weeks at 5 days per week = 90 days); (\$441.70 cost for one day; 110 days = \$48,587) <p>2. Provide push-in classroom intervention support.</p> <ul style="list-style-type: none"> • Hourly certificated teacher. (Will rotate between grade levels - approx 210 hours throughout the school year \$49 an hour = \$10,290) 	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • RTI - 1.07 effect size • Small group learning - .49 effect size <p>To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats.</p> <p>Research Article: <i>Critical Elements of Classroom and Small?Group Instruction Promote Reading Success in All Children</i>; Foorman, Barbara R. and Torgesen, Joseph Published 17 December 2002 https://doi.org/10.1111/0938-8982.00020</p>	<p>1. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>1 and 2. Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>2.Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>

Funding Source	Amount	Description of Use

Supplemental/Concentration (7101/0000)	\$48587	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$10290	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • White

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 targeted instruction for students who were assessed and are performing below grade level standards utilizing one Academic Intervention Teacher (AIT). This AIT will intervene for grades K - 6.</p> <p>Note: This position will not be a cost for the site.</p>	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • RTI - 1.07 effect size • Small group learning - .49 effect size <p>To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats.</p> <p>Research Article: <i>Critical Elements of Classroom and Small?Group Instruction Promote Reading Success in All Children</i>; Foorman, Barbara R. and Torgesen, Joseph Published 17 December 2002 https://doi.org/10.1111/0938-8982.00020</p>	<p>1. We will use Illuminate Benchmark Assessment data, CA Wonders Assessment data, CAASPP data, and other formative assessment data.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase by 1% or more the number of students at each grade level meeting or exceeding grade level standards and benchmarks and target individual student instructional needs by providing supplementary curriculum, technology, resources and supplies.

- In Kindergarten, increase the ELA benchmark proficiency from 82% to 83% or higher.
- In 1st Grade, increase the ELA benchmark proficiency from 75% to 76% or higher.
- In 2nd Grade, increase the ELA benchmark proficiency from 70% to 71% or higher.
- In 3rd-6th Grade, increase the % of students who meet or exceed the Grade Level Developmental Level for Spelling Inventory from 61% to 62% or higher
- In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher
- In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 69% to 70% or higher for ELA and from 62% to 63% or higher in Math. **Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver*

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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?
<p>1. Purchase supplementary on-line resources to provide additional ELA and Math support and intervention both at school and at home.</p>	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p>	<p>1a. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments,</p>

<p>On-line subscriptions include but are not limited to:</p> <ul style="list-style-type: none"> Accelerated Reader (approx. \$12,000 per year) Lexia Core 5 (approx. \$11,900 per year) Moby Max (approx. \$2,800) Starfall (approx. \$270) iReady WeVideo Reflex Math (Approximately \$3,295 per year) 	<ul style="list-style-type: none"> Reading Phonics Instruction - .60 effect size Reading Comprehension Programs - .58 effect size <p>Rachel L. Schechter, Elizabeth R. Kazakoff, Kristine Bundschuh, Jen Elise Prescott & Paul Macaruso (2017) Exploring the Impact of Engaged Teachers on Implementation Fidelity and Reading Skill Gains in a Blended Learning Reading Program, Reading Psychology, 38:6, 553-579, DOI: 10.1080/02702711.2017.1306602</p> <p>The number of K-12 classrooms adopting blended learning models, integrating online and offline instruction, is rapidly growing (Horn & Staker, 2011). Blended learning, when implemented correctly, can be used as a way to support rather than weaken face-to-face instruction by providing teachers with access to data immediately (Freeland, 2015; Powell et al., 2015); this allows teachers to quickly gauge student progress and make informed pedagogical decisions to differentiate and personalize instruction. (Cavanaugh, Sessums, & Drexler, 2015; Hilliard, 2015).</p>	<p>and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. Growth will also be measured using the online program assessments including but not limited to the Accelerated Reader STAR assessment and program progress monitoring in Lexia and Moby Max.</p> <p>1b. Effectiveness of the programs will also be measured using online user data and teacher feedback.</p> <p>1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$33295	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

