Edward Harris, Jr. Middle School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Charles Amey

County-District-School (CDS) Code: 34673140105924

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Actions and Services

Edward Harris, Jr. Middle School | Focused Work: 2022-2023

Goal Setting

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The following opportunities for stakeholder involvement were provided:

- Gathering of input began in November of 2021 and is on-going
- Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings:
  - Parent University - January 5, 2022
  - English Learner Advisory Council - April 28, 2022

- School Site Council Meeting - November 30, 2021
  - Site Leadership Meeting - March 29, 2022
  - School Site Council Meeting - January 18, 2022
  - Site Leadership Meeting - April 26, 2022
  - School Site Council Meeting - May 3, 2022
  - School Site Council Meeting - May 24, 2022
- Teachers, parents, students and administration were engaged in the LCAP survey on November 20th. The LCAP was discussed at department meetings and at a faculty meeting as well. The Leadership team took part in a revision of the LCAP on April 26, 2022.

Impact of LCAP and Annual Update

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

Various meetings throughout the course of the 2021-22 school year, allowed all stakeholders to assess the needs and services that were being provided. Some of the needs changed drastically due to the return to in-person learning. We continued to follow a specified timeline to ensure that stakeholders were engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2021-22 school year, our site encouraged stakeholder participation to support their understanding of the LCAP/LCFF. We gave surveys soliciting input and held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP/LCFF. The results showed that our plan should focus on the following initiatives:
a. Instructional support – CCSS, ELD, Special Education: materials, professional learning/coaching, technology, assessments
b. Parent and family engagement, education and communication
c. Extended learning: before/after/intersession/summer, includes tutoring and mentoring
d. EL support: student, staff and parent support
e. Behavioral support: counseling (individual & group), psych, MHT for all students and targeted subgroups (EL and FY particularly)
f. Safe, secure and well maintained facilities/learning environments: staff, buildings, equipment
g. College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID, field trips
h. Professional learning: certificated, classified and leadership
i. Technology and related training to support teaching and learning for students, staff and parents
j. Educational equity – focused efforts to reduce opportunity and achievement gaps
k. Enrichment opportunities through clubs, after school programs and intramural sports

Resource Inequities

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

Analysis of our needs assessment illustrated that there were no inequities present.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion**

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

Site Goal 1.1

Increase the percent of all students and students within our principally targeted groups who will attain mastery at grade level of curriculum standards in all courses based on CAASPP Math, English & Science scores. Percent of students meeting or exceeding standards:

- 50% of students will meet or exceed standards in mathematics as measured by CAASPP. Reduce disparity among student groups by 12%.
- 60% of students will meet or exceed standards in ELA as measured by CAASPP. Reduce disparity among student groups by 12%.
- 5% increase in students meeting or exceeding standards in Science as measured by CAASPP.
- African American students will improve on the SBAC in ELA from 27% meet or exceeded points below standard to 35% points below standard. (Red Designation)
- SWD will improve on the SBAC in ELA from73% points below standard to 60%. (Red Designation)

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group
• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1 .Students in targeted subgroups are given the opportunity to receive materials and develop a 7th-12th grade postsecondary academic plans facilitated by **Counselors**, to assist students with being college ready. The action includes funding for release time, materials, and printed documents	Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005) What Works in Schools: Translating Research Into Action Marzano (2003)	1. Metrics: • Student 7th-12 grade plans • Student/ Staff Surveys • MTHS A-G rates

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$6500	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services /Subscriptions	

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1.Purchase materials, instructional supplies, technological equipment, educational programs and database subscriptions to support integration of instructional technology and the implementation of CCSS.
 	
2.Purchase research based supplemental materials and supplies to support the development of common core, access a variety of formats, culturally responsive teaching, reading genres, writing styles, and inquiry-centered standards based on lessons for all and targeted student groups to enhance mastery of all courses will be purchased as well.
 	
