



## **Roy Herburger Elementary**

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

**Principal:** Tamela Moore

**County-District-School (CDS) Code:** 34673140105932

**Elk Grove Unified School District  
Elk Grove, California**

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

## IV. Goals, Actions and Services

Roy Herburger Elementary | 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?

- 10-14-21--ELAC Meeting (Data/Needs Assessment)
- 10-25-21--Leadership Team Meeting (We met to solidify our actions and services for 2021.)
- 10-25-21--School Site Council Meeting (We met to review LCAP Strategic Goals 1 - 4, actions, and services, and to approve the LCAP to be submitted to the district for further review.)
- 11-8-21--Special Meeting for School Site Council (LCAP and By-laws)
- 12-6-21--Staff Meeting (Proposed revisions; Allocation of ESSER Funds I and II)

- 12-9-21--Monterey Trail Regional Equity Coalition (MTREC) student-leaders and parents requested that Herburger hire staff who understood equity. They also presented data on why the MT Region should increase staff development in culturally responsive teaching, hidden biases, and equity.
- 1-10-22--In-service Meeting (Proposed revisions; Allocation of ESSER Funds I and II; Discussion of receiving Title I Funds)
- 1-18-22--Leadership Meeting (Proposed revisions; Allocation of ESSER Funds I and II; Discussion of receiving Title I Funds)
- 1-20-22--Leadership Email Survey: Decision to reallocate \$1250 from Goal 1.1.1 to 2.1.1.
- 1-24-22--Comprehensive Needs Assessment Meeting #1 (How to use data to inform our decision-making for using Title I Funds)
- 1-24-22--SSC Meeting: Review and approval of proposed revisions
- 1/27/22--ELAC Meeting (Data review and needs assessment)
- 1-31-22--Staff Meeting: LCAP Revisions for all goals
- 2-7-22--SSC and Leadership Team: Review and Approval of Revisions for LCAP goals, actions, and services (1.0 - 3.0)
- 2-7-22--Student Council, MTREC 6th Grade Leaders, and other 6th grade leaders present what they would like to see happening at Herburger to Ms. Moore (Principal).
- 2-8-22--Email communication to reallocate funds from Runnin' for Rhett.
- 2-15-22: All staff survey on LCAP 2021-2022 needs assessment and planned actions.
- 2-24-22: ELAC Meeting (Reviewing CNA, Illuminate and CAASPP Data, Input on LCAP 2021-2022 and LCAP 2022-2023)
- 3/7/22--Leadership Team Breakout Session (Preliminary Evaluation and Revision of Goals/Actions /Service 1.9.2)
- 4/18/22 -- Leadership Team Meeting (Evaluation of Actions/Services); Planning Goals
- 4/18/22--SSC & CNA Team Meeting (Evaluation of Actions/Services); Planning Goals for 2022-2023
- 4/28/22--ELAC Meeting (Review of Preliminary Goals, Actions, and Services)
- 5/9/22--Site Leadership Team, SSC, and CNA meetings to approve signatures on LCAP and the plans for 2022-2023.

## Impact of LCAP and Annual Update

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

After the leadership team, SSC, and ELAC evaluated the actions and services for goals, new site goals and expenditures were written based on input and feedback from multiple committees and stakeholder input.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), we decided to add goals for targeted instruction, visual and performing arts, and after school enrichment programs to support our students with advancing academically. We decided to delete para support (because they were not available to hire and support Herburger during the 2021-2022 school year) and iReady. Lexia fits our site better. Data results with some research were presented to stakeholders.

## Resource Inequities

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

Not applicable

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

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

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

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

**Site Goal 1.1**

Students will increase academic performance in ELA and Math by 2% or greater by providing intensive, targeted, small group or one-on-one instruction throughout the school day as measured by CAASPP (Grades 3-6), Illuminate Assessments (Grades K-6), and other formative assessments (Grades TK - 6). During CAASPP Spring 2021, students performed at the following percentage rates by student group:

1. African Americans 42% ELA; 25% Math
2. Asian 67% ELA; 57% Math
3. Filipino 65% ELA; 66% Math
4. Hispanic 48% ELA; 32% Math
5. Pacific Islander 47% ELA; 29% Math
6. White 33% ELA; 33% Math
7. Two or More 56% ELA; 44% Math
8. English Learners 27% ELA; 33% Math
9. Socioeconomically Disadvantaged 54% ELA; 33% Math
10. Students with Disabilities 25% ELA; 28% Math