• All • Asian • 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?
<p>1. Purchase additional supplementary curriculum and/or instructional materials and student supplies for workshop, intervention, enrichment, STORM and extended day. Items may include but are not limited to replacement bulbs for projectors, copy paper, masters/ink cartridges for intervention copies, and district print shop orders.</p> <p>2. Purchase AR incentives. (\$500)</p>	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> RTI - 1.07 effect size Reading Phonics Instruction - effect size .60 Small group learning - .49 effect size <p>Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. (<i>National Mathematics Advisory Panel, 2008, pg.50</i>)</p> <p>GO Math K-6 Research Based Approach, p.42-50 https://www.hmhco.com/documents/go-math-k-6-research-based-approach</p> <p><i>The Digital Experience for the Wonders PreK-6 Literacy Curriculum:</i> The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. https://www.mheducation.com/prek12/program/microsites/MKTSP-BGA07M0/digital.html</p>	<p>1A. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>1B. Effectiveness will also be measured using informal observation and teacher feedback.</p> <p>1C. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p> <p>2A. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

• All • Asian • 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?
<p>1. Purchase technology hardware to support learning and student access to online curricular materials, resources, enrichment, intervention and assessments. Technology may include but is not limited to printers, documents cameras, installation, and projectors.</p> <p>2. Purchase laptop computers to be used to support instruction, access on-line platforms, monitor and track student progress, and communicate and engage families. Laptops will be used to collaborate, monitor student progress, analyze student data, plan for intervention, and implement small group instruction.</p>	<p>Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" <u>Review of Educational Research</u>, 15 (3) 250-281</p> <p>Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. (National Mathematics Advisory Panel, 2008, pg.50)</p> <p>GO Math K-6 Research Based Approach, p.42-50 https://www.hmhco.com/documents/go-math-k-6-research-based-approach</p> <p>The Digital Experience for the Wonders PreK-6 Literacy Curriculum: The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA07M0/digital.html</p>	<p>1. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>1. and 2. Effectiveness will also be measured using informal observation and teacher feedback.</p> <p>2. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Provide additional hours for the site Librarian to offer student and teacher access to research materials, supplementary reading materials, more frequent book check out, and access to the Accelerated Reader program.

Metric: Instructional Materials

Actions/Services 1.3.1

Principally Targeted Student Group

• Asian • 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?
<p>1. Time-sheeted library support - additional 2.25 hours a day.</p> <p>2. Time-sheeted library support up to</p>	<p>Quality school library programs impact student achievement. The most universal finding is the presence of full-time, certified</p>	<p>1 and 2. Effectiveness will be measured by reviewing the number of books checked out, student Lexile Level progress, and Accelerated Reader data three times per year at the end of</p>

3 hours a week to provide after school curb-side library check-out during Distance Learning and/or Transitional Model. (3 hours per week = approx. \$72 per week)	school librarians and appropriate support staff who implement a quality, school-integrated program of library services. Debra E. Kachel, Instructor, and Graduate Students of LSC 5530 School Library Advocacy School Library & Information Technologies Department Mansfield University, Mansfield, PA. <i>School Library Research Summarized</i>	each trimester.
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Increase by 2% or more the number of English Learners that demonstrate proficiency and are reclassified as Fluent English Proficient.

- Increase the percentage of reclassified students from 10% to 12% or higher.
- Increase the percentage of students who meet or exceeds standards on CAASPP in ELA from 22% to 24% or higher.