Actions may include the purchasing of Quizziz, Pear Deck, Nearpod, EdPuzzle, NewsELA,
	KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#!ccss-implementation-/c1fd7
	
	Positive Effect of Technology on Student Achievement Tamin, Bernard, Borokhovski, Abrami & Schmid (2011)
	
	Enhancing the Arts and Science of Teaching with Technology by S. Magana and R. Marzano (2014)
	
	Technology Integration in the Classroom Hanover Research 2010
		1. Metrics:
		
		• Student Projects and research papers.
		  ○ Computer-based assessments
		  ○ Technology surveys
		• Student/ Staff surveys
		• VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction and VAPA Related Instructional Technology
		
		2. Metrics:
		
		• GPA's of participating students
		• Mid-quarter Progress Reports
		• Quarter Report Cards

Noodle Tools, Lexia, Kahoot, Grolier On-line, and LibraryTrac to support the CCSS, Total Response System, GradeCam, IXL, iReady, Go Guardian, PE materials/ equipment and other instructional materials needed.

Funding Source	Amount	Description of Use	
Visual & Performing Arts (VAPA) (7450/0000)	$3670	Materials/Supplies/Equipment	
Visual & Performing Arts (VAPA) (7450/0000)	$1325	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$22007	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide **Extended Day/After-School** tutoring for all targeted subgroup (Breakthrough) courses taught by certificated teachers. The action includes funding for time sheets for certificated teachers, instructional supplies and materials for the extended day tutoring and enrichment classes. The action also includes funding for materials, supplies and technological equipment. 2. Provide GATE enrichment classes after school. Purchase materials and supplies to support GATE After School Program. 3. Provide extended library hours after school. This will allow students to have access to computers, internet, books, and many other resources they may not have at home. It will also provide a quiet place to study and learn. The action includes providing a time sheet for Certificated or	Positive Effect of Technology on Student Achievement Tamin, Bernard, Borokhovski, Abrami & Schmid (2011) EXTENDED LEARNING IN MIDDLE SCHOOLS Hanover Research 2011 Extended Learning in Middle Schools Hanover Research (2011) Technology Integration in the ClassroomHanover Research (2010)	1. Metrics: • Progress toward English Proficiency • After School Tutoring sign-in sheets • GPA's of participating students • Mid-quarter Progress Reports • Quarter Report Cards 2. Metrics: • After School Tutoring sign-in sheets • GPA's of participating students • Mid-quarter Progress Reports • Quarter Report Cards • After School Library Attendance sign-in sheets

Classified personnel for 1.5 hours, 3 days a week to work extended hours after school.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$26345	Certificated- Timesheets	
Title I – Basic (4900/3010)	$4000	Materials/Supplies/Equipment	

Actions/Services 1.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1.Purchase supplemental materials, supplies, and equipment (including technology) for **Enrichment** courses related to college and career readiness. The action includes **CTE** Pre-Engineering or Animation Equipment such as; 3D Printing equipment, filament and materials for student design projects, consumable supplies, instructional materials, instruction equipment, and **VAPA** materials, equipment , tablets and supplies HP LJ Printer (2) 2.Provide funding for field trips related to the career theme or post-secondary preparation and professional development related to instructional methodology, so that students can stay current with industry trends. CTE Site Augmentation (m-7235) funding ($5000)	Extended Learning in Middle Schools Hanover Research (2011) Technology Integration in the Classroom Hanover Research (2010)	1. Metrics: • Quarter Report Cards • High-Quality Element: Students will become proficient in 2D-3D CAD as demonstrated by their end of the year portfolio and 3D printed projects. • CTE pathways 2. Metrics: • CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses • MTHS Design and Technology Academy enrollment • PD with C-STEM and Paton Group • Instructional Materials for student design projects • Student Fees - Mgmt 2312 to purchase consumable materials, supplies, and equipment.

Funding Source	Amount	Description of Use	
CTE (7235/0000)	$2400	Materials/Supplies/Equipment	
Visual & Performing Arts (VAPA) (7450/0000)	$756	Materials/Supplies/Equipment	

Student Fees (2312/0000)	$3350	Materials/Supplies/Equipment	

Actions/Services 1.1.5

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1.Provide **FTE** to assist with school-wide instructional leadership, provide intervention courses and assessments to improve student achievement and meet the social-emotional and academic needs (wrap around services) of our students. The action includes funding for FTE to be used in the following areas: • .5 **Program Administrator -Title I** • 1.333 for **Certificated Intervention Teachers** • .5 FTE will be funded to provide intervention through a **Certificated Counselor.**	What Works in Schools: Translating Research Into Action Marzano (2003)	1. Metrics: • ELA Literacy Mid-year Benchmark Assessment • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$143411	Certificated- Salaries	
Title I – Basic (4900/3010)	$129342	Certificated- Salaries	