Using Illuminate Assessments, students had greatest performance at the "approaching benchmark/ approaching mastery" levels in grades K - 6. Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), we decided to add goals for targeted instruction, visual and performing arts, and after school enrichment programs to support our students with advancing academically. We decided to delete para support because they were not available to hire and support Herburger during the 2021-2022 school year. Data results with some research were presented to stakeholders.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

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

**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 push-in classroom support during intervention, workshop and WIN time.

- Push-in Certificated Intervention 5 days per week [(within the learning day) (Grades 4 – 6: Trimesters # 1, #2, #3)]  
Trimester #1 \$13,104 x 3 teachers = \$31,449.60 (September 12 – November 10);  
Trimester #2 \$11,648 x 3 teachers = \$34,944.00 (November 28 – February 27)
- Trimester #3 (\$1,456 x 3 teachers x 5 weeks = \$21,840 \$88,233.60 -- **Certificated Salaries (Title I Funds)**
- Kindergarten: \$41.60 x 5 days per week x 6 hours = \$1248 (one week) x 20 weeks = \$24960 (Supplemental/Concentration)

John Hattie's' research on *Visible Learning for Teachers* identifies the effect size of various influences on student achievement.

- RTI - 1.07 effect size
- Small group learning - .49 effect size

To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats.

Research Article: *Critical Elements of Classroom and Small?Group Instruction Promote Reading Success in All Children*; Foorman, Barbara R. and Torgesen, Joseph  
Published 17 December 2002

<https://doi.org/10.1111/0938-8982.00020>

1a. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.

1b. Effectiveness will also be measured using informal observation and teacher surveys.

1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$88234	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$24960	Certificated- Salaries	

### Actions/Services 1.1.2

#### Principally Targeted Student Group

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

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 targeted instruction for students who were assessed and are performing below grade level standards utilizing one Academic Intervention Teacher (AIT). This AIT will intervene for grades K - 6.</p> <p>Note: This position will not be a cost for the site.</p>	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> <li>• RTI - 1.07 effect size</li> <li>• Small group learning - .49 effect size</li> </ul> <p>To address the needs of children most at risk of reading failure, instructional components need to</p>	<p>1. We will use Illuminate Benchmark Assessment data, CA Wonders Assessment data, CAASPP data, and other formative assessment data.</p>

be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats.  
 Research Article: *Critical Elements of Classroom and Small?Group Instruction Promote Reading Success in All Children*; Foorman, Barbara R. and Torgesen, Joseph  
 Published 17 December 2002  
<https://doi.org/10.1111/0938-8982.00020>

Funding Source	Amount	Description of Use	

**Site Goal 1.2**

Students will increase in proficiency in ELA and Math by 2% or more by using supplementary curriculum, technology, resources, and supplies as measured by performance on CAASPP, Illuminate, and other formative assessments.

Note: The data collected comes from CAASPP Spring 2021 and Illuminate Data 2021-2022 Trimester #3.

1. African Americans 42% ELA; 25% Math
2. Asian 67% ELA; 57% Math
3. Filipino 65% ELA; 66% Math
4. Hispanic 48% ELA; 32% Math
5. Pacific Islander 47% ELA; 29% Math
6. White 33% ELA; 33% Math
7. Two or More 56% ELA; 44% Math
8. English Learners 27% ELA; 33% Math
9. Socioeconomically Disadvantaged 54% ELA; 33% Math
10. Students with Disabilities 25% ELA; 28% Math

Using Illuminate Assessments, students had greatest performance at the "approaching benchmark/ approaching mastery" levels in grades K - 6.  
 Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The stakeholder groups think targeted instruction, visual and performing arts, and after school enrichment programs will support our students with advancing academically. Data results with research were presented to stakeholders.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

