



## **James Rutter Middle School**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**Principal:** Sonia Rambo

**County-District-School (CDS) Code:** 34673146059174

**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

James Rutter 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 Principal involved staff, students, and parents in the LCAP process by inviting all stakeholders to attend SSC meetings, providing feedback opportunities in staff meetings and Leadership meetings, and seeking input through parent and staff surveys.

Opportunities were included during the following meetings:

Parent Engagement Meeting: 8/11/21

SSC: 10/13/21, 11/10/21, 1/19/22, 2/16/22, 3/23/22

Leadership: 11/16/21, 3/22/22  
ELAC: 10/13/21, 2/2/22  
Staff Meetings: 9/1/21, 10/6/21, 11/3/21, 2/2/22

Data were shared with parents on 8/11/21  
Data were shared with school leadership and staff on 10/6/21, and 11/16/21  
Data were shared with School Site Council on 10/13/21 and 3/23/22

The Spring ELAC meeting was held on April 13, 2022. The first Spring SSC meeting March 23, 2022 when the Annual Review and Evaluation were conducted. Input was also given for the 2022-2023 LCAP. The second Spring SSC meeting was held on April 13, 2022 and a draft was presented based on feedback.

## Impact of LCAP and Annual Update

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

Stakeholders shared their interests, suggestions, and feedback during a number of opportunities over the course of the year. Recommendations were made to hire additional staff to support students and build relationships, community, and positive behavior. This resulted in adding a counselor position for the 2022-2023 school year that would focus on restorative practices. We will also add support for Math and ELA by adding 1.0 FTE in each of those subjects for intervention classes. Additionally, the SSC and staff would like to see a Wellness Center where students can go to reset and calm down before returning to class.

Professional development will continue with all staff to gain understanding of student needs and how to support them through culturally responsive pedagogy and trauma-informed practices. PD is also needed in restorative practices to build capacity with staff to be able to interact more positively with students.

## Resource Inequities

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

James Rutter Middle School was identified as a CSI school for the 2022-2023 school year. The following subgroups are in Red in the CA Dashboard for English Language Arts: African Americans, Hispanics, English Learners, and Students with Disabilities. The following subgroups are in Orange in the CA Dashboard for English Language Arts: Asian, Two or More Races, Socioeconomically disadvantaged, and White.

The following subgroups are in Red in the CA Dashboard for Math: African American, English Learners, Two or More Races, and White. The following subgroups are in Orange in the CA Dashboard for Math: Asian, Hispanic, Socioeconomically disadvantaged, and Students with Disabilities.

The following subgroups are in Red in the CA Dashboard for Climate and Culture: African American, English Learners, Hispanics, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White. The following subgroups are in Orange in the CA Dashboard for Math: Asian and Pacific Islander.

This data comes from the 2019 CA Dashboard.

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured

**instruction to promote college, career, and life readiness and eliminate the achievement gap.**

- 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**

Provide professional learning opportunities for teachers in order to support standards aligned curriculum and high quality instruction.  
 Increase ELA meets or exceeds from 27% to 29% and from 61.1 points below standard to 56.1 points below standard. Increase Math meets/exceeds from 19% to 21% and from 92.4 points below standard to 87.4 points below standard.  
 Increase African American students who meet/exceed from 99.8 points below standard in ELA to 94.8 points below standard and from 145 points below standard in Math to 140 points below standard.  
 Increase English Learner students who meet/exceed standards from 21% in ELA to 23% and from 88.8 points below standard to 83.8 points below standard and from 113.9 points below standard in Math to 108.9 points below standard.

**Metric:** CAASPP

**Actions/Services 1.1.1**

**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?
<p>1. Teachers will be given release days to work collaboratively with their grade level and department teams. This will benefit all students as teachers create common units and lessons.</p> <ul style="list-style-type: none"> <li>• Associated costs are substitutes for release days and time sheet costs for teacher work</li> </ul> <p>2. Teachers will discuss teaching</p>	<p>From <u>Leading to Succeeding: The Seven Elements of Effective Leadership in Education</u> - D. Reeves (2016)</p> <p>"They come with nothing:" How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. by P. J. Mellom, R. Straubhaar, C.</p>	<p>1. Teachers will be more organized and cohesive as a grade level team or department. This will allow classes to run smoother. Teachers will be on similar pacing, so schedule changes are easier when needed.</p> <ul style="list-style-type: none"> <li>• A survey taken at the beginning of the year for teachers will determine the areas of desired collaboration and grade level or department work.</li> <li>• A survey taken at the end of the year will show growth in</li> </ul>

strategies and the progress of all students with a focus on reducing the achievement gap with African American students and English Learner students.

3. Teachers will work on lesson planning and unit planning that will focus on strengthening reading, writing, and math skills that will help close the achievement gap for all student groups.

4. New teachers will participate in a New Teacher Cohort to learn about Synergy, Google Classroom, and other teaching tools and programs. New Teachers also receive support from mentors and administration through the New Teacher Cohort.

Balderas, M. Ariail, P. R. Portes (2018)

self-assessment areas and in satisfaction with collaboration

2. Teachers will keep track of their meeting notes on a Google Doc that will be shared with Administrators. Feedback will be given to tease out ideas and increase productivity.

- The document will be monitored monthly, feedback will be given to departments, and growth must be shown in each area.

3. Pre-, mid- and post-tests will be given to determine student improvement over time. Adjustments will be made after the mid-test if no improvement in student achievement has been made.

4. New teachers will become more connected. A survey will be taken at the start, middle, and end of year to determine how new teachers are adjusting and what additional supports are needed.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$300	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$4786	Certificated- Salaries	

**Actions/Services 1.1.2**

**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. Teachers will attend conferences, workshops, training, and professional development for the purpose of learning new teaching practices and strategies to improve student academic outcomes.	<p><u>Creating the Opportunity to Learn</u> by Boykin and Noguera</p> <p><u>Excellence Through Equity</u> by Blankenstein and Noguera</p>	1. After attending workshops and conferences, teachers will report back on the strategies they learned and what methods would be most effective for our student population. Presentations will be shared in staff meetings so all teachers can benefit. A Google folder will be

- Associated costs include registration, travel expenses, substitute teachers, and any other costs associated with the professional development.
- Conferences including but not limited to CAPHERD, AVID, SCOE, CLMS, AREA 3 Writing Project, CIRC, and Google training. Teachers will attend training for Honors classes.
- Priority for conferences and training will be those that focus on African American students and English Learners.

2. Teachers will participate in book studies for professional development.

- Associated costs materials, books, and any other costs associated with the professional learning.
- Book studies will focus on all subgroups

created for teachers to share their resources and learned strategies. Specific strategies will be shared that are relevant to all student groups and are evidence-based resources for school improvement.

- Student performance and behavior will be assessed for improvement after the implementation of strategies. These outcomes will be noted through formative and summative assessment data, increase in standards met, reduction in number of behavior incidents in the classroom as a result of students being more engaged.
- This will be visible through administrative walkthroughs, which will show observed implementation of one school-wide tool or initiative by the end of the first quarter, and a growth by one initiative each quarter thereafter.
- Increased student achievement on standardized tests. ELA will improve from 27% to 29% on CAASPP. Math will improve from 19% to 21% on CAASPP.