Actions/Services 1.1.6

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Provide the following for our Pre-Engineering **CTE** course: • Consumable supplies • Instructional materials • Instruction equipment • Pre-engineering equipment: 3D printing equipment, filament • Field trips related to the career theme or post secondary preparation • Professional development related to instructional methodology or staying current with industry trends. • CTE Site Augmentation (m-7235) funding ($5000)	Technology Integration in the Classroom Hanover Research (2010)	• Quarter Report Cards • PD with C-STEM and Paton Group • CTE Funding/Enrichment - Mgmt 7235 to support CTE/career-themed courses

Funding Source	Amount	Description of Use	
CTE (7235/0000)	$400	Contracts/Services /Subscriptions	
CTE (7235/0000)	$2200	Materials/Supplies/Equipment	

Site Goal 1.2

50% of EL students will increase their ELPI levels from 47%.

Metric: Progress toward English Proficiency	

Actions/Services 1.2.1

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide funding to increase teacher collaboration via release days and support **EL** centered PLC groups as well as to send teachers to workshops and conferences for professional development on implementing the ELD standards in alignment to the CCSS and the elements of High-Quality Instruction.	From Leading to Succeeding: The Seven Elements of Effective Leadership in Education - D. Reeves (2016) Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)	1. Metrics: • ELPAC scores • Re-designation Rates 2. Metrics: • ELPAC scores • RE-designation Rates

2. Provide staff development for EL strategies & language development. Actions include giving stipends to **Instructional Coaches** to provide workshops, peer observation and release time for planning and for attending **ELAC** meetings.	Improving Education for English Learners: Research-Based Approaches CDE (2010)	

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$4000	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	$5500	Certificated- Salaries	

Actions/Services 1.2.2

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Purchase supplemental instructional and learning materials for EL students to promote the acquisition of English. This includes web-based programs and other technology that support engaging learning activities aimed at helping students master the ELD and common core grade level standards. This also includes providing staff with research surrounding FHQI, AVID and cross-curricular, culturally responsive instructional strategies.	Improving Education for English Learners: Research-Based Approaches CDE (2010) Response to Intervention and English Language Learners Hanover Research (2012)	1. Metrics: • ELPAC scores

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$5527	Materials/Supplies/Equipment	

Actions/Services 1.2.3

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1.Provide certificated support for administering the initial and summative ELPAC tests, determining the most appropriate placement of EL students. Action includes allocating supplemental monies for EL Coordination. Timesheets for certificated personnel to identify/place EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003) <u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)	1. Metrics: • PIC Data • ELPAC scores • Progress toward English Proficiency • Re-designation

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$11000	Certificated- Salaries	
EL Supplemental (7250/0000)	$3000	Classified- Salaries	

District Strategic Goal 2:

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

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

- Math increase by 12% from 38% to 50% overall
- English increase by 12% from 48% to 60%
- African American students will improve in Math on the SBAC from 55% not meeting standard to 45%. (Red Designation)
- SWD will improve in Math on the SBAC from 84% not meeting standard to 70%. (Red Designation)
- In English SWD will improve on the SBAC from 73% not meeting standard to 60%. (Red Designation)

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. **Professional Development** Provide funding for certificated personnel to attend professional development workshops, trainings, conferences or seminars to understanding of assessments, improve instruction, learn how to build positive relationships with students and develop a greater understanding of FHQI in order to increase student achievement. Potential contractors include ACSA, Pear Deck, Illuminate and Solution Tree.
 	
Action includes providing stipends, substitute coverage and conference, training, seminar registration costs.
 	