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
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Group?	Practice?	Action/Service?
<p>1. Purchase supplementary on-line resources to provide additional ELA and Math support and intervention both at school and at home. On-line subscriptions include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Accelerated Reader (approx. \$12,000 per year)</li> <li>• Lexia Core 5 (approx. \$11,900 per year)</li> <li>• Moby Max (approx. \$2,800)</li> <li>• Starfall (approx. \$270)</li> <li>• WeVideo</li> <li>• Reflex Math (Approximately \$3,295 per year)</li> </ul>	<p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> <li>• Reading Phonics Instruction - .60 effect size</li> <li>• Reading Comprehension Programs - .58 effect size</li> </ul> <p>Rachel L. Schechter, Elizabeth R. Kazakoff, Kristine Bundschuh, Jen Elise Prescott &amp; Paul Macaruso (2017) Exploring the Impact of Engaged Teachers on Implementation Fidelity and Reading Skill Gains in a Blended Learning Reading Program, <i>Reading Psychology</i>, 38:6, 553-579, DOI: 10.1080/02702711.2017.1306602</p> <p>The number of K–12 classrooms adopting blended learning models, integrating online and offline instruction, is rapidly growing (Horn &amp; Staker, 2011). Blended learning, when implemented correctly, can be used as a way to support rather than weaken face-to-face instruction by providing teachers with access to data immediately (Freeland, 2015; Powell et al., 2015); this allows teachers to quickly gauge student progress and make informed pedagogical decisions to differentiate and personalize instruction. (Cavanaugh, Sessums, &amp; Drexler, 2015; Hilliard, 2015).</p>	<p>1a. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. Growth will also be measured using the online program assessments including but not limited to the Accelerated Reader STAR assessment and program progress monitoring in Lexia and Moby Max.</p> <p>1b. Effectiveness of the programs will also be measured using online user data and teacher feedback.</p> <p>1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$34000	Contracts/Services /Subscriptions	

<b>Actions/Services 1.2.2</b>
<b>Principally Targeted Student Group</b>
• All • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5500	Materials/Supplies/Equipment	

<p><b>Actions/Services 1.2.3</b></p>
<p><b>Principally Targeted Student Group</b></p>
<p>• Asian • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White</p>



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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$14580	Materials/Supplies/Equipment	

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**Site Goal 1.3**

Students will increase reading comprehension from 71% approaching benchmark/mastery as identified in Illuminate Assessments (2021-2022) to 30% increase in "Mastery" (Grades 1-6) in 2022-2023.

1. Herburger will provide additional hours for the site librarian to offer students additional reading practice, Accelerated Reading assessments (to measure comprehension growth), and other supplemental online reading programs to support reading comprehension.
2. The librarian will also help with vocabulary practice, increase opportunities for student exposure to literature in print.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

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. Time-sheet our <b>Library Technician 3</b> hours per day for 5 days per week to serve all students. (Classified Salary \$24983/3010 Title One)</p>	<p>John Hattie, <b><u>Visible Learning for Teachers: Maximizing Impact on Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Exposure to Reading</b>, Effect Size 0.42</li> </ul> <p><b>A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement</b>, (D. Kachel, 2013).</p> <p>Quality school library programs impact student achievement. The most universal finding is the presence of full-time, certified school librarians and appropriate support staff who implement a quality, school-integrated program of library services.</p> <p>Debra E. Kachel, Instructor, and Graduate Students of LSC 5530 School Library Advocacy School Library &amp; Information Technologies Department Mansfield University, Mansfield, PA. <i>School Library Research Summarized</i></p>	<p>1. Effectiveness will be measured by reviewing the number of books checked out, student Lexile Level progress, and Accelerated Reader data three times per year at the end of each trimester.</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$24983	Classified- Timesheets	