2. Teachers will present strategies learned from book studies that were helpful with all subgroups.

- This will be visible through teacher presentations in staff meetings and increased student performance on tests and classwork.
- Improved behavior will also decrease office referrals and home suspensions, improve student connectedness and improve attendance and chronic absenteeism.
- This will be measured by higher student achievement on benchmark assessments, formative and summative assessments, and CAASPP scores.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	
PreAP Training (7218/0000)	\$5000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$6000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$6000	Contracts/Services /Subscriptions	

### Site Goal 1.2

The school will promote college, career, and life readiness by exposing students to career fields, higher education, and life skills that will better prepare them for the future. ELA will increase from 27% to 29% in CAASPP. Math will increase from 19% to 21% in CAASPP.

**Metric:** CAASPP

### Actions/Services 1.2.1

#### Principally Targeted Student Group

- All • School-wide

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?
<p>1. Provide opportunities for students to attend field trips to promote a college and career mindset, and to encourage STEM exploration.</p> <ul style="list-style-type: none"> <li>• All students have an opportunity to attend at least one college/career or STEM field trip.</li> <li>• Associated costs include guest speakers and field trip costs</li> </ul> <p>2. The 3CRC (College, Career, Community Resource Center) is located off the Library and is available at lunch for students to obtain information on future colleges and careers</p>	<p>Hattie Effect Size:            Career Interventions .32            Out-of-School Curricula Experiences .26  <a href="http://educationnext.org/the-educational-value-of-field-trips/">http://educationnext.org/the-educational-value-of-field-trips/</a> "The Educational Value of Field Trips"</p>	<p>1. Students are seen participating more in these field trips. This results in follow-up conversations with students about what they learned and their college and career goals.</p> <ul style="list-style-type: none"> <li>• Student participation will grow by 10% over last year. These field trips averaged 30 students each trip. The goal is 33 students per trip this year.</li> <li>• Data includes LCAP Metric - School Climate, CHKS data, PBIS data</li> </ul> <p>2. The 3CRC Parent Volunteer will keep a sign-in sheet for the room and set goals for growth over time. This helps determine what it is needed to improve the center.</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$3000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$500	Classified- Salaries	

**Actions/Services 1.2.2**

**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?
<p>1. Provide opportunities for students to engage in academic competitions through Mathletes and Scrips Spelling Bee, and in performance competitions with Band and Choir.</p> <ul style="list-style-type: none"> <li>• Associated costs are registration fees. This only covers fees. Field trip costs are in another goal.</li> </ul> <p>2. Teachers will recruit specific student subgroups if the numbers are low. The percentages should match that of our school demographics.</p>	<p><u>Creating the Opportunity to Learn</u> by A. Wade Boykin, and Pedro Noguera</p>	<p>1. More students will participate when the registration fee is covered. We will track numbers by comparing this year's participation rate to last year's rate.</p> <ul style="list-style-type: none"> <li>• Students will show greater involvement and interest in school through these competitions. Data includes PBIS data, CHKS, LCAP Metric - School Climate</li> </ul> <p>2. Mathletes, Band, and Choir will be assessed for demographic breakdown. Synergy reports can show demographic information for students participating.</p> <ul style="list-style-type: none"> <li>• Data and reports from Synergy include demographics, attendance data, PBIS data, CHKS data</li> </ul>

Funding Source	Amount	Description of Use	
Academic Competitions (7206/0000)	\$500	Contracts/Services /Subscriptions	

**Actions/Services 1.2.3**

**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?
<p>1. Project Lead The Way and Computer Technology I will use funds for materials and curriculum that allow exposure to CTE pathways at Florin High School.</p> <ul style="list-style-type: none"> <li>• Associated costs are stipend for CTE teacher, and materials.</li> <li>• CTE Augmentation also pays for the license/ use fees</li> </ul> <p>2. The ArcGIS mini course allows students an exposure to skills that can be used in CTE pathways at FHS and core courses - science, geography, history, and English.</p> <ul style="list-style-type: none"> <li>• Associated costs include the ArcGIS subscription and entrance fees for competitions</li> </ul> <p>3. Career Studies is a semester-long course that exposes students to CTE pathways at Florin High School</p> <ul style="list-style-type: none"> <li>• Associated costs may include materials not provided by CTE</li> </ul> <p>THIS ACTION/SERVICE WILL NOT BE USED THIS YEAR, AS THE ELECTIVES ARE NOT BEING OFFERED DUE TO DOWNSIZING</p>	<p>Research affirms the positive effect of authentic learning experiences on student academic proficiency. CTE pathways incorporate authentic learning and assessment into the learning experiences.</p> <p><u>Authentic Learning for the 21st Century: An Overview</u> By Marilyn M. Lombard (2007)</p> <p>These actions and services support Element 2 -- High Quality Instruction -- of the 11 Elements of High Quality CTE Pathways: <a href="https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf">https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf</a></p>	<p>1. CTE teacher will track student progress in the following ways:</p> <ul style="list-style-type: none"> <li>• Students will complete a survey of interest in CTE pathways</li> <li>• Teacher will track progress with common CTE Essential Skills &amp; Assessments</li> <li>• Student CTE Course participation rates</li> </ul> <p>2. Integrated Computer Science Teacher will monitor student progress by the following:</p> <ul style="list-style-type: none"> <li>• Reviewing scores from CAASPP Data to determine improvement in reading and math skills</li> <li>• Regional CTE Articulation &amp; Course outcome calibration</li> </ul> <p>3. The Career Studies teacher will monitor student progress by the following:</p> <ul style="list-style-type: none"> <li>• Students will complete a survey at the start and end of the course to determine if their career interests and knowledge have changed</li> <li>• Teacher will assess student progress through modules</li> </ul>

Funding Source	Amount	Description of Use	

**Actions/Services 1.2.4**

**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. All students will receive a calendar agenda/planner in order to:

- improve organization and academic achievement.
- improve home/school communication

Seven Habits of Highly Effective Teens S. Covey 2013

1. Teachers will monitor student use of planners by:

- Making agenda/planner checks part of class participation
- Checking for communication from parents, such as notes or initials
- Assessing the correlation of writing down assignments and student completion of assignments.
- Data will include LCAP Metric - School Climate, CHKS data, PBIS data, CAASPP data, benchmark assessments, formative and summative assessments

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

**Actions/Services 1.2.5**

**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?
<p>1. AVID is an elective that can provide organizational and tutorial support for students.</p> <ul style="list-style-type: none"> <li>• Associated costs are supplies and materials, including postage (\$150)</li> <li>• Provide college and career field trip opportunities for AVID students including transportation, registration, mileage and substitute costs (\$2200)</li> <li>• Coordinator stipend (\$4000)</li> </ul>	<p><u>Authentic Learning for the 21st Century: An Overview</u> By Marilyn M. Lombard (2007)</p>	<p>1. The AVID coordinators will determine which staff members have received training in AVID.</p> <ul style="list-style-type: none"> <li>• Coordinators meet regularly with the SCOE AVID Coordinator to assess AVID implementation, staff trained, and student progress</li> <li>• AVID Coordinators do an annual assessment of demographics and determine how to correct inequalities.</li> <li>• Data will include CAASPP data, CHKS, PBIS, attendance data, LCAP Metric - School Climate</li> </ul>

Funding Source	Amount	Description of Use	
AVID (7233/0000)	\$150	Contracts/Services /Subscriptions	
AVID (7233/0000)	\$7150	Certificated- Salaries	