Metric: Progress toward English Proficiency

Actions/Services 1.4.1

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?
1. Assess EL student language acquisition and progress. 2. Support the English Learner program on campus through district professional training and collaboration. <ul style="list-style-type: none"> • ELPAC Coordinator - Certificated staff, hourly timesheet. Coordinate and administer initial and summative ELPAC. • EL Coordinator - Certificated staff, hourly timesheet. • Supplemental EL supplies and materials to support student learning, including but not limited to multilingual library books, curriculum, paper, ink, print shop funds, and certificate paper for awards and student recognition. • Provide interpretation and translation services for parent/teacher contact, including but not limited to 	Educating English Learners: Building teacher capacity. National Clearinghouse for English Language Acquisition (2008). http://www.ncele.gwu.edu/files/uploads/3/EducatingELLsBuidlingTeacherCapacityVol1.pdf English Language Learners: A Policy Brief. National Council of Teachers of English. http://www.ncte.org/library/mctefiles/resources/policyresearch/ellresearchbrief.pdf Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers.	1. The number of students who are reclassified as Fluent English Proficient will increase by 2% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA. Students will reach grade level SMART goals as measured by grade level program assessments. 2. Outcomes will be assessed and data will be reviewed twice during the year in the fall and in the spring after school and district EL student reclassification data is available.

written communication, phone calls, and parent/teacher conferences.

- Provide Roving Sub 4 days during the school year to release classroom teacher for parent conference with interpreter. (approx. \$200 daily sub cost x 4 days = \$1000)

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$13809	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Maintain a 7% participation rate and/or increase the overall percentage to 10% participation of students identified as GATE, specifically in underrepresented groups.

Metric: A-G Completion

Actions/Services 1.5.1

Principally Targeted Student Group
<ul style="list-style-type: none"> • All • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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 hourly pay (timesheet) for a teacher / site GATE coordinator who: <ul style="list-style-type: none"> • Provides on-site GATE Testing • Supports teachers, students, and families through the GATE referral process 	Gifted programs (separate from advanced placement/high ability courses) 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 and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education."	Review site data and maintain and/or increase the percentage of students participating in our GATE program. Student participation data will be reviewed twice each year as part of the Co-op/CAST process and additionally after the administration of the yearly NNAT assessments and district GATE referral process.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.6

Provide Visual and Performing Arts instruction to students as part of the regular school day.

Metric: Other (Site-based/local assessment)

Actions/Services 1.6.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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 90-120 minutes of music education and enrichment (approximately 1.5-2% of instructional time) per month for grades TK-6 provided by New Songs School of Music.</p> <ul style="list-style-type: none"> • TK-2nd grades: Music education/appreciation opportunities 45 minutes two times per month in a grade level assembly setting. • 3rd-6th grades: Push-in music education one hour two times per month for each classroom • Purchase materials to support music instruction (i.e., instruments) <p>2. Provide music education through specific links that New Songs School of Music has created to access music content. Teachers will utilize their current knowledge and skill level from past experience with New Songs to enhance their instruction.</p>	<p>Critical Evidence: How the Arts Benefit Student Achievement https://files.eric.ed.gov/fulltext/ED529766.pdf</p> <p>Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamental skills encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships.</p> <p>The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating at risk students and those with special needs.</p> <p>Mariale Hardiman, Luke Rinne, and Julia Yarmolinskay: <i>The Effects of Arts Integration on Long-Term Retention of Academic Content</i></p> <p>Previous correlational and quasi-experimental studies of arts integration—the pedagogical practice of “teaching through the arts”—suggest its value for enhancing cognitive, academic, and social skills. This study reports the results of a small, preliminary classroom-based experiment that tested effects of arts integration on long-term retention of content.</p> <p>First published: 18 August 2014 https://doi.org/10.1111/mbe.12053</p>	<p>1. Review student attendance data monthly and show an increase in overall student attendance throughout the year.</p> <p>1. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year.</p> <p>2. Review participation data and overall increase the number of students participating in after-school band and violin music programs</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$15298	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.7

Provide additional intervention time and targeted instruction outside of the regular school day for students based on assessed need.