**Site Goal 1.4**

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

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

**Metric:** Progress toward English Proficiency

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- EL • R-FEP

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. Assess EL student language acquisition and progress.</p> <p>2. Support the English Learner program on campus through district professional training and collaboration.</p> <ul style="list-style-type: none"> <li>• ELPAC Coordinator - Certificated staff, hourly timesheet. Coordinate and administer initial and summative ELPAC.</li> <li>• EL Coordinator - Certificated staff, hourly timesheet.</li> <li>• Supplemental EL multilingual library books.</li> <li>• Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences.</li> <li>• Provide Roving Sub 4 days during the school year to release classroom teacher for parent conference with interpreter. (approx. \$200 daily sub cost x 4 days = \$1000)</li> </ul>	<p>Educating English Learners: Building teacher capacity. National Clearinghouse for English Language Acquisition (2008). <a href="http://www.ncela.gwu.edu/files/uploads/3/EducatingELLsBuidlingTeacherCapacityVol1.pdf">http://www.ncela.gwu.edu/files/uploads/3/EducatingELLsBuidlingTeacherCapacityVol1.pdf</a></p> <p>English Language Learners: A Policy Brief. National Council of Teachers of English. <a href="http://www.ncte.org/library/mctefiles/resources/policyresearch/ellresearchbrief.pdf">http://www.ncte.org/library/mctefiles/resources/policyresearch/ellresearchbrief.pdf</a></p> <p>Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers.</p>	<p>1. The number of students who are reclassified as Fluent English Proficient will increase by 2% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>2. Outcomes will be assessed and data will be reviewed twice during the year in the fall and in the spring after school and district EL student reclassification data is available.</p>

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Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$3000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$21997	Certificated- Salaries

**Site Goal 1.5**

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

<b>Metric:</b> Other (Site-based/local assessment)
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**Actions/Services 1.5.1**

**Principally Targeted Student Group**

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

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 hourly pay (timesheet) for a teacher / site GATE coordinator who: <ul style="list-style-type: none"> <li>• Provides on-site GATE Testing</li> <li>• Supports teachers, students, and families through the GATE referral process</li> </ul>	Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at <a href="http://www.gifted.uconn.edu/nrcgt/rbdm9204.pdf">www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</a> and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.	Review site data and maintain and/or increase the percentage of students participating in our GATE program. Student participation data will be reviewed twice each year as part of the Co-op/CAST process and additionally after the administration of the yearly NNAT assessments and district GATE referral process.

Funding Source	Amount	Description of Use
GATE (7105/0000)	\$1250	Certificated- Salaries

**Site Goal 1.6**

Students performing at and below grade level will receive visual and performing arts curriculum with live, interactive experiences to increase cognitive development and academic performance as measured by a 2% increase in ELA and Math with Illuminate and other formative assessments. Additionally, chronic absenteeism

will decrease for these students due to positive impact of VAPA connection.

(Visual and Performing Arts instruction will be provided within the regular school day and during June summer sessions.)

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.6.1**

**Principally Targeted Student Group**

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

<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. Provide 90-120 minutes of music education (approximately 1.5-2% of instructional time) per month for grades TK-6 provided by New Songs School of Music.</p> <ul style="list-style-type: none"> <li>• TK-2nd grades: Music education/appreciation opportunities 45 minutes two times per month in a grade level assembly setting.</li> <li>• 3rd-6th grades: Push-in music education one hour two times per month for each classroom</li> <li>• Purchase materials to support music instruction (i.e., instruments)</li> </ul> <p>2. Provide music education through specific links that New Songs School of Music has created to access music content. Teachers will utilize their current knowledge and skill level from past experience with New Songs to enhance their instruction.</p> <p>3. Provide summer sessions of New Songs percussion, guitar, and ukulele.</p> <p>4. Provide dance class to students in summer sessions.</p> <p>5. Provide scholarship funds for students to participate in the after-school band and violin programs on campus.</p> <p>6. Purchase instruments that will be housed on-site for students to use in after-school and summer</p>	<p>Critical Evidence: How the Arts Benefit Student Achievement <a href="https://files.eric.ed.gov/fulltext/ED529766.pdf">https://files.eric.ed.gov/fulltext/ED529766.pdf</a></p> <p>Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamental skills encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships.</p> <p>The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating at risk students and those with special needs.</p> <p>Mariale Hardiman, Luke Rinne, and Julia Yarmolinskay: <i>The Effects of Arts Integration on Long-Term Retention of Academic Content</i></p> <p>Previous correlational and quasi-experimental studies of arts integration—the pedagogical practice of “teaching through the arts”—suggest its value for enhancing cognitive, academic, and social skills. This study reports the results of a small, preliminary</p>	<p>We are using these measures for all actions in 1.6.1.</p> <p>1. Review student attendance data monthly and show an increase in overall student attendance throughout the year.</p> <p>2. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year and summer program.</p> <p>3, 4, 5, and 6. Review participation data and overall increase in the number of students participating in after-school and summer school music programs.</p> <p>4. Review surveys.</p> <p>5. Review attendance data and number of students participating in the afterschool program.</p> <p>6. Review parent, student, and staff surveys.</p> <p>6. Review on-going assessments data (like but not limited to Illuminate, end of the unit chapter tests, attendance, and discipline data).</p>

school music sessions.  
(Instruments shall at least include percussion, guitar, ukulele, symbols, triangles, bells, violins, and others that are suitable to Herburger Elementary students.)

classroom?based experiment that tested effects of arts integration on long?term retention of content.