During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.
	From Leading to Succeeding: The Seven Elements of Effective Leadership in Education - D. Reeves (2016)
	
	Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)
	
	What Works in Schools: Translating Research Into Action Marzano (2003)
	
	Pathways to the Common Core Calkins, Ehrenworth & Lehman (2010)
	
	Principles to Actions: Ensuring Math Success for All National Council of Teachers of Mathematics (2016)
		1. Metrics:
		
		• Synchronized Curriculum Maps
		• Site developed common assessments via Illuminate
		  ○ Assessments reviewed in monthly PLC meetings.
		• Professional Development
		  ○ Agendas & Minutes from trainings/ meetings
		• District benchmarks
		• Content standards implementation

Funding Source	Amount	Description of Use	
GATE (7205/0000)	$1250	Certificated- Salaries	
PreAP Training (7218/0000)	$1000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$9000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Contracts/Services /Subscriptions	

Actions/Services 2.1.2

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide funds to support the school-wide AVID initiative, promoting teaching and learning strategies that are used across multiple curricular areas. 2. **Professional Development; AVID** The action includes funding for attending AVID professional development workshops, AVID Summer Institute registration and participation, AVID committee collaboration with colleagues to develop common lesson plans and assessments.	Evaluation of AVID Effectiveness Northwest Evaluation Association (2015)	1. Metrics: • Quarter Grade Reports • Meeting Agendas/ Sign-In Sheets 2. Metrics: • AVID SCCI (Secondary Coaching and Certification Instrument)

Funding Source	Amount	Description of Use	
AVID (7233/0000)	$1666	Contracts/Services /Subscriptions	
AVID (7233/0000)	$700	Materials/Supplies/Equipment	
AVID (7233/0000)	$4934	Certificated- Salaries	
Title I – Basic (4900/3010)	$1500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$10000	Contracts/Services /Subscriptions	

Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide certificated staff stipends and release time for professional	Pathways to the Common Core Calkins, Ehrenworth & Lethman	1. Metrics:

development opportunities to acquire requisite knowledge to assist students in attaining grade level mastery, implement school-wide instructional strategies and FHQI strategies. Also for PLC's and Departments to:

- Implement school-strategies
- Increase appropriate academic language implementation across all curriculum align lessons and curriculum maps with common core standards
- Improve academic achievements and instructional strategies
- Site Planning/ Department Release Time
- Purchase equipment that supports the CCSS
- Vertical Articulation
- Summer Planning
- Implement FHQI strategies
- Creating differentiated lesson plans
- Formative Assessments
- Implementation of EL Instructional Strategies
- Instructional Rounds
- PLC Meetings

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

(2010)

Professional Development Schools: Schools for Developing a Profession Darling - Hammond (2002)

What Works in Schools: Translating Research Into Action Marzano (2003)

Principles to Actions: Ensuring Math Success for All National Council or Teachers of Mathematics (2016)

Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning R. Elmore (2009)

Professional Learning Communities at Work DuFour (2012)

- Content standards implementation
- Site developed common assessments
  - Assessments reviewed in monthly PLC meetings.
- Professional Development
  - Agendas & Minutes from trainings/ meetings
- District benchmarks
- Content standards implementation
  - Synchronized Curriculum Maps
- PSAT data
- State Physical Fitness Testing

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$9381	Certificated- Salaries	
GATE (7205/0000)	$500	Certificated- Salaries	
GATE (7205/0000)	$1000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$25000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$10000	Certificated- Timesheets	

District Strategic Goal 3:   **District Needs and Metrics 3:**

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

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

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

Site Goal 3.1

Increase the number of positive interactions between students and staff using the **P**ositive **B**ehavior **I**ntervention **S**upport (**PBIS**) program. School Climate survey data will show 80% satisfaction rate.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Build a positive school climate and culture through **PBIS** Task Force Committee work. The action includes funding for stipends, release time, and/or substitutes for certificated and classified personnel for PBIS tier I & II training and other staff development needs for all faculty; **PBIS Kickoff planning & supplies; PBIS Annual Conference.** During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.	Practices for School-wide PBIS Implementation Hanover Research (2015) Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)	1. Metrics: • PBIS 5 Star Rewards Program Usage Data • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • PBIS Assessments • Self-Assessment Survey (SAS) • Tiered Fidelity Inventory (TFI)

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$800	Contracts/Services/Subscriptions	
PBIS (7440/0000)	$200	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Salaries	

Actions/Services 3.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. **Positive Reward Systems** Provide a Positive Rewards behavior program to promote conduct that is beneficial to every stakeholder on campus.
 	
Actions include purchasing materials for the **PBIS** program: PBIS banners, signage and PBIS instructional supplies and materials. Funding for PBIS Rewards program, field trips, enrichment opportunities and related costs. Funding to support purchase and installation of positive messaging and public displays and Unity Day support.
 	
