



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: ADAM WOOD

County-District-School (CDS) Code: 34673146120000

**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 style="border: 0.5px solid black;"/> <p>The TJMS School Site Council met on September 28, November 11, February 1, and May 3. The School Site Council provided feedback on the 2019-20 LCAP and assisted with goal development for the 2020-21 LCAP on February 1 and May 3.</p> <p>In the fall of 2020, staff, students, and families of TJMS had a chance to provide their feedback for the 2021-22 LCAP via the district survey.</p> <p>At the February SSC meeting, the February 22, 2021 staff meeting, and the February leadership meeting, staff, students, and families had the opportunity to review the LCAP district survey results and suggest additional input.</p> <p>The TJMS ELAC committee met in February and were informed of the LCAP goals and funding.</p> <p>With the switch to distance learning, the last SSC meeting is postponed until late summer to make necessary adjustments as guidelines become more clear.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0.5px solid black;"/> <p>The committees all agreed that a continued focus on funding professional development for staff and providing release days for collaboration is a high priority.</p> <p>Supplemental concentration funding has been used for purchasing school wide technology in the past. With the increased focus on making sure those funds are spent on unduplicated students and the district's efforts to supply technology to sites, the LCAP will focus more resources on PBIS programs and intervention that targets unduplicated students.</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

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1

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

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

Specifically by subgroup:

- ELA will increase by 12 points from 24.8 points below standard for Black/African American to 12.8 points below standard.
- Math will increase by 12 points from 56.1 points below standard for Black/African American to 44.1 points below standard
- ELA will increase by 12 points from 33.5 points below standard for EL to 21.5 points below standard.
- Math increase by 12 points from 44.5 points below standard for EL to 32.5 points below standard.
- ELA will increase by 12 points from 1 point above standard for Low Income to 13 points above standard.
- Math increase by 12 points from 14.7 points below standard for Low Income to 2.7 points below standard.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for teachers to attend professional development opportunities. Potential PD opportunities include: <ul style="list-style-type: none"> • CLMS Conference • CADA Conference • NGSS (Science) Conference • Statewide PBIS Conference • State Science Teachers Conference • CAHPERD (Physical Education) Conference • English Language Development Conference • CSLA (Library) Conference • Special Education Training • Solar House Training (Design Thinking) • Ford's Theater Oratory Program Membership • AVID Summer Institute and trainings Emphasis this year for professional development will be attending conferences and workshops that target strategies to help with the achievement gap and disproportionality for Black/African American, EL, Foster Youth, and Low Income students.	Hattie Effect Size- Professional Development: .62	The amount and frequency of teachers taking strategies learned at professional development and training fellow staff members at department and staff meetings. Observation of department and PLC meetings and how the new training is impacting lesson and assessment design and classroom delivery strategies. Department level common formative assessment data. Common assessment data broken down by subgroups to measure progress at decreasing disproportionality.

Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$5000	Contracts/Services	Edit	Delete

EL Supplemental (7250/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$8234	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide teacher stipends for academic competitions and GATE:</p> <ul style="list-style-type: none"> • Mathletes • CyberPatriots <p>Provide teacher stipend for musical production.</p> <p>Increase recruitment of underrepresented groups in Mathletes, CyberPatriots, and the musical production.</p>	<p><i>Best Practices for Improving Middle Schools.</i> Hanover Research 2011.</p> <p>Vander Ark, T., Ryerse, M. <i>An Integrated Approach to Academic and Social Supports.</i> 2017</p>	<p>Monitor the number of students that participate in Mathletes, Science Olympiad, CyberPatriots, and the school musical.</p> <p>Track progress of scores/success for the competition teams.</p> <p>Track common assessment scores for students in Mathletes, CyberPatriots, Gate, and Science Olympiad relative to peers to determine if critical thinking skills in these events are leading higher achievement in all areas.</p> <p>Track participation rates of traditionally underrepresented groups in Mathletes, CyberPatriots, and the musical production.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Academic Competitions (7206/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
<p>Student Fees will be used to purchase instructional materials in science course. These are primarily supplies for labs in both 7th and 8th grade. It will also be used for supplies in the Home Economics class. This includes food and cooking supplies used by the students during their lessons.</p> <p>CTE funds used to supplement equipment and technology in CTE courses such as digital media and pre-engineering.</p> <p>VAPA funds will be used for Art, Theater, Video Productions, and Band classes to purchase equipment.</p> <p>The use of student fees for lab supplies and Home Economics supplies and VAPA funds for Art, Theater, Video Productions, and Band will provide access to students that don't have those items at home.</p>	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.</i> Alexandria, VA: ASCD.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning.</i> New York, NY: Routledge.</p> <p>The Impact of Arts and Athletics Participation on Student Success: Hanover Research 2016</p> <p>McCarthy K., Heneghan Ondaatje, E., Brooks, A., Szanto, A. (2005) <i>A Portrait of the Visual Arts Meeting the Challenges of a New Era</i> Rand Corporation</p> <p>Sroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership</p>	<p>Student course requests in the VAPA electives (Art, Band, Theater) will be used to determine if those courses are meeting the needs of our students.</p> <p>The repairs in band will help support increased enrollment in 7th grade band which has a goal of sustaining 85 students.</p> <p>The technology in the Theater class will be measured by how it is integrated into the plays and productions and the use of it by students in class.</p> <p>Number of students accessing equipment and technology in CTE classes increasing.</p> <p>The effectiveness of the science equipment will be measured by the amount of labs students are able to complete each term and then Science CAASPP scores which will benefit from exposure to more hands on learning.</p>