First published: 18 August 2014  
<https://doi.org/10.1111/mbe.12053>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$23158	Contracts/Services /Subscriptions
Supplemental/Concentration (7101/0000)	\$3700	Materials/Supplies/Equipment

### Site Goal 1.7

Students performing below grade level will be provided targeted intervention and real-word experiences during and after school to increase ELA and Math achievement by 2% or more as measured by Illuminate and other formative assessments.

**Metric:** Other (Site-based/local assessment)

### Actions/Services 1.7.1

#### Principally Targeted Student Group

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

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 up to 20 hours of targeted, small-group or one on one intervention outside of the regular school day.</p> <ul style="list-style-type: none"> <li>Hourly certificated and classified salaries.</li> </ul> <p>2. Provide funds for teachers to enhance the regular curriculum by offering hands-on, real-world educational experiences and opportunities both on and off campus.</p>	<p>1. John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> <li>Reading Phonic Instruction - .60 effect size</li> <li>Reading Comprehension Programs - .58 effect size</li> <li>Small Group Learning - .49 effect size</li> </ul> <p>Peter A Cohen, James A. Kulik, Chen-Lin C. Kulik; <i>Educational Outcomes of Tutoring: A Meta-analysis of Findings</i>.</p> <p>A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive</p>	<p>1 &amp; 2 Students will make a 2% or more gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <ul style="list-style-type: none"> <li>Effectiveness will also be measured using informal observation and teacher feedback.</li> <li>Outcomes will be assessed and data will be reviewed three times during the year at the end of each trimester.</li> </ul>

effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs. Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. The teacher's role in preplanning, implementation, and reflection often dictates the impact that the field trip will have on students. Once teachers are empowered and learn how to develop and orchestrate a successful field trip, they will enable students to develop interest in science, which may lead to improved learning or improved science literacy.

2. Behrendt, Marc and Franklin, Teresa; *A Review of Research on School Field Trips and Their Value in Education* International Journal of Environmental and Science Education, v9 n3 p235-245 2014

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$500	Classified- Salaries	
Supplemental/Concentration (7101/0000)	\$3500	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$1500	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$10816	Certificated- Salaries	

**Site Goal 1.8**

Provide enrichment and learning opportunities for GATE students, both during and outside of the regular school day.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.8.1**

**Principally Targeted Student Group**

- Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

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 extended day enrichment classes taught by certificated teachers. Up to 8 enrichment opportunities throughout the school year. Class offerings may include but are not limited to STEAM (CREST program), music, art, and robotics.</p> <p>2. Purchase supplemental materials and curriculum to support student learning and enrichment opportunities.</p> <ul style="list-style-type: none"> <li>• These materials may include but are not limited to: robotics supplies, visual and performing arts supplies or other materials needed to support a GATE program as determined by the GATE coordinator and/or GATE teacher. Any curriculum, digital or otherwise, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials.</li> </ul>	<p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. &amp; Kulik, C.L. (1992) available at <a href="http://www.gifted.uconn.edu/nrcgt/rbdm9204.pdf">www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</a> and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.</p>	<p>1. Gather feedback from students, parents, and teachers at the end of each enrichment session.</p> <p>2. Three times during the year (at the end of each trimester) review classroom assessment data, district common assessments, and CAASPP data in ELA and Math to monitor student progress and achievement, ensuring that students meet or exceed grade level standards.</p>

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$2397	Certificated- Salaries	
GATE (7105/0000)	\$750	Materials/Supplies/Equipment	

<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

All students will benefit from instruction guided by formative and interim assessments. Site specifically, students will increase academic performance in ELA and Math by 2% or greater by providing intensive, targeted, small group or one-on-one instruction throughout the school day as measured by CAASPP (Grades 3-6), Illuminate Assessments (Grades K-6), and other formative assessments (Grades TK - 6).