**Actions/Services 1.2.6**

**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?
<p>1. This goal is for GATE students, but all students have the ability to apply for GATE. Purchase necessary supplies and materials to test students and assist students in the GATE application process.</p> <ul style="list-style-type: none"> <li>• Associated costs are materials and supplies</li> </ul> <p>2. The GATE Coordinator will take special care to ensure all students have equal access and extra support in the application process</p> <p>3. GATE Coordinator Stipend</p>	<p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<p>1. The GATE Coordinator will monitor Data and Program Evaluation for GATE</p> <ul style="list-style-type: none"> <li>• Students will show their creativity and talent through multiple measures of qualification for GATE</li> <li>• Increased percentage of students in GATE</li> <li>• Data includes attendance reports, chronic absenteeism, PBIS, CAASPP, benchmarks, formative and summative assessments</li> </ul> <p>2. The GATE Coordinator will monitor the proportionality in ethnic representation in GATE</p>

Funding Source	Amount	Description of Use	
GATE (7205/0000)	\$1400	Certificated- Salaries	
GATE (7205/0000)	\$100	Materials/Supplies/Equipment	

**Site Goal 1.3**

Students identified as needing additional support in Math and English classes will have intervention to support their learning needs and close the achievement gap. CAASPP scores will increase as a result of the actions and services in this goal. ELA will increase from 27% to 29% in CAASPP. Math will increase from 19% to 21% in CAASPP.

Metric: Other (Site-based/local assessment)

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

• All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. The ASES after school program provides high level enrichment programs, including robotics, engineering, and math enrichment.</p> <ul style="list-style-type: none"><li>• Associated costs include teaching staff timesheets and stipends</li><li>• Supplies and materials</li></ul>	<p><u>Engaging Students with Poverty in Mind</u> by Eric Jensen</p> <p><u>Creating the Opportunity to Learn</u> by A. Wade Boykin, and Pedro Noguera</p>	<p>1. The ASES program uses attendance data to track students in the program</p> <ul style="list-style-type: none"><li>• Attendance records would indicate fidelity to the program.</li><li>• Increased attendance should show a positive correlation with improved academic performance. ELA will move from 27% to 29% in CAASPP. Math will move from 19% to 21% in CAASPP.</li><li>• The ASES program will assess their demographics monthly and determine any adjustments that need to occur in order to keep enrollment proportionate to the school population.</li><li>• Data will show greater school connectedness, less chronic absenteeism, greater connection to school - CHKS, PBIS, LCAP Metric - School Climate</li></ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Title I – Basic (4900/3010)	\$5480	Classified- Salaries	
Title I – Basic (4900/3010)	\$2000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$7500	Certificated- Salaries	

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

• All • School-wide

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?
<p>1. The Library and classroom teachers will purchase new books for enrichment and dictionaries for EL students. Books will be purchased to represent various cultures and languages present on campus and cover a variety of reading levels.</p> <ul style="list-style-type: none"> <li>• Associated costs are books</li> </ul> <p>2. Students will benefit from books and dictionaries in at various reading levels and in Home Languages</p> <ul style="list-style-type: none"> <li>• 23 different languages are spoken on campus. Books should be ordered that represent the majority of these different languages</li> <li>• By providing books at various levels, more students will have access to reading books and this will improve their academic reading</li> </ul> <p>3. Books purchased will correlate with the demographics of the school</p>	<p>7 Reasons Libraries are Essential, Now More Than Ever, by Sadie Trombetta, 2017. www.bustle.com</p>	<p>1. The Librarian and English Teachers will survey students at the start of the school year to determine interest in genres and authors</p> <ul style="list-style-type: none"> <li>• The Librarian and English Teachers will monitor books checked out to look for increased numbers</li> <li>• Data will include CAASPP data, Illuminate reports, benchmark assessments, formative and summative assessments</li> </ul> <p>2. English Teachers will determine the various reading levels needed.</p> <ul style="list-style-type: none"> <li>• The Data Processor can provide the list of languages spoken</li> <li>• English Teachers will assess academic achievement through formative and summative assessments and CAASPP scores</li> </ul> <p>3. Increased interest in reading and book selection will be recorded by ELA teachers to determine if the books correlated to demographics is helpful.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10710	Materials/Supplies/Equipment	

**Site Goal 1.4**

Additional administrative support and staff will be provided to help with high quality instruction, promoting a college and career culture, and eliminating the achievement gap. The site goal is to increase CAASPP in ELA from 27% to 29% and in Math from 19% to 21%.

**Metric:** CAASPP

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

• All • Black or African American • EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p>	<p><b>How will you Measure the Effectiveness of each Action/Service?</b></p>
<p>1. Additional staff will be funded in order to assist with the areas of need indicated in the Needs Assessment.</p> <ul style="list-style-type: none"> <li>• Supplemental administration (.5 FTE Program Administrator, Nai Saechao, .5 FTE Program Administrator, Nicole Swift), .3 FTE Academic Program Coordinator, Jorge Leiva</li> <li>• Social Worker/ Restorative Practices Coordinator/ SEL Counselor</li> <li>• 1.0 FTE ELA Intervention Teacher</li> <li>• 1.0 FTE Math Intervention Teacher</li> <li>• .9 FTE Wellness Center</li> </ul>	<p><u>A Framework for Understanding Poverty</u> by Ruby K. Payne  <u>Guiding Teams to Excellence and Equity, Culturally Proficient Facilitation</u> by John Krownapple  <u>Teaching with Poverty in Mind</u> by Eric Jensen</p>	<p>1. The additional administrative staff will work on parent engagement, SEL programs, and Afterschool enrichment program, to help with climate and culture and reduce suspensions.</p> <ul style="list-style-type: none"> <li>• Additional Program Administrators will support teachers through coaching and mentoring, work with students for conflict mediation and connecting to the school, and work with parents through Parent University, the Family Resource Center, and connecting parents to the school. Data includes EGUSD Parent Engagement Survey, PBIS data, attendance reports, suspension rates, GPA reports, and CAASPP scores.</li> <li>• The APC will support students to stay more connected to school, have improved attendance, and will support teachers of intervention classes. Data includes attendance reports, CAASPP scores, benchmark assessments, quarter grade reports, chronic absenteeism reports.</li> <li>• The Restorative Counselor will support students through mediation, restorative practices, and SEL. Data includes PBIS reports, LCAP Metrics - School Climate, CHKS</li> <li>• ELA and Math Intervention teachers can provide additional sections of intervention to support students with greater needs in those areas and assist in closing the achievement gap. Data includes benchmark assessments, Illuminate reports, quarter grade reports, CAASPP data</li> <li>• The Wellness Center will</li> </ul>

2. Additional staff will support all students but focus additional support to African American students and English Learners.

- Improve Your Tomorrow (IYT) sends a team of mentors to work with African American and Hispanic boys throughout the week at lunch and after school. They work on homework help and tutoring, along with social skills and mentoring.
- The contracts/services for IYT is funded at the district level.

provide a space for students to reset, work through restorative practices, and use SEL so they can return to the classroom and be more successful. Data includes PBIS data, CHKS, LCAP Metrics - School Climate, chronic absenteeism, suspension reports, expulsion data

2. Grade checks in IYT will determine if academic achievement is improving.

- IYT will track attendance records and grades

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$353212	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$175290	Certificated- Salaries	

### Site Goal 1.5

Support English Language Learners in order to provide high quality instruction, prepare them for college and career, and close the achievement gap. The site goal is to increase CAASPP in ELA from 27% to 29% and in Math from 19% to 21%.