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$12500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

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

- 57.1%, which places TJMS in the High progress level

to:

- 65%, which would place TJMS in the Very High progress level

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

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

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$4926	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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<p>Site Goal 2.1</p> <p>100% of professional learning communities will use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and special education students. Specifically, PLCs will increase opportunities to demonstrate mastery on standard based common assessments by providing multiple tests or retests. PLC's in appropriate subject areas will use Illuminate assessment system and data to help with targeted intervention, progress monitoring, and reteaching to target subgroups.</p> <p>Currently PLC's have administered Illuminate. The desired state is for PLC's to become comfortable using the Illuminate data to inform practices in the classroom which has not occurred.</p>	
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<p>Metric: Data and Program Evaluation</p>	
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Actions/Services 2.1.1

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$25000	Certificated Salaries	Edit	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

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

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

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Foster Youth

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

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

Site Goal 3.2

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

- Decrease percentage of African American students suspended at least once from 19.5% to 15%.
- Decrease percentage of students with disabilities suspended at least once from 22.5% to 15%.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Black or African American • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Grow and improve the ROAR and Power Up programs by identifying cohorts of at-risk students in both grades that will benefit from daily interventions, including:</p> <ul style="list-style-type: none"> • Check-in and check-out each day with program teacher. • Grade and behavior checks filled out by classroom teachers. • After school team building activities and projects. • Community building and restorative circles. • Field trips to local colleges. • Organization and time management skills. • Deescalating techniques to avoid confrontations in class and on campus. • Focus on the Academic Enablers in the Framework for High Quality Instruction. • Refreshments and supplies for parent informational meetings, ceremonies, and events. • Team building field trips for PBIS Tier 2 students. <p>ROAR and Power Up identify 10-12 students, ROAR is male students and Power Up is female, from the PTSG's to work with a teacher and counselor 4 days a week after school to help connect to campus, develop study skills, engage in team building and leadership development, check in on academics, and provide a support system for students that have been identified as struggling in previous terms.</p>	<p>Blankstein, A. & Noguera, P. (2015) <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i>. Alexandria, VA: ASCD</p> <p>Hammond, Z. (2015) <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Thousand Oaks, CA: Corwin</p> <p>Lindsey, R., Robins, K., & Terrell, R. (2009) <i>Cultural Proficiency: A Manual for School Leaders</i>. Thousand Oaks, CA: Corwin</p> <p>SCHOOL CLIMATE RESEARCH SUMMARY: August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</p> <p>McCluskey, Lloyd, Kane, Riddell, Stead & Weedon (2008) Can restorative practices in schools make a difference? Educational Review</p>	<ul style="list-style-type: none"> • Referrals for students in ROAR and Power Up compared to before they started the program. • Grade and attendance for students in ROAR and Power Up. • Purple tracking sheets used Monday - Thursday daily each week that assign a score for each student's progress that day towards meeting the four PBIS core values. Each student can earn 48 points each day, 12 per class. Points are charted by the ROAR teachers each day. • Promotion rate for 8th grade class. • Percentage of recruited students that enroll in ROAR.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$68250	Certificated Salaries	<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