During CAASPP Spring 2021, students performed at the following percentage rates by student group:

1. African Americans 42% ELA; 25% Math
2. Asian 67% ELA; 57% Math
3. Filipino 65% ELA; 66% Math
4. Hispanic 48% ELA; 32% Math
5. Pacific Islander 47% ELA; 29% Math
6. White 33% ELA; 33% Math
7. Two or More 56% ELA; 44% Math
8. English Learners 27% ELA; 33% Math
9. Socioeconomically Disadvantaged 54% ELA; 33% Math
10. Students with Disabilities 25% ELA; 28% Math

Using Illuminate Assessments, students had greatest performance at the "approaching benchmark/ approaching mastery" levels in grades K - 6.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The stakeholder groups say that targeted instruction, visual and performing arts, and after school enrichment programs will support our students with advancing academically. Data results with some research were presented to stakeholders.

**Metric:** Data and Program Evaluation

### Actions/Services 2.1.1

#### Principally Targeted Student Group

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

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 for teachers to analyze data, set goals, create lesson plans and respond to students based on assessed need. Release time may include but is not limited to training, site planning and collaboration, analyzing student data, planning intervention, peer observations, SST/IEP meetings, and CAST/Co-op meetings.</p> <ul style="list-style-type: none"> <li>• 2 days per grade level for planning and collaboration. Each teacher will be out of the classroom for less than 1% of the year for Grade Level meetings. (approx. \$18,000)</li> <li>• 8 additional days of 1 roving</li> </ul>	<p>Using the PLC at work model, teachers will use release time to collaborate, explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.</p> <p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> <li>• Response to Intervention: 1.07 effect size</li> <li>• Professional Development: .75 effect size</li> <li>• PLC: 1.57 effect size</li> </ul>	<p>1a. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>1b. Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>

- sub for CAST/Co-op meetings. (approx. \$1760)
- 2 additional release days for site support staff and leadership team planning, cross-articulation and collaboration. (approx. \$1980)
- SST days (8 days x \$220/day = 1,760)
- Increase SST/IEP days to support students' academic progress (5 days x \$250 = \$1250).
- Total (\$24,750)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$34944	Certificated- Salaries

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

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

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 professional learning opportunities for staff to learn additional strategies and resources to support 21st Century learning.</p> <p>2. Certificated and classified staff will be compensated for attending training, workshops and other professional learning and professional development opportunities.</p> <p>3. Provide professional learning opportunities through Choose Love to support students with SEL strategies and instructional practices.</p> <p>4. Provide professional learning opportunities through EGUSD SEL Series (C/PL) to support students with SEL strategies and instructional practices. (\$2000)</p>	<p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u>.</p> <ul style="list-style-type: none"> <li>• Professional Development effect size . 62</li> </ul> <p>Kate Kinsella; <i>Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era</i>  <a href="https://www.hmhco.com/products/english-3d/pdf">https://www.hmhco.com/products/english-3d/pdf</a>  <a href="#">/Kinsella_ELD_CCSS_4-19-12Handout.pdf</a></p> <p>Ashdown, D. M., &amp; Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? <i>Early Childhood</i></p>	<p>1, 2, and 5. Measure the efficacy of the professional learning by students' academic achievement on Illuminate and other formative assessments.</p> <p>3 and 4. Synergy discipline data, specifically office referrals and suspensions</p> <p>3 and 4. School site acknowledgement ticket data (Caught A Hawk)</p> <p>3, 4, and 5. Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate Survey, Bullying Prevention Project)</p>

5. Provide professional learning opportunities for culturally responsive and linguistic teaching to assist teachers in keeping students engaged in the school community. (\$13,500)

*Education Journal*, 39(6), 397-405.

CASEL (Collaborative for Academic, Social, and Emotional Learning). (2012). *Effective social and emotional learning programs*. Chicago, IL: Author.