Metric: Other (Site-based/local assessment)

Actions/Services 1.7.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

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 up to 220 hours of targeted, small-group or one on one intervention outside of the regular school day.</p> <ul style="list-style-type: none"> • Hourly certificated and classified salaries. 	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • Reading Phonic Instruction - .60 effect size 	<p>1a. Students will make a 1% or more gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as</p>

	<ul style="list-style-type: none"> • Reading Comprehension Programs - .58 effect size • Small Group Learning - .49 effect size <p>Peter A Cohen, James A. Kulik, Chen-Lin C. Kulik; <i>Educational Outcomes of Tutoring: A Meta-analysis of Findings.</i></p> <p>A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs.</p>	<p>measured by grade level program assessments.</p> <p>1b. Effectiveness will also be measured using informal observation and teacher feedback.</p> <p>1c. Outcomes will be assessed and data will be reviewed three times during the year at the end of each trimester.</p>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.8	
Provide enrichment and learning opportunities for GATE students, both during and outside of the regular school day.	
Metric: Other (Site-based/local assessment)	

Actions/Services 1.8.1

Principally Targeted Student Group

- Asian • 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?
<p>1. Provide extended day enrichment classes taught by certificated teachers. Up to 4 enrichment opportunities throughout the school year. Class offerings may include but are not limited to STEM (CREST program), music, art, and robotics.</p> <p>2. Purchase supplemental materials and curriculum to support student learning and enrichment opportunities.</p> <ul style="list-style-type: none"> • These materials may include but are not limited to: robotics supplies, visual and performing arts supplies or other materials needed to support a GATE program as determined by the GATE coordinator and/or GATE teacher. Any curriculum, digital or otherwise, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials. 	<p>Gifted programs (separate from advanced placement/high ability courses) 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/rbdrm9204.pdf and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.</p>	<p>1. Gather feedback from students, parents, and teachers at the end of each enrichment session.</p> <p>2. Three times during the year (at the end of each trimester) review classroom assessment data, district common assessments, and CAASPP data in ELA and Math to monitor student progress and achievement, ensuring that students meet or exceed grade level standards.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3397	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.9

Provide support for instructional and educational opportunities outside of the regular classroom environment in core content areas during the school day.

Metric: Other (Site-based/local assessment)

Actions/Services 1.9.1

Principally Targeted Student Group

- Asian • Black or African American • EL • Filipino • 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?
Provide funds for teachers to enhance the regular curriculum by offering hands-on, real-world educational experiences and opportunities both on and off campus. <ul style="list-style-type: none"> • Including virtual field trips during Distance Learning. 	Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. The teacher's role in preplanning, implementation, and reflection often dictates the impact that the field trip will have on students. Once teachers are empowered and learn how to develop and orchestrate a successful field trip, they will enable students to develop interest in science, which may lead to improved learning or improved science literacy. Behrendt, Marc and Franklin, Teresa; <i>A Review of Research on School Field Trips and Their Value in Education</i> International Journal of Environmental and Science Education, v9 n3 p235-245 2014	1a. Students will make a 1% or more gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. 1b. Effectiveness will also be measured using informal observation and teacher feedback. 1c. Outcomes will be assessed and data will be reviewed three times during the year at the end of each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.9.2

Principally Targeted Student Group

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

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?
Add one cohort to the ASES day camp (Herburger Academy) to provide an additional learning recovery opportunity. Students will receive content review, homework help, and enrichment in the cohort. This increase provides funding for staff and learning materials. (\$6,000 for staffing + 1,000 for materials)	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. <ul style="list-style-type: none"> • RTI - 1.07 effect size • Small group learning - .49 effect size To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats. Research Article: <i>Critical Elements of Classroom and Small?Group Instruction Promote Reading Success in All Children</i> ; Foorman, Barbara R. and Torgesen, Joseph Published 17 December 2002 https://doi.org/10.1111/0938-8982.00020	We will use Illuminate Benchmark Assessments to measure academic growth.