Increase the Positive Overall Effectiveness response rate from 78% to 85% on the EGUSD Parent Survey.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Events held at TJMS to introduce students and families to 7th Grade:</p> <ul style="list-style-type: none"> • Jaguar Jubilee, held the Thursday and Friday before school starts to get incoming 7th grade students ready for the start of school and familiar with campus. • Jump Start, held the three days before Jaguar Jubilee to get students familiar with the policies and routine of middle school with a new schedule. • Course registration night, held two days in the spring of 6th grade to give parents an opportunity to hear about the transition to middle school and course offerings available to all students. • Ice Cream Social, held in May to give students a chance to tour campus, meet other incoming 7th graders, and have a positive first experience on campus. • Quarterly principal coffee chats offering parents a chance to get involved and ask questions with other parents and the principal. <p>Parents on the Green is a chance for parents to join students and staff for lunch. It will be held ten times during the school year.</p> <p>Increase efforts to improve attendance at events from all subgroups.</p>	<p><i>Breaking Ranks in the Middle</i>. National Association of Secondary School Principals. (2006).</p> <p>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS Hanover Research 2011</p> <p>A new wave of evidence: The impact of school, family, and community connections on student achievement. (http://www.sedl.org/connections/resources/evidence.pdf)</p> <p>Reframing Family Involvement in Education: Supporting Families to Support Educational Equity. (http://www.hfrp.org/publications-resources/browse-ourpublications/reframing-family-involvement-in-education-supporting-familiesto-support-educational-equity)</p>	<p>Parent feedback on in house PBIS surveys.</p> <p>Number of incoming 7th graders that complete online course selection.</p> <p>Parent feedback on LCAP survey.</p> <p>Attendance and parent feedback at the following events:</p> <ul style="list-style-type: none"> • Ice cream social • Course selection nights • Parents on the Green • Principal Coffee Chats

Funding Source	Amount	Description of Use		
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Use staff to family outreach to improve attendance evidenced by:

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

Metric: Attendance Rate			
Actions/Services 4.2.1			
Principally Targeted Student Group			
• All • Foster Youth • Low Income			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	
<p>Distribute weekly newsletter to connect families with staff and activities happening on campus.</p> <p>Hold ten parent lunch days on campus.</p> <p>Mail home postcards recognizing positive student behaviors and interactions.</p> <p>Positive phone calls home, staff earns team points for making them. Focus positive phone calls home early in the year towards students that are less connected to school and families that are less likely to participate.</p>	<p>Using Chronic Absence Data to Improve Conditions for Learning. Hedy N.Chang, David Osher, Mara Schanfield, Jane Sundius, and Lauren Bauer. September 2019.</p> <p>Absences Add Up: How School Attendance Influences Student Success. Alan Ginsburg, Phyllis Jordan, and Hedy Chang. August 2014.</p>	<p>Staff Team Purple vs Team Black points.</p> <p>Parent lunch day attendance.</p> <p>Weekly newsletter readership rates.</p> <p>Number of postcards mailed home.</p>	
Funding Source	Amount	Description of Use	
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

Not applicable

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

V. Funding

Toby Johnson Middle School - 420

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$121,090	\$121,090	\$121,090	\$0	\$0	\$0	\$0
2130 Non-Instructional FTE (7-8) 0000 Unrestricted	1	\$0	\$140,096	\$140,096	\$140,096	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$52,939	\$52,939	\$52,939	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	63.3416	\$0	\$7,501,005	\$7,501,005	\$7,501,005	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$9,996	\$9,996	\$9,996	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	3	\$0	\$416,376	\$416,376	\$416,376	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$48,446	\$48,446	\$48,446	\$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	\$89,717	\$89,717	\$89,717	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4	\$0	\$333,420	\$333,420	\$0	\$0	\$333,420	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0	\$0	\$118,250	\$118,250	\$8,000	\$25,000	\$84,250	\$1,000	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$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	\$114,341	\$114,341	\$114,341	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach	0	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$0

(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	\$16,426	\$16,426	\$16,426	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$28,126	\$28,126	\$0	\$0	\$28,126	\$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	\$9,906	\$9,906	\$9,906	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$9,906	\$9,906	\$9,906	\$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)	4.8751	\$0	\$205,687	\$205,687	\$0	\$0	\$205,687	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	7	\$0	\$625,955	\$625,955	\$625,955	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$44,166	\$44,166	\$44,166	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.1875	\$0	\$316,600	\$316,600	\$316,600	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$19,904	\$0	\$19,904	\$19,904	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	90.8872	\$19,904	\$10,251,339	\$10,271,243	\$9,591,760	\$25,000	\$652,483	\$2,000	

Total Funds Provided to the School Through the	TBD
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Consolidated Application	
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$225,499
Subtotal of state or local funds included for this school	\$10,045,744

Principal **Adam Wood**

School Site Council Chairperson **Gina Jamerson**

EL Advisory Chairperson **John Khoustekian**

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