**Metric:** Progress toward English Proficiency

### Actions/Services 1.5.1

#### 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?
<p>1. This goal is specifically for English learners. Students who are identified as Newcomers (less than 3 years in the US) need additional English support through their ELD course.</p> <ul style="list-style-type: none"> <li>• Purchase of additional curriculum; associated costs</li> </ul>	<p><u>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</u> by Alan Blankstein and Pedro Noguera</p>	<p>1. EL Coordinator will monitor student academic progress as well as English acquisition improvements</p> <ul style="list-style-type: none"> <li>• Improved redesignation rates of English Learners</li> <li>• Higher grade point average for English Learners</li> </ul>

include materials and/or online subscriptions

2. A new elective called EL Lab is designed for English Learners who have been in country 3-5 years and are current EL students.

3. AVID Excel 7 and 8 are new electives for long term English Learners and struggling RFEP students.

- Training for teachers and administrators
- Fee to participate

TITLE I FUNDS WILL NOT BE USED UNTIL ALL EL SUPPLEMENTAL FUNDS ARE EXHAUSTED

- Improved performance on the CAASPP and the ELPAC test
- Data includes Illuminate reports, formative and summative assessments, benchmarks

2. Student will show improvements in the following areas:

- Higher grades for EL learners
- Improved performance on CAASPP testing for EL learners
- EL students will increase from 88.8 points below standards to 83.8 points below standards in ELA
- EL students will increase from 113.9 points below standards to 108.9 points below standards in Math

3. Long Term English Learners and RFEP students will show improvements in the following areas:

- Growth towards reclassification
- Improvement in academics
- Improved performance on CAASPP testing

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$1000	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	\$500	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	\$8195	Contracts/Services /Subscriptions	

**Actions/Services 1.5.2**

**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. This action/service is only for English Learners.  
Support EL professional learning teacher teams

- Walk through opportunities
- Materials and supplies
- Timesheets to compensate teachers working on their prep period

2. Workshop and training for professional learning, training, and conferences related to English Learners.

- Registration fees, travel, lodging associated with workshop, training, and conferences
- Substitute teachers to release teachers for professional learning opportunities, training, and conferences.

3. Support ELAC meetings, held at least four times a year.

- Cost of BTA for translation services.
- Light refreshments, materials, and resources necessary to host ELAC meetings

4. EL Professional learning will take place twice a year

- Associated costs are materials
- Timesheet for teacher release time

Visible Learning for Teachers by Hattie (2014)

"They come with nothing." How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. by P. J. Mellom, R. Straubhaar, C. Balderas, M. Ariail, P. R. Portes (2018)

1. EL Coordinator will monitor student progress as a result of teacher professional learning

- Improved re-designation rates for EL learners
- Greater implementation of EL instructional strategies school wide
- Improved performance by EL subgroup on CAASPP testing
- EL students will increase from 88.8 points below standards to 83.8 points below standards in ELA
- EL students will increase from 113.9 points below standards to 108.9 points below standards in Math

2. Workshops and training will increase teacher knowledge of EL strategies

- EL Coordinator will monitor greater implementation of EL instructional strategies school wide
- Improved performance by EL subgroup on CAASPP testing

3. ELAC meeting participation will be monitored by the EL Coordinator.

- Sign in sheets will indicate increased attendance
- Feedback and input on LCAP will be gathered by the Principal during the meetings

4. EL Professional learning will help all staff learn new strategies for EL support

- Improved re-designation rates for EL learners
- Greater implementation of EL instructional strategies school wide
- Improved performance by EL subgroup on CAASPP testing

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$1000	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	\$1000	Certificated- Timesheets	
EL Supplemental (7250/0000)	\$600	Classified- Salaries	

**Site Goal 1.6**

Provide technology and resources to improve access to standards aligned curriculum, help students access high quality instruction, prepare for college and career, and close the achievement gap. ELA will increase from 27% to 29% in CAASPP. Math will increase from 19% to 21% in CAASPP.

**Metric:** A-G Completion

**Actions/Services 1.6.1**

**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?
<p>1. Purchase technology for enhanced student learning.</p> <ul style="list-style-type: none"> <li>• Purchase enhanced technology, including, but not limited to laptops for teachers and stylus's for teachers</li> <li>• Purchase associated supplies, including, but not limited to headphones, and computer mice for students</li> <li>• Provide maintenance on existing technology</li> <li>• Purchase software subscriptions, including, but not limited to Nearpod (Premium), Peardeck (Premium), Collaborative Classroom SIIPs, Read and Write, and Edpuzzle (Premium), Quizzis (Premium), Bloocket, and No Red Ink</li> <li>• Provide training to teachers for use of software programs to assist in student learning</li> <li>• Projector for MP Room (Purchased with Supplemental Concentration funds)</li> </ul>	<p><u>Creating Opportunities to Learn</u> by Boykin and Noguera</p> <p><u>A Framework for Understanding Poverty</u> by Ruby K. Payne</p>	<p>1. Students will have improved access to technology</p> <ul style="list-style-type: none"> <li>• Teachers, Counselors, and Administrators will report any technology access concerns</li> <li>• A survey at the start of the year will ask students and parents what technology access they have at home in order to complete assignments</li> <li>• Improvement on CAASPP testing by 2% in Math and 2% in ELA</li> <li>• Increased access to technology for teachers and students allows for increased academic achievement. Data includes benchmark assessments, Illuminate reports, CAASPP data, quarter grade reports</li> </ul> <p>2. Vice Principals and Counselors</p>

2. All student subgroups will have the same access to technology.

- Vice Principals and Counselors will check in with students periodically throughout the year to make sure they continue to have access and support with technology

will access technology needs of students and assist families with connectivity and computer access options

- Increased parent and family engagement
- Support for all students with technology through survey results
- Increase in student academic performance on state testing

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$4800	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$7000	Contracts/Services /Subscriptions	

**Actions/Services 1.6.2**

**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?
<p>1. Provide resources for Visual and Performing Arts to purchase sheet music, purchase band instruments, repair band instruments, and purchase art classroom supplies.</p> <p>2. Provide materials and supplies for science gardening class and for science labs.</p> <p>3. Provide resources for student &amp; teacher licences for graphic design class and for music classes.</p> <p>4. Provide field trip transportation for art museum tour, and band field trip transportation to competitions and performances, when safe to resume after distance learning.</p> <p><u>Student Fees</u></p>	<p>1. <u>Creating Opportunities to Learn</u> by Boykin and Noguera</p>	<p>1. Increased participation rates of students in VAPA electives</p> <ul style="list-style-type: none"> <li>• The data processor will confirm the total number of students in VAPA electives and compare to previous years</li> <li>• Additional access to visual and performing arts allows students to be more well-rounded, feel more connected to school, and have an outlet for creativity and expression. Data includes PBIS data, CHKS, LCAP Metrics - School Climate, and chronic absenteeism reports</li> </ul> <p>2. VAPA classes will be monitored to ensure ethnic proportionality.</p>

\$10,000

- Science Lab \$1000
- Equipment purchase & repair \$4000
- Art supplies \$2000
- Music supplies \$2000
- Gardening class \$1000

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment	
Visual & Performing Arts (VAPA) (7450/0000)	\$7000	Materials/Supplies/Equipment	