2.Purchase CharacterStrong Curriculum for Advocacy classes to use for Socio-Emotional Learning.
	Practices for School-wide PBIS Implementation Hanover Research (2015)	1. Metrics:
		
		• **PBIS 5 Star Rewards Program Usage Data**
		• California Healthy Kids Survey (CHKS)
		• Social Emotional Learning/Culture & Climate Survey (SEL/CC)
		• PBIS Assessments
		  ○ Self-Assessment Survey (SAS)
		  ○ Tiered Fidelity Inventory (TFI)
		• Suspension Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Materials/Supplies/Equipment	

Actions/Services 3.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
1. Provide **intramural after school** sports programs, after school curriculum, clubs and performing arts programs for students to have the opportunity to engage in enriching activities, developing holistically. Actions include timesheet hours for certificated and classified employees and the purchasing of materials/ equipment for the program.	Research Link / Extracurricular Activities: The Path to Academic Success? John H. Holloway The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors Sitkowski (2008)	1. Metrics: • Suspension Data • School Climate • Attendance • GPA's of Participating Students

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

Actions/Services 3.1.4

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide student agendas to support school-wide organization and time management skills for all students.	Seven Habits of Highly Effective Teens S. Covey 2013 What Works in Schools: Translating Research Into Action Marzano (2003)	1. Metrics: • AVID SCCI (Secondary Coaching and Certification Instrument) • Student Survey • GPA Reports

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$7850	Materials/Supplies/Equipment	

Actions/Services 3.1.5

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide opportunity for incoming 7th grade students and 8th grade students to experience a **Shadow Day**, understanding the academic and behavioral expectations of the next level of education. Action includes providing funding for the purchasing of transportation, substitute teachers, and timesheets for certificated teachers.	Extended Learning in Middle Schools Hanover Research (2011)	1. Metrics: • Open Enrollment data • Honors and CTE enrollment

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	

Site Goal 3.2

Decrease suspension rate of targeted subgroups to 7.3% by providing instruction, intervention, SEL, restorative practices and PBIS.

Metric: Suspension	

Actions/Services 3.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide students from targeted subgroups access to wrap around services and mentors from internal and external organizations/ partners/ programs, that focuses on their academic successes and positive behavior, providing additional intervention when required. Intervention groups include but are not limited to: **AIM mentor program, STORM, SWEAT III, PBIS Tier II, Sac**	Practices for School-wide PBIS Implementation Hanover Research (2015)	1. Metrics: • PBIS Rewards Program Usage Data • Site Discipline Data • Student GPA's of participating students • Attendance Data • PBIS 5 Star Rewards Program Usage Data • California Healthy Kids Survey (CHKS)

Connect, IYT, The Table Community Foundation, Project Optimism and Harris Academy.

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

- Mindset Academy by SWEAT
- Social Emotional Learning/Culture & Climate Survey (SEL/CC)
- PBIS Assessments
  - Self-Assessment Survey (SAS)
  - Tiered Fidelity Inventory (TFI)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$48441	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$11191	Contracts/Services /Subscriptions	

Actions/Services 3.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Increase access to culturally sensitive teaching strategies and equity training through providing staff development via book studies, online instructions, workshops, guest speakers, etc. Actions include stipends for guest speakers, and funds for materials, books, supplies, etc.	Excellence Through Equity by Blankenstein and Noguera Professional Development Schools: Schools for Developing a Profession Darling-Hammond (2005)	1. Metrics: • Teacher Participation/ Sign-In Sheets • Site Discipline Data • PBIS surveys • PBIS Tiered Fidelity Report

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$8000	Contracts/Services /Subscriptions	

Actions/Services 3.2.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Purchase safety equipment and provide money for site modifications to maintain a safe school environment with clean and well-maintained facilities. Action includes purchasing materials for auto locking doors, safety cameras, video/audio recording, protective window shades for both admin and student services offices, and Library, radios, radio repair, ear pieces, transportation, golf carts, golf cart maintenance, traffic materials (cones, stop signs, etc.)	Twenty Simple Strategies to Safer and More Effective Schools Maine Department of Education (2014)	1. Metrics: • Safe School Report • Suspension Data • Attendance

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Site Goal 3.3

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

Metric: School Climate	

Actions/Services 3.3.1

Principally Targeted Student Group

• Black or African American • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide funding for field trips to colleges and materials from **californiacolleges.edu** such as; Exposed to interest profiler, career information, and college information, so that students will be able to display an understanding of	Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know Conley (2013)	1. Metrics: • Data and Program Evaluation • Enrollment • 4-year plans

how to gather college and career
information.