Funding Source	Amount	Description of Use		

Supplemental/Concentration (7101/0000)	\$6000	Classified Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	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

Increase by 1% or more the number of students in each grade level that meet benchmark standards or meets or exceeds standards as measured by CAASPP data in core content areas of Math and ELA.

- In Kindergarten, increase the ELA benchmark proficiency from 82% to 83% or higher.
- In 1st Grade, increase the ELA benchmark proficiency from 75% to 76% or higher.
- In 2nd Grade, increase the ELA benchmark proficiency from 70% to 71% or higher.
- In 3rd-6th Grade, increase the % of students who meet or exceed the Grade Level Developmental Level for Spelling Inventory from 61% to 62% or higher
- In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher
- In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 69% to 70% or higher for ELA and from 62% to 63% or higher in Math. **Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver*

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- 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?
<p>Provide release time for teachers to analyze data, set goals, create lesson plans and respond to students based on assessed need. Release time may include but is not limited to training, site planning and collaboration, analyzing student data, planning intervention, peer observations, SST/IEP meetings, and CAST/Co-op meetings.</p> <ul style="list-style-type: none"> • 2 days per grade level for planning and collaboration. Each teacher will be out of the classroom for less than 1% of the year for Grade Level meetings. (approx. \$16,000) • 8 additional days of 1 roving sub for CAST/Co-op meetings. (approx. \$1760) • 2 additional release days for site support staff and leadership team planning, cross-articulation and collaboration. (approx. \$1980) • Additional days for K-1 teachers to conduct 1-1 assessments. (4 half days each spread out throughout year - approx. \$4000) • SST days (8 days x \$220/day = 1,760) 	<p>Using the PLC at work model, teachers will use release time to collaborate, explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.</p> <p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • Response to Intervention: 1.07 effect size • Professional Development: .75 effect size • PLC: 1.57 effect size 	<p>1a. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>1b. Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>

Funding Source	Amount	Description of Use
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Supplemental/Concentration (7101/0000)	\$29630	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 2.1.2

Principally Targeted Student Group

• All • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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 professional learning opportunities for staff to learn additional strategies and resources to support 21st Century learning.</p> <p>2. Certificated and classified staff will be compensated for attending training, workshops and other professional learning and professional development opportunities.</p> <p>3. Provide professional learning opportunities through Choose Love to support students with SEL strategies and instructional practices.</p> <p>4. Provide professional learning opportunities through EGUSD SEL Series (C/PL) to support students with SEL strategies and instructional practices</p>	<p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning.</u></p> <ul style="list-style-type: none"> Professional Development effect size .62 <p>Kate Kinsella; <i>Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era</i> https://www.hmhco.com/products/english-3d/pdf/Kinsella_ELD_CCSS_4-19-12Handout.pdf</p> <p>Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? <i>Early Childhood Education Journal</i>, 39(6), 397-405.</p> <p>CASEL (Collaborative for Academic, Social, and Emotional Learning). (2012). <i>Effective social and emotional learning programs</i>. Chicago, IL: Author.</p>	<p>Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

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 cover the cost of registration and travel expenses for workshops, conferences, or training outside of EGUSD (ie. AVID).</p>	<p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning.</u></p> <ul style="list-style-type: none"> Professional Development effect size .62 	<p>1. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$11000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 by 10% our site Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score 90% Tier 1 fidelity to 100% Tier 1 fidelity.