**Actions/Services 1.6.3**

**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?
<p>1. Purchase STEM enrichment equipment and supplies for expanded learning and distance learning, particularly in Science and Math.</p> <ul style="list-style-type: none"><li>• Associated costs are materials and supplies for expanded labs, equipment and lab materials for Science</li><li>• Math materials including, but not limited to, class sets of calculators and manipulatives for in person and distance learning</li><li>• Additional materials for Math intervention classes</li></ul>	<p>The Importance of STEM Education for Middle School Students, by Tracy Morgan, 2015.</p>	<p>1. Increased interest in science and math, evidenced by more active participation and longer attention spans.</p> <ul style="list-style-type: none"><li>• Teachers will monitor attendance rate improvements, especially on lab days. Data includes absence reports, PBIS data, CHKS, LCAP Metrics - School Climate, suspension data</li><li>• Teachers will monitor improvements in grades and state testing in Science and Math. Data includes benchmark assessments, Illuminate reports, CAASPP scores, quarter grades</li></ul>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	

**Actions/Services 1.6.4**

**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?
<p>1. Provide materials for students in Physical Education class to participate in physical activities from home.</p> <ul style="list-style-type: none"> <li>• Associated costs include jump ropes, exercise bands</li> </ul> <p>This goal is not funded with Title I funds or Supplemental/Concentration. It will be funded through General Funds, if available.</p>	<p><u>A Framework for Understanding Poverty</u> by Ruby K. Payne</p> <p><u>Teaching with Poverty in Mind</u> by Eric Jensen</p>	<p>1. Teachers and administrators will monitor student use of equipment through distance learning platforms.</p> <ul style="list-style-type: none"> <li>• Physical Activity Logs will be graded and checked for improvements after distributing equipment to students</li> </ul>

Funding Source	Amount	Description of Use	

<p><b>District Strategic Goal 2:</b></p> <p><b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</b></p>	<p><b>District Needs and Metrics 2:</b></p> <p><b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b></p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1**

Increase opportunities for teachers to collaborate and analyze assessment data to plan instruction. JRMS will provide technology, supplies and necessary support to all students based on needs determined from CAASPP data and the California Dashboard.

Baseline ELA rates of meets/ or exceeds standards is 27%. Our goal is to increase by 2% bringing our ELA meets or exceeds to 29%.

Baseline Math rates of meets or exceeds standards is 19%. Our goal is to increase by 2% bringing our Math meets or exceeds to 21%.

<b>Metric:</b> Data and Program Evaluation	
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**Actions/Services 2.1.1**

**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?
<p>1. This action/service is only for English Learners. Initial and Summative ELPAC Testing for EL learners</p> <ul style="list-style-type: none"> <li>• Associated costs are materials, timesheets for proctors and staff providing testing.</li> </ul> <p>2. Fund EL elective course to provide additional support for EL students.</p> <ul style="list-style-type: none"> <li>• .2 FTE for EL elective course</li> </ul> <p>3. Continue to track EL status and progress toward reclassification. Track ongoing RFEP students to ensure they are still progressing.</p> <ul style="list-style-type: none"> <li>• Support EL Coordinator in attending training, workshops, and collaborative meetings to learn more about supporting EL students.</li> <li>• Associated costs include timesheets</li> </ul>	<p>EGUSD mission and vision to reach all learners.</p>	<p>1. The EL Coordinator will assess re-designation rates</p> <ul style="list-style-type: none"> <li>• Increased EL re-designation</li> <li>• Currently 53.1% of English Learners are making progress towards English language proficiency. The goal is to increase to 56%.</li> </ul> <p>2. Increase EL student achievement on CAASPP testing</p> <ul style="list-style-type: none"> <li>• EL students will increase from 88.8 points below standards to 83.8 points below standards in ELA</li> <li>• EL students will increase from 113.9 points below standards to 108.9 points below standards in Math</li> </ul> <p>3. The EL Coordinator will keep track of all EL students and verify progress made.</p> <ul style="list-style-type: none"> <li>• Increased EL re-designation</li> <li>• Increased academic improvement</li> </ul>

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$5000	Certificated- Salaries	
EL Supplemental (7250/0000)	\$34377	Certificated- Salaries	

**Actions/Services 2.1.2**

**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?
<p>1. Provide release time to continue implementing school-wide strategies, increase appropriate academic language implementation across all curriculum, align lessons and curriculum maps, and provide collaboration time with elementary schools, high schools, grade level, and course alike teams, including common writing and vertical articulation.</p> <ul style="list-style-type: none"> <li>• Teacher time sheet and sub costs to support academic work in the school.</li> </ul> <p>2. Vertical articulation will also focus on honors and advanced placement outreach.</p> <ul style="list-style-type: none"> <li>• Associated funds are timesheets for teachers and substitute costs</li> </ul>	<p><u>Pathways to the Common Core</u> by Calkins, Ehrenworth &amp; Lehman (2010)</p> <p><u>Professional Development Schools: Schools for Developing a Profession</u> by Darling-Hammond (2005)</p> <p>"They come with nothing:" How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. by P. J. Mellom, R. Straubhaar, C. Balderas, M. Ariail, P. R. Portes (2018)</p>	<p>1. Teacher work during release times will be shared with administration</p> <ul style="list-style-type: none"> <li>• Improvement in Instructional Materials</li> <li>• Teacher Preparation rates</li> <li>• Department and Grade Level meeting agendas</li> <li>• Unit plans</li> <li>• Common Assessments</li> </ul> <p>2. Teachers will align with elementary teachers and high school teachers to create standards and expectations for learning for incoming and outgoing students</p>

Funding Source	Amount	Description of Use	
AP Recruitment (7225/0000)	\$1000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$3000	Certificated- Salaries	

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

- All • School-wide

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?
<p>1. Provide opportunities for teachers to train for and use the <i>Illuminate</i> assessment program to make assessments, track assessment data, and identify student need.</p> <ul style="list-style-type: none"> <li>• Timesheet teachers after hours to work with</li> </ul>		<p>1. Department Chairs and administrators will monitor use of <i>Illuminate</i>, progress of creating, giving, and analyzing tests, and progress made towards standards mastery</p>

the *Illuminate* TOT and/or collaborate with their grade level teams on assessments and strategies to reach students

- The *Illuminate* TOT will be funded through CPL for ongoing training and support for staff

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$500	Certificated- Timesheets

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p><b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b></p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1**

Provide culturally responsive strategies, intervention, and incentives to increase trauma-informed awareness and reduce suspension incidents.  
 Reduced Suspensions, decreasing rate by 2% from 16.8% (in Fall 2019) to 14.8% (in Fall 2020).

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
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1. Support PBIS Tier I and Tier II and restorative practices by training staff, staff collaboration, and tracking the effectiveness of the programs

- Associated costs include registration for training, supplies, timesheets for teacher work and collaboration, substitutes, and classified work for data tracking

2. Staff will develop these approaches through training on restorative practices and culturally relevant training.

- Community Matters will provide free restorative practices training for all staff over the summer
- Timesheets for teachers being trained outside of contract time

The Little Book of Restorative Justice - H.Zehr, A.Gohar 2003

"Behavioral Emotional and School Adjustment in Adolescents with and without Developmental Language Disorder (DLD) is Related to Family Involvement", by M. Valera-Pozo, D. Adrover-Roig, J. A. Perez-Castello, V. A. Sacnchez-Azanza, and E. Aguilar-Mediavilla. (2020). Published in International Journal of Environmental Research and Public Health

1. Student visitations to Restorative Practices Center or Wellness Center will be tracked and monitored for multiple visits, purposes for visits, and the teacher sending them.