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

Actions/Services 3.3.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide extended learning programs to enhance student learning (ex. Gen G Gaming Academy, Robotics, Cyber Patriot, Harris TV, Music Production). Actions may include purchase **VAPA** Equipment, materials, furniture replacement, etc.	What Works in Schools: Translating Research Into Action Marzano (2003)	1. Metrics: • Data and Program Evaluation • Enrollment • CAASPP data • VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction

Funding Source	Amount	Description of Use	
Visual & Performing Arts (VAPA) (7450/0000)	$1300	Materials/Supplies/Equipment	

Actions/Services 3.3.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide honors' workshops and presentations to students, conferences, seminars & training regarding the expectations and benefits of the **Honors Program** to 7th grade advocacy classes and Honors student outreach presentations to 6th grade students at feeder schools.	Extended Learning in Middle Schools Hanover Research (2011)	1. Metrics: • Honors Enrollment • HS AP Enrollment • Master Schedule

Actions include funding for complementary supplies and materials related to time management, study skills, organizational skills, information literacy, note-taking, content area reading, speaking skills and writing skills.

Stipend for GATE Coordinator.

Funding Source	Amount	Description of Use	
GATE (7205/0000)	$500	Materials/Supplies/Equipment	
PreAP Training (7218/0000)	$4000	Contracts/Services /Subscriptions	
AP Recruitment (7225/0000)	$1000	Certificated- Salaries	

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 parents/guardians to engage in student and parent-centered activities as evidenced by a 50% increase in participation in Parent University Graduation completion, equating in 24 parent graduates.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Establish a **Parent University Program** and other specialized parent meetings such as Connections meetings, ELAC, AVID nights, Honors presentations, Incoming 7th grade Parent Meetings, Awards Nights, Breakthrough Parent Meetings, Corral Night, Open House, Parent Lunch Day and Bring Your Parent to School Day, to increase understanding of Common Core State Standards, middle school education, college and career readiness, SBAC, knowledge of LCAP, and other 21st century school-related topics.
 	
Action includes funding for stipends for participating certificated personnel, supplementary materials and budget for awards for the program will be provided as well.
 	
2. The EL Team will prepare and host minimally 3 or more ELAC Meetings per year.
 	
3.. Provide **bilingual teaching associates** to support Non-English speaking parents as translators for parent involvement activities.
 	
Action includes time sheets for **BTA's.**
	Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. *Teachers College Record, 94*(4), 682-710.
	
	Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)
	
	Deepening Democracy: Institutional Innovations in Empowered Participator Governance Funk & Wright (2003)
		1. Metrics:
		
		• PIC Data
		• Opportunities for Parent Involvement
		  ◦ Parent Surveys
		  ◦ Parent University Feedback Forms
		  ◦ Sign-In Sheets
		
		2. Metrics:
		
		• Parent University Feedback Forms
		• Sign-In Sheets

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Salaries	

Actions/Services 4.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Purchase materials, including technology equipment and supplies to support parent events, such as **Math and Science Night, Parent University, ELAC, Breakthrough, AVID & Watch DOGS.**	Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)	1. Metrics: • Sign-In sheets for Family and Community Engagement events • Feedback Forms • Parent Surveys • Instructional Materials

Funding Source	Amount	Description of Use	
GATE (7205/0000)	$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2500	Materials/Supplies/Equipment	

Actions/Services 4.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide a 4 hour classified **Parent Liaison** position to support a school-home partnership.	Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)	1. Metrics: • Family and Community Engagement • Parent Participation • Parent Surveys

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$27516	Classified- Salaries	

Actions/Services 4.1.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide informational supplies, materials and technology equipment, such as microphones,	Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover	1. Metrics: • Family and Community

speakers, projectors or laptops to aid in person communication and generate online communication from school to home, such as newsletters, online communication tools, etc.

| | Research (2011) | | Engagement
• Parent Surveys
• Parent Participation | |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2500	Materials/Supplies/Equipment	