- Ensure a safe learning environment and positive school culture and climate.
- Support the physical/social-emotional well-being of students by providing equitable, school-wide instruction, intervention, and disciplinary practices for social and academic success.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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. Support the PBIS program on campus by purchasing PBIS related signs, posters, radios, safety cones, lesson plan materials, and student acknowledgment materials and supplies.</p> <p>2. Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors.</p>	<p>Positive Behavioral Intervention and Supports (PBIS) is a program that supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. https://www.pbis.org/</p>	<p>1 and 2. Synergy discipline data, specifically office referrals and suspensions</p> <p>1 and 2. School site acknowledgement ticket data (Caught A Hawk)</p> <p>3. Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate Survey, Bullying Prevention Project)</p>
<p>3. Monterey Trail Regional Equity Coalition (MTREC): Our school site will work together with our regional schools to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for themselves, and remain productive citizens. (\$1,000 towards Innovation Bridge)</p>	<p>MTREC</p> <p>Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents' perceived equity, school belonging, and adjustment problems. <i>Journal of Educational Psychology</i>, 109(4), 532-545.</p> <p>Scott, T. M., Gage, N., Hirn, R., & Han, H. (2018). Teacher and student race as a predictor for negative feedback during instruction. <i>School Psychology Quarterly</i>. 33(5), 1-10.</p>	

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Provide support for student participation in afterschool enrichment programs, specifically in Visual and Performing Arts.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide

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 scholarship funds for students to participate in the after-school band and violin programs on campus.	<p>Critical Evidence: How the Arts Benefit Student Achievement</p> <p>https://files.eric.ed.gov/fulltext/ED529766.pdf</p> <p>Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamental skills encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships.</p> <p>The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating at risk students and those with special needs.</p> <p>Mariale Hardiman, Luke Rinne, and Julia Yarmolinskay: <i>The Effects of Arts Integration on Long-Term Retention of Academic Content</i></p> <p>Previous correlational and quasi-experimental studies of arts integration—the pedagogical practice of “teaching through the arts”—suggest its value for enhancing cognitive, academic, and social skills. This study reports the results of a small, preliminary classroom-based experiment that tested effects of arts integration on long-term retention of content.</p> <p>First published: 18 August 2014 https://doi.org/10.1111/mbe.12053</p>	1. Review attendance data and number of students participating in the afterschool program.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3

Roy Herburger parents, students, and staff will participate in the Monterey Trail Regional Equity Coalition (MTREC) in partnership with the regional principals and Innovation Bridge in order to address disproportionality. The goal is to promote better engagement and resourcing for the African American community and to build on the voice and assets of the participants to produce better academic and social emotional outcomes for our African American students.

Metric: Cohort Graduation

Actions/Services 3.3.1

Principally Targeted Student Group

• Black or African American • Foster Youth • 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>Monterey Trail Regional Equity Coalition (MTREC): Our school site will work together with our regional schools to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for themselves, and remain productive citizens. (\$1,000 towards Innovation Bridge)</p> <ul style="list-style-type: none"> During listening sessions and collaborative work with community partners, students and parents will create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community. 	<p>MTREC Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents' perceived equity, school belonging, and adjustment problems. <i>Journal of Educational Psychology, 109</i>(4), 532-545.</p> <p>Scott, T. M., Gage, N., Hirn, R., & Han, H. (2018). Teacher and student race as a predictor for negative feedback during instruction. <i>School Psychology Quarterly, 33</i>(5), 1-10.</p> <p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Effect size: Self-regulation 0.52, Social skills program 0.39, school climate 0.43, self-efficacy 0.71</p> <p>The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/</p>	<p>1a. Synergy discipline data, specifically office referrals and suspensions 1b. Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate 1c. Survey, Bullying Prevention Project) 1d. School site acknowledgement ticket data (Caught A Hawk) 1e. Participation rates in student leadership and GATE</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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

Provide opportunities for teachers to meet with families and offer support and instruction on how to best utilize the curriculum with their children and to provide parents with a better understanding of classroom curriculum and assessments.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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 compensation for teachers to meet with families throughout the school year. Teachers can use this time to conduct a parent university and/or</p>	<p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p>	<p>1. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys.</p>

to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", Synergy, and report cards.

2. Teachers can also be compensated for participating in the Monterey Trail Equity Coalition (MTREC) family events to strategize ways EGUSD and the Monterey Trail Region can eliminate microaggressions within our district.