- Data tracked will come from PBIS data, suspension data, CHKS data, and LCAP Metric-school climate
- Students with multiple visits will be referred to the MTSS process. Further data will be gathered through Synergy - SDMR data and attendance data
- Increased academic achievement through grade monitoring - data includes benchmark assessments, Illuminate data for formative and summative assessments
- Improved attendance due to incentives/ interest - data includes attendance reports, chronic absenteeism data

2. Decrease in student behavior referrals.

- Reduce average daily referral rate of 30 a day to 25 a day.
- A staff survey at the start and end of training will determine confidence levels from staff on restorative practices and commitments for implementation.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$1000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$2000	Classified- Salaries	
Title I – Basic (4900/3010)	\$2000	Certificated- Salaries	

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

• All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. Staff will participate in wellness-related workshops, training, and conferences.</p> <ul style="list-style-type: none"> <li>• Wellness-related topics include Social Emotional Learning, Trauma-Informed Practices, Mindset</li> <li>• Associated costs are registration fees, travel costs, substitute costs</li> </ul>	<p><u>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</u> - Kristin Souers with Pete Hall</p> <p>"They come with nothing:" How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. by P. J. Mellom, R. Straubhaar, C. Balderas, M. Ariail, P. R. Portes (2018)</p>	<p>1. Teachers will report back the strategies they learned at a staff meeting</p> <ul style="list-style-type: none"> <li>• Teachers will share best practices and strategies learned</li> <li>• We will monitor feedback and survey data from staff on the effectiveness of conferences and training</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Title I – Basic (4900/3010)	\$5000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$1000	Classified- Salaries	
Title I – Basic (4900/3010)	\$3000	Certificated- Salaries	

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

• Black or African American

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. Reduce disproportionality among Black students and the suspension rate.</p> <ul style="list-style-type: none"> <li>• Train Vice Principals in restorative practices and culturally responsive teaching</li> <li>• Consider alternatives to suspension whenever possible</li> <li>• Regularly assess suspensions and disproportionality</li> <li>• Make adjustments throughout the year to address suspension rates and disproportionality</li> <li>• Associated costs include</li> </ul>	<p><u>The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates</u> by Lorraine Stutzman Amstutz and Judy H. Mullet (2005)</p>	<p>1. Analyze suspension data monthly and create charts to see data by ethnicity, Ed Code violation, new students vs. repeating students, and tracking the suspension rate</p> <ul style="list-style-type: none"> <li>• Look for improvements over previous years</li> <li>• Look for improvements with disproportionality as the year progresses</li> </ul>

sending the Vice Principals to workshops and training on reducing suspensions and improving disproportionality

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1000	Contracts/Services /Subscriptions	

**Site Goal 3.2**

Provide programs and instruction that create a physically and emotionally healthy environment. ELA will increase from 27% to 29% in CAASPP. Math will increase from 19% to 21% in CAASPP.

**Metric:** Cohort Graduation

**Actions/Services 3.2.1**

**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?
<p>1. The District will purchase Social Emotional Learning curriculum for Advisory sessions</p> <ul style="list-style-type: none"> <li>• Supplement the curriculum with any needed materials to support teachers with Advisory.</li> </ul> <p>2. Staff will support all students by providing culturally relevant lessons through Advisory.</p>	<p><u>Organizing School for Improvements</u> Bryk (2010)</p> <p><u>What works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<p>1. Surveys will be conducted to determine the effectiveness of the Advisory lessons</p> <ul style="list-style-type: none"> <li>• Student, parent, and staff surveys</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning Culture and Climate Survey</li> <li>• Student responses to Advisory lessons</li> </ul> <p>2. Teachers will report interest or lack of interest by students</p> <ul style="list-style-type: none"> <li>• Student surveys will also indicate effectiveness and interest</li> <li>• Student responses to questions in Advisory lessons</li> </ul>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	

**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?
<p>1. This action/service is only for GATE students. Provide enrichment opportunities to GATE students through expanded learning opportunities</p> <ul style="list-style-type: none"> <li>• Field trips to museums, theaters, and colleges.</li> <li>• Provide extended learning programs to enhance student learning.</li> <li>• Associated costs are transportation for field trips,</li> </ul>	<p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<p>1. The GATE Coordinator will monitor the GATE criteria using the data and program evaluation</p> <ul style="list-style-type: none"> <li>• Data will identify number of students, demographics, and maintaining eligibility</li> <li>• CAASPP scores will increase by 2% overall in Math and ELA</li> </ul>

admission to the theater, and substitute costs for teachers

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
GATE (7205/0000)	\$1000	Certificated- Salaries	
GATE (7205/0000)	\$2500	Contracts/Services /Subscriptions	

**Actions/Services 3.2.3**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
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1. Provide opportunities for student voice

- Create a club or program that allows students to share their voice on topics relevant to education, discipline, culture, and society (and any other topics they want to discuss)
- Provide a safe environment that is free from bias, bullying, or discrimination
- Provide opportunities for students to share their voice with the school - invite them to speak at assemblies, lunch time activities, or in classrooms

2. Continue to hold the Student Senate meetings once a month to provide voice to students to be heard from the Principal and the Activities Director

- One student from each first period class is invited to attend the monthly meeting, record the topics discussed, and report back to their class the next day. Each time they are encouraged to bring questions or suggestions from their classmates to be discussed

NO FUNDING REQUIRED FOR THIS ACTION.

Twenty Simple Strategies to Safer and More Effective Schools Maine Department of Education (2014)

1. Provide a survey to students through Advisory or a class towards the start of the year to determine topics students are interested in discussing and how they feel about current topics in the news or among their peers

- Look for trends in topics and feelings of safety
- Provide a similar survey to students at the end of the year to determine if the topics are still the same or if new topics are more relevant. Determine if feelings of safety and being heard have improved

Funding Source	Amount	Description of Use	

**Site Goal 3.3**

Provide a safe learning environment by utilizing PBIS and schoolwide expectations and incentives.

**Metric:** School Climate

**Actions/Services 3.3.1**

**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?
<p>1. All school targeted rewards system emphasizing positive behavior for every student.</p> <ul style="list-style-type: none"> <li>• Associated costs include signage, nominal incentive items available for all students to earn, advertising, assemblies, and student activities.</li> <li>• Provide funding for professional speakers</li> </ul>	<p><u>Practices for school-wide PBIS implementation</u> Hanover Research 2015</p> <p>"Behavioral Emotional and School Adjustment in Adolescents with and without Developmental Language Disorder (DLD) is Related to Family Involvement", by M. Valera-Pozo, D. Adrover-Roig, J. A. Perez-Castello, V. A. Sacnchez-Azanza, and E. Aguilar-Mediavilla. (2020). Published in International Journal of Environmental Research and Public Health</p>	<p>1. Decrease suspension incidents from 282 to 250</p> <ul style="list-style-type: none"> <li>• Decrease suspension rate from 16.8% to 14.8%. Data includes suspension rate, expulsion rate, SDMR data, and PBIS data</li> <li>• Lower chronic absenteeism through added interest in school and culture. Data includes CHKS data, LCAP Metric - School Climate, PBIS data</li> <li>• Conduct periodic student surveys through Advisory to select incentives and activities that interest all students.</li> </ul>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$5000	Contracts/Services /Subscriptions	

**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?

<p>1. Purchase safety equipment to maintain a safe school environment.</p> <ul style="list-style-type: none"> <li>• Associated costs include radios, traffic flow signs and barriers, any other items to increase safety at drop off and pick up or around campus</li> <li>• ASSOCIATED COSTS WILL BE EXPENDED FROM THE SITE'S GENERAL BUDGET</li> </ul>	<p><u>Twenty Simple Strategies to Safer and More Effective Schools</u> Maine Department of Education (2014)</p>	<p>1. School Climate Surveys indicate the need for a safer environment</p> <ul style="list-style-type: none"> <li>• Safe School report</li> <li>• Feedback from stakeholders</li> <li>• Suspension will decrease due to added visibility and safety features</li> </ul>
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Funding Source	Amount	Description of Use	