Actions/Services 4.1.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide extended hours for clerical staff member to assist with the operation of the afterschool program. Staff member will code timesheets, track program data, oversee program budget and maintain communication with parents.	Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels Hanover Research (2011)	1. Metrics: • Family and Community Engagement • Title I Data • CAASPP Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Classified- Salaries	

Actions/Services 4.1.6

Principally Targeted Student Group

• Black or African American • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Implement a **3-Tiered intervention** plan to address to chronic absenteeism of African American and Two or More students, to increase their academic performance. Group counseling and Parent Home	www.attendanceworks.org Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents'	1. Metrics: • Monitoring monthly attendance reports to determine if chronic absenteeism has decreased. • CA Dashboard chronic absenteeism reports for African

Project included. Actions include associated costs such as timesheets for Program Associate and Classified Instructional Support to make early outreach for Program Intervention, postage for mailing letters home, supplies for invitations to parent engagement opportunities, student recognition certificates and guest speakers. 2. Our school site will work together with our regional schools (MTREC) to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for themselves, and remain productive citizens. ($1,000 towards Innovation Bridge) • Quarterly meetings/ listening sessions and collaborative work with community partners, students and parents will create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community.	perceived equity, school belonging, and adjustment problems. *Journal of Educational Psychology, 109*(4), 532-545.	American students and Two or more.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$3500	Classified- Timesheets	
Title I – Basic (4900/3010)	$1500	Materials/Supplies/Equipment	

Site Goal 4.2

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

Metric: Family and Community Engagement	

Actions/Services 4.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide funding Career Exploration elective courses and for college and/or career opportunities through Community Based Organizations. Actions including providing funding for necessary instructional materials/supplies, equipment, duplicating, travel expenses, conferences, training, and substitute teachers for these activities. Opportunities may include career readiness field trips, college tours, student conferences, academic competitions, band competition festivals, NASA student events, and other similar events.	Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know Conley (2013)	1. Metrics: • CTE - Mgmt 7235 ○ Field trip to Altec/Engineering and UC Davis Engineering • Student Participation • Family and Community Engagement (FACE) • School Climate • CHKS Survey • Student Fees - Mgmt 2312 (Equipment Repair specifically for musical instruments), duplicating supplemental workbooks, college tours, field trips, consumable materials, supplies and equipment.

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

Actions/Services 4.2.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Partner with **School-Community Based Organization partnerships**, such as Sacramento County Sheriff Activities League, S.T.O.R.M., CADA, The Table Community Foundation, IYT, Innovation Bridge and other community service mentorship programs provided by local sororities or fraternities to increase college and career awareness and parent involvement. Also, to develop life readiness for students, teaching strategies and developing leadership principles and skills. Actions include purchasing supplies and materials, funding for workshops to connect with local businesses, libraries, college and career readiness programs. Timesheet for coordinating contracts and MOU's	Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know Conley (2013)	1. Metrics: • Family and Community Engagement • School Discipline Data • Attendance Data • Grades Point Averages

Funding Source	Amount	Description of Use	
Family & Community Engagement (7415/0000)	$500	Materials/Supplies/Equipment	
Family & Community Engagement (7415/0000)	$1000	Contracts/Services /Subscriptions	

Justification of School-Wide Use of Funds

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

n/a

V. Funding

Edward Harris, Jr. Middle School (415) | 2022 - 2023

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	
2150 Regular Education (7-8) **0000** Unrestricted	0.0000	$0	$45,484	$45,484	$45,484	$0	$0	$0	$0
2170 Extended Day (7-8) **0000** Unrestricted	0.0000	$0	$29,671	$29,671	$29,671	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0.0000	$0	$12,500	$12,500	$3,350	$0	$0	$9,150	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$253,202	$253,202	$154,911	$0	$87,291	$11,000	$0
7205 Gifted and Talented Education (GATE) 7-8 **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$0	$2,750	$1,250	$1,000	$0
7206 Academic Competitions **0000** Unrestricted	0.0000	$0	$500	$500	$0	$0	$0	$500	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$0	$1,000	$4,000	$0	$0
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$7,300	$7,300	$0	$7,300	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$38,408	$38,408	$29,027	$9,381	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$284,901	$284,901	$181,694	$57,500	$13,191	$32,516	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$683,966	$683,966	$444,137	$77,931	$107,732	$54,166	

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	$284,901
Subtotal of state or local funds included for this school	$399,065

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