National Coalition for Parent Involvement in education. 2006. *Research Review and Resources*. Retrieved September 16, 2011, www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.

The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.

National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National Education Service, 11-12.

MTREC
Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents' perceived equity, school belonging, and adjustment problems. *Journal of Educational Psychology*, 109(4), 532-545.

Scott, T. M., Gage, N., Hirn, R., & Han, H. (2018). Teacher and student race as a predictor for negative feedback during instruction. *School Psychology Quarterly*. 33(5), 1-10.

2. Review classroom assessment data to track students progress of those students that had families attend the curriculum events. Review PBIS discipline data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Provide engaging family enrichment activities, events, and meetings outside of the school day to enhance student learning and engage stakeholders in school decision making.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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?
Host Family Nights and Family Engagement Events, and use vendors such as Phil Tulga (VAPA) and Innovation Bridge (MTREC).	<p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11-12.</p>	Review event attendance data and parent surveys.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.2.2

Principally Targeted Student Group

- All • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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 access to the school library outside of the regular school day, specifically evening events for students and families to check out books, access research materials, and access the on-line Accelerated Reader program. Classified hourly timesheet.</p>	<p>Quality school library programs impact student achievement. The most universal finding is the presence of full-time, certified school librarians and appropriate support staff who implement a quality, school-integrated program of library services.</p> <p><i>Scheduling and Access</i> Flexible scheduling and program planning stood out as the most important variable in predicting reading scores. (California 2006)</p> <p>The flexibility of an open timetable allowed for collaborative teaching with depth. This was attributed to the principal's support in scheduling and through the extra funding for a full-time librarian position. (Ontario 2009)</p> <p>The California study indicated that student access to the school library—measured by the number of hours the library is open—was significantly related to test scores at all three levels. (California 2008)</p> <p>Debra E. Kachel, Instructor, and Graduate Students of LSC 5530 School Library Advocacy School Library & Information Technologies Department Mansfield University, Mansfield, PA. <i>School Library Research Summarized</i></p>	<p>Review attendance data from library events. Review Accelerated Reader data. Conduct parent and teacher surveys.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$900	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.2.3

Principally Targeted Student Group

- All • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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>Engage parents and community stakeholders in school decision making by inviting them to attend School Site Council meetings, English Learner Advisory Committee meetings, Parent-Faculty Organization meetings and events, Back to School Night, Open House, Parent University and Coffee Chats with administrators.</p> <p>Provide light refreshments for English Learner Advisory Committee (ELAC) meetings.</p>	<p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent</p>	<p>Review parent attendance and participation at school events and meetings.</p>

Purchase materials, such as books for parents to support home learning.	to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.	
	National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i> . Bloomington, Indiana: National Education Service, 11-12.	

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3

Increase parent and family involvement and support a welcoming environment where parents feel connected to the school and their child's learning.

Metric: Family and Community Engagement

Actions/Services 4.3.1

Principally Targeted Student Group

- Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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?
<ol style="list-style-type: none"> Teachers will conduct Parent Teacher Home Visits throughout the school year. Provide compensation via hourly timesheets for certificated and classified staff. Train additional staff members to conduct Parent Teacher Home Visits. 	<p>Effective family engagement builds relationships and capacity, and is linked to student learning. Parent/Teacher Home visits are one such engagement tool. Students whose families received a home visit, had 24 percent fewer absences than similar students whose families did not receive a visit. These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit.</p> <p>John Hopkins Study Report 2015: Parent/Teacher Home Visit Project -model Home Visits Make Significant Impact on Student Outcomes. Retrieved from http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf Key Findings: ---Students whose families received a home visit, one of the core strategies in the FEP, had 24 percent fewer absences than similar students whose families did not receive a visit. These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit</p>	<ol style="list-style-type: none"> Review Parent Teacher Home Visit data. 5% increase in student attendance and parent participation based on: <ul style="list-style-type: none"> • Attendance records • Home Visit log • Event Calendar • Sign in sheets • Agendas

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$700	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.4

Increase student attendance rate to 98% or higher and maintain a chronic absentee rate to less than 5%.