**Actions/Services 3.3.3**

**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?
<p>1. Provide opportunity for incoming 7th grade students to visit the school for orientation, spend time in classrooms, and meet counselors and administration.</p> <ul style="list-style-type: none"> <li>• Associated costs include transportation, substitutes, and materials needed for orientation.</li> </ul> <p>2. 8th grade students will travel to the high school for Panther Kick-off orientation</p> <ul style="list-style-type: none"> <li>• Associated costs are substitute coverage needed for teachers to chaperone.</li> </ul>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011).</p>	<p>1. Enrollment numbers will be monitored for increase due to interest generated from orientation</p> <ul style="list-style-type: none"> <li>• Open enrollment numbers will indicate the number of students leaving the region</li> </ul> <p>2. Increased interest in CTE, AVID, Honors classes, and pathways at the high school</p> <ul style="list-style-type: none"> <li>• Survey students on the electives they found most interesting or would want to take</li> <li>• Data includes LCAP Metric - School Climate, CHKS data, PBIS data</li> </ul>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	



Title I – Basic (4900/3010)	\$1000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$1000	Certificated- Salaries	

**Actions/Services 3.3.4**

**Principally Targeted Student Group**

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. This action/service is only for English Learners. EL students will have an opportunity to take field trips to colleges or museums to enhance their learning.</p> <ul style="list-style-type: none"> <li>• Field trip will be geared toward the language level of students</li> <li>• Associated costs include transportation, admission fees, substitute costs for chaperones, and BTAs attending for translation assistance</li> </ul>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p>	<p>1. Participation in field trips will support learning and interaction with English-speaking culture</p> <ul style="list-style-type: none"> <li>• EL Coordinator will track increases in reclassifications</li> <li>• Increase in CAASPP scores</li> <li>• EL students will increase from 88.8 points below standards to 83.8 points below standards in ELA</li> <li>• EL students will increase from 113.9 points below standards to 108.9 points below standards in Math</li> <li>• Increase in attendance rates for EL students</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
EL Supplemental (7250/0000)	\$1000	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	\$1000	Certificated- Salaries	

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p><b>Students need parent, family and community stakeholders as direct partners in their education as measured by:</b></p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> </ul>
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- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

### Site Goal 4.1

Provide programs that connect family to school, keep open lines of communication, and connect community partners to the school.

Parent survey results with high importance and lower satisfaction included

- online tools/curriculum to support learning (Goal 1)
- good teachers (Goal 1)
- counselors to guide preparation for college and career (Goal 1)
- timely feedback to parents
- security staff on campus (Goal 3)
- a safe school (Goal 3)
- counselors to provide advice and personal support (Goal 3)
- transportation for students to get to school
- professional development to support student SEL (Goal 3)
- clean, well-maintained, inviting schools (Goal 3)
- bullying prevention (Goal 3)
- opportunities to get parents on campus
- opportunities to conduct home visits
- ideas/tips on how to support academics at home (Goal 1)

According to the 2019 Parent Survey Results:

- 58% feel the neighborhood is safe for their students (down from 66% in 2018 and 75% in 2017)
- 72% feel safe on the school grounds (down from 87% in 2018 and 91% in 2017)
- 65% of parents feel discipline is fair (down from 82% in 2018 and 85% in 2017)
- 82% of parents feel their child's background is valued (down from 86% in 2018 and 93% in 2017)
- 70% felt the school provided opportunities for parent input (down from 78% in 2018 and 82% in 2017)
- 70% felt the school supported parents to help meet child's learning needs at home (down from 79% in 2018 and 85% in 2017)

The goal is to increase each of these areas by 2% on the next survey results

**Metric:** Family and Community Engagement

#### Actions/Services 4.1.1

#### 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. Provide events and opportunities for families to engage with teachers, staff, and students, including school site council, Open House, Back to School Night, Award's night, Parent University	<u>Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them</u> - R.Greene 2014  "10 Strategies for Schools to	1. Monitor attendance at events through sign in sheets.  • Track number and methods of communication and determine how to improve

and Bring Your Parents to Lunch (monthly event).

- Associated costs include supplies, equipment and other resources for meetings

2. Build relationships with parents and families

- The Principal and other administrators and staff will mingle and interact with parents at events

Improve Parent Engagement" by Jennifer Larson (2019). [www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/](http://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/)

- Parent surveys to monitor feedback
- Data would include absence reports, chronic absenteeism data, and LCAP Metric - School Climate

2. Monitor feedback through surveys

- Data includes the EGUSD Parent Survey, CHKS data, and LCAP Metric - School Climate

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$2000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$1000	Classified- Timesheets	
Title I – Basic (4900/3010)	\$1000	Certificated- Timesheets	

**Actions/Services 4.1.2**

**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?
<p>1. Family Resource Center. Along with access to technology in the Apollo Lab, students will be able to check their grades in Synergy, access their ClassLink Portal to complete online homework assignments, families can access the internet to practice keyboarding skills, as well as resources for physical/mental health and well-being. Parents will receive specific training on how to access the Parent Vue for Synergy to monitor their students' grades, use Synergy mail to communicate with teachers, training on how to access the school and district websites, and</p>	<p><u>Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them</u> - R.Greene 2014</p> <p><b>Reparable Harm: Fulfilling the unkept promise of educational opportunity for California's Long Term English Learners</b> - Californians Together, Long Beach, CA, 2010</p> <p>"10 Strategies for Schools to Improve Parent Engagement" by Jennifer Larson (2019). <a href="http://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/">www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/</a></p>	<p>1. Parents sign in sheets will be used to track attendance</p> <ul style="list-style-type: none"> <li>• We will look for increased attendance, families with repeated visits.</li> <li>• Parent feedback will be provided through a survey of the Family Resource Center</li> <li>• With added support for ParentVue, SynergyMail, and surveys, we will see an increase in parent engagement and activity online.</li> <li>• Parent participation at family events will increase as parents become more connected</li> </ul>

how to take school and district surveys.

- Associated costs are teacher timesheet, Rosetta Stone program (paid with Supplemental/ Concentration funds), and material costs.

2. Parent engagement includes empowering parents to opt in, and building relationships.

parent-engagement/

through the Family Resource Center

- Communication with families will increase as they get access to online resources and connect with staff during Family Resource Center hours.
- Data includes LCAP Metric - School Climate, CHKS data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10000	Classified- Salaries	
Title I – Basic (4900/3010)	\$3000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	

**Actions/Services 4.1.3**

**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?
<p>1. Provide opportunities for Family and Community Engagement through events on campus such as Coffee with the Principal, Bring Your Parents to Lunch Day, and Parent University.</p> <ul style="list-style-type: none"> <li>• Provide lunch to parents attending our Jump Start Parent Event: Bring Your Parents to School Day (using FACE funds)</li> <li>• Time sheet costs for teachers to participate in Parent University and other family engagement events (using Title I funds)</li> <li>• Contract with outside providers to provide content for Parent University (using Title I funds)</li> <li>• Provide materials, supplies,</li> </ul>	<p>"Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status" Benner, Boyle, and Sadler (2016)</p> <p>"10 Strategies for Schools to Improve Parent Engagement" by Jennifer Larson (2019). <a href="http://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/">www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/</a></p>	<p>1. Review parent attendance at family and community events.</p> <ul style="list-style-type: none"> <li>• Parent Sign in Sheets</li> <li>• Parent survey responses</li> <li>• Review feedback from parents at events like Coffee with the Principal</li> <li>• Data includes LCAP Metric - School Climate, CHKS data, EGUSD Parent Engagement Survey</li> </ul>

light snacks for Parent University (using FACE funds)

2. Parent engagement recommendations are inviting parents to be partners, empowering parents to opt in, and provide actionable information

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$500	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$500	Certificated- Salaries	
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	

**Actions/Services 4.1.4**

**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?
<p>1. Provide funding for parent/staff to attend CABE and Parent Teacher Home Visit conferences.</p> <ul style="list-style-type: none"> <li>• CABE is an annual conference for California Association of Bilingual Education (funded by EL Supplemental)</li> <li>• Associated costs are registration fees, travel, and substitute teacher</li> <li>• Teacher Home Visits are essential for connecting with parents and better understanding family needs and support</li> <li>• Associated costs are conference fees, travel, and substitute costs</li> </ul> <p>*CABE ATTENDANCE SUPPORTED BY 1.1.2</p>	<p><u>Family Engagement - Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)</p> <p>"Behavioral Emotional and School Adjustment in Adolescents with and without Developmental Language Disorder (DLD) is Related to Family Involvement", by M. Valera-Pozo, D. Adrover-Roig, J. A. Perez-Castello, V. A. Sacnchez-Azanza, and E. Aguilar-Mediavilla. (2020). Published in International Journal of Environmental Research and Public Health</p>	<p>1. Parent and family engagement will increase due to home visits.</p> <ul style="list-style-type: none"> <li>• Parent participation in events will increase as a result of personal invitations</li> <li>• Students will become more engaged in school because of the family contact</li> <li>• Parents who attend CABE will become more involved in the school</li> <li>• Data includes LCAP Metric - School Climate, EGUSD Parent Engagement Survey</li> </ul>

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$600	Certificated- Salaries
EL Supplemental (7250/0000)	\$2000	Contracts/Services /Subscriptions

**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?
<p>1. Increase Parent Engagement by creating postcards for positive messages home along with the postage to send the mailings home.</p> <p>2. Parent engagement strategies include sharing the positive, inviting parents to be partners, and building relationships</p>	<p>Family Engagement - Increasing Parental Involvement at the Middle and Secondary Levels, by Hanover Research (2011)</p> <p>"10 Strategies for Schools to Improve Parent Engagement" by Jennifer Larson (2019). <a href="http://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/">www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/</a></p>	<p>1. Parent attendance will be monitored at events from sign-in sheets and head counts</p> <ul style="list-style-type: none"> <li>• Data includes LCAP Metric - School Climate, CHKS data, EGUSD Parent Engagement Survey</li> </ul> <p>2. Parent surveys will determine events parents are planning on attending or have attended and assess parent engagement through connectedness and feedback.</p> <ul style="list-style-type: none"> <li>• Data includes EGUSD Parent Engagement Survey</li> </ul>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment

**Actions/Services 4.1.6**

**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?

<p>1. Parent engagement through a weekly newsletter.</p> <ul style="list-style-type: none"> <li>• Subscription to smore.com will provide the ability to send in various methods - email or text link, and can be translated into 100+ languages.</li> </ul> <p>2. Strategies for parent engagement include shorter, more frequent communications</p> <ul style="list-style-type: none"> <li>• Other recommendations include sharing the positive, building relationships, inviting parents to be partners, empowering parents to opt in</li> </ul> <p>**THIS IS FUNDED BY REIMBURSEMENT FROM A DONATION ACCOUNT BECAUSE THE WEBSITE ONLY ACCEPTS A CREDIT CARD PAYMENT (NO P.O.)</p>	<p><u>Family Engagement - Increasing Parental Involvement at the Middle and Secondary Levels</u>, Hanover Research (2011)</p> <p>"10 Strategies for Schools to Improve Parent Engagement" by Jennifer Larson (2019). <a href="http://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/">www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/</a></p>	<p>1. Monitor for increased attendance at advertised events</p> <ul style="list-style-type: none"> <li>• Check sign-ins</li> <li>• Gather responses through parent surveys</li> </ul> <p>2. Increased parent engagement and communication</p> <ul style="list-style-type: none"> <li>• Monitor engagement at events and increased communication</li> <li>• Data includes EGUSD Parent Engagement Survey, LCAP Metric - School Climate, CHKS data, PBIS data</li> </ul>
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Funding Source	Amount	Description of Use	

**Actions/Services 4.1.7**

**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?
<p>1. Decrease chronic absenteeism for all students.</p> <ul style="list-style-type: none"> <li>• Associated costs include timesheet for classified staff member to make early outreach, postage for mailing letters home, supplies for invitations to parent engagement opportunities</li> <li>• Recognize good and improved attendance each quarter through certificates to students</li> <li>• Engage students and parents regarding chronic</li> </ul>	<p><a href="http://www.attendanceworks.org">www.attendanceworks.org</a></p>	<p>1. Monitor attendance reports monthly to determine if chronic absenteeism has decreased.</p> <ul style="list-style-type: none"> <li>• Students who are identified early will be part of the early identification program and will be called regarding the importance of attendance</li> <li>• Adjustments will be made if chronic absenteeism does not decline month over month</li> <li>• Data includes absence reports, chronic absenteeism, attendance data</li> </ul>

- absenteeism
- Reach out early to parents and students
- Work to solve barriers to improved school attendance
- Timesheet and mileage reimbursement for Porch Visits

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$100	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$674	Classified- Salaries	

**Actions/Services 4.1.8**

**Principally Targeted Student Group**

- Foster Youth

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?
<p>1. Identify and support Foster Youth students.</p> <ul style="list-style-type: none"> <li>• Partner with EGUSD Foster Youth services to identify students</li> <li>• Collaborate with Foster Youth services on supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care</li> </ul>	<p>Foster Youth Education Toolkit:  <a href="http://kids-alliance.org/edtoolkit">http://kids-alliance.org/edtoolkit</a>  <a href="http://www.promoteprevent.org">www.promoteprevent.org</a>            Document titled: "The Role of Schools in Supporting Students in Foster Care"  <a href="http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/The%20Role%20of%20Schools.docx.pdf">http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/The%20Role%20of%20Schools.docx.pdf</a></p>	<p>1. Monitor grades, absenteeism, and support needed for Foster Youth.</p> <ul style="list-style-type: none"> <li>• Make adjustments quarterly to services</li> <li>• Data includes Synergy reports for attendance, grades, suspension data</li> </ul>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	



## 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

### James Rutter Middle School (438) | 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	
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0.0000	\$0	\$41,548	\$41,548	\$41,548	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0.0000	\$0	\$21,529	\$21,529	\$21,529	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0.0000	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$213,800	\$213,800	\$203,800	\$0	\$0	\$10,000	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$1,500	\$0	\$3,500	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$1,000	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$56,272	\$56,272	\$12,295	\$39,377	\$2,000	\$2,600	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low- Income and Neglected	0.0000	\$0	\$460,052	\$460,052	\$417,278	\$3,500	\$26,000	\$13,274	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$823,001	\$823,001	\$720,750	\$43,877	\$32,500	\$25,874	

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	\$460,052
Subtotal of state or local funds included for this school	\$362,949

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

_____	_____
_____	_____
_____	_____
_____	_____

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