Metric: Attendance Rate

Actions/Services 4.4.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • R-FEP • School-wide • 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>Communicate with families via phone and email regarding the importance of student attendance. Make positive phone calls to families to thank families for attendance improvements (decreased tardiness and absences, etc.) Provide a weekly visual display in front of the school highlighting the total number of absences and total number of students tardy for the previous week.</p> <p>This action incurs no cost.</p>	<p>Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic trouble in the early grades. Some face challenges with health, transportation or housing that contribute to absences.</p> <p>Attendance Works: Advancing Student Success by Reducing Chronic Absence February 2014 Research Brief "<i>Attendance in the Early Grades: Why it Matters for Reading</i>" Retrieved from https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf</p> <p>This study suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. The report found that students who arrived at school academically ready to learn— but then missed 10 percent of their kindergarten and first grade years—scored an average of 60 points below similar students with good attendance on third-grade reading tests.</p> <p>Attendance Works: Advancing Student Success by Reducing Chronic Absence July 2011 Research Article "<i>Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes</i>" Retrieved from https://www.attendanceworks.org/attendance-in-early-elementary-grades-association-with-student-characteristics-school-readiness-and-third-grade-outcomes/</p>	<p>Review student attendance data.</p>

Funding Source	Amount	Description of Use

Actions/Services 4.4.2

Principally Targeted Student Group

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

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 materials and supplies to acknowledge positive attendance throughout the school year and provide awards and incentives for students who show an increase in attendance.</p> <p>2. Decrease the rate of chronic absenteeism</p>	<p>Missing school is a leading cause of low academic achievement and negatively affects a child's ability to read proficiently by third grade — the most important predictor of future school and career success.</p> <p>Research On School Attendance And Student</p>	<p>1 & 2 Monthly review of school-wide student attendance data.</p>

by providing primary language contact and support to parents/guardians. .	Achievement Roby, Douglas E.; Educational Research Quarterly, v28 n1 p3-16 Sep 2004 https://files.eric.ed.gov/fulltext/EJ714746.pdf			
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

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

V. Funding

Roy Herburger Elementary - 285

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$27,289	\$27,289	\$27,289	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	41.375	\$0	\$4,947,724	\$4,947,724	\$4,947,724	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$128,350	\$128,350	\$128,350	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$60,483	\$60,483	\$60,483	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$225,358	\$225,358	\$0	\$0	\$225,358	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$218,700	\$218,700	\$160,470	\$46,630	\$5,000	\$6,600	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,397	\$5,397	\$5,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$21,309	\$21,309	\$17,309	\$4,000	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$32,441	\$32,441	\$0	\$0	\$32,441	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,558	\$6,558	\$6,558	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$50,419	\$50,419	\$50,419	\$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)	1.8125	\$0	\$90,282	\$90,282	\$0	\$0	\$90,282	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0	\$0	\$132,712	\$132,712	\$132,712	\$0	\$0	\$0	\$0
3155 Supported	6.5	\$0	\$425,212	\$425,212	\$425,212	\$0	\$0	\$0	\$0

Living Skills (SLS) 6500 Special Education									
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$278,257	\$278,257	\$278,257	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$90,544	\$90,544	\$90,544	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	1.5	\$0	\$174,736	\$174,736	\$174,736	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$120	\$0	\$120	\$120	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	59.1875	\$120	\$6,916,771	\$6,916,891	\$6,505,580	\$50,630	\$354,081	\$6,600	

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	\$147,259
Subtotal of state or local funds included for this school	\$6,769,632

Principal **Tamela Moore**

School Site Council Chairperson **Rose Guerrero**

EL Advisory Chairperson **Manny Singh**