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$13500	Contracts/Services /Subscriptions
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

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

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 funds to cover the cost of registration and travel expenses for workshops, conferences, or training outside of EGUSD.</p> <p><b>2. Professional Development: AVID</b> Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities. (Contract/Services \$55,079/3010 Title One)</p>	<p>John Hattie, <b><u>Visible Learning for Teachers: Maximizing Impact on Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Clarity</b> Effect Size 0.75</li> <li>• <b>Professional Development</b> Effect Size 0.62</li> <li>• <b>Collective Teacher Efficacy</b> Effect Size 1.57</li> </ul> <p><b><u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></b>, Voelkel R. (2011).</p> <p>(Fisher, Frey, &amp; Hattie, 2016). <b><u>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning.</u></b></p>	<p>1. Students will make a 1% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>2. Measure effectiveness by:</p> <ul style="list-style-type: none"> <li>• Sign in sheets and surveys from professional development sessions</li> <li>• Administration will attend weekly PLC meetings to insure practices are being implemented</li> <li>• Classroom walkthroughs to see implementation of culturally responsive strategies</li> <li>• Grade level Benchmark Assessments quarterly</li> <li>• Grade level common formative assessments provided through PLC reporting forms monthly</li> </ul>

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Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$55079	Contracts/Services /Subscriptions

<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**

Students will increase time-on-task learning and academic performance in ELA and Math as measured by a 7% increase in Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score [from 93% in 2021-2022 to 100% in 2022-2023 (onTier 1 TFI)], 2% increase on CAASPP, Illuminate, and other formative assessments, and a 10% reduction rate in home suspensions (from 22 home suspensions in 2019-2020 and 5 home suspensions in 2021-2022) to 4 or fewer home suspensions.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The stakeholder groups say that our students will be able to learn in a safe environment and increase academic achievement when the environment is safe and students feel connected to the school community. Data results and research were presented to stakeholders.

<b>Metric:</b> School Climate	
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**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. Support the PBIS program on campus by purchasing PBIS related signs, posters, radios, safety cones, lesson plan materials, and student acknowledgment materials and supplies.

2. Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors.

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**3. Monterey Trail Regional Equity Coalition (MTREC):** Our school site will work together with our regional schools to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for themselves, and remain productive citizens. (\$1,000 towards Innovation Bridge)

4. Provide structured recess support to aid our students in prosocial behaviors at recess to help them safely return to the classroom for learning. Sturtured recess support team will also remind students of the school-wide expectations: Be safe, responsible, kind, and hard-working.

Positive Behavioral Intervention and Supports (PBIS) is a program that supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. <https://www.pbis.org/>

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

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

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Positive Behavioral Intervention and Supports (PBIS) is a program that supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. <https://www.pbis.org/>

1, 2, 4. Synergy discipline data, specifically office referrals and suspensions

1 and 2. School site acknowledgement ticket data (Caught A Hawk)

3 and 4. Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate Survey, Bullying Prevention Project)

4. PBIS Tier II data collection and monitoring (bi-monthly)  
4. Review of Tier I and Tier II Fidelity scores

Funding Source	Amount	Description of Use	
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Supplemental/Concentration (7101/0000)	\$40000	Contracts/Services /Subscriptions	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	

**Site Goal 3.2**

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

In 2021-2022, the parent participation rate was 2%. Herburger would like to increase participation to 10% of the total student population. This will help parents to understand how EGUSD is making strides to bring more equity to the district and how educators are taking action to enhance their mindsets to serve all students in an inclusive matter.

**Metric:** School Climate

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- Black or African American • Foster Youth • SWD

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

The CASEL Guide to Schoolwide Social and Emotional Learning <https://schoolguide.casel.org/how-it-works/>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$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**

Improve/increase the home-school connection by providing increased opportunities for parents to engage in instructionally focused activities. In 2021-2022, there were 13 opportunities provided (due to the pandemic). However, Herburger wants to increase opportunities by 100% in 2022-2023 **as measured by sign-in sheets, attendance at all upcoming events, and student attendance records.**

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The stakeholder groups say that our students will want to attend school when they feel connected to the school community. Data results and research were presented to stakeholders throughout the school year.

**Metric:** Attendance Rate

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

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

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 compensation for teachers to meet with families throughout the school year. Teachers can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", Synergy, and report cards.</p> <p>2. Teachers can also be compensated for participating in the Monterey Trail Equity Coalition (MTREC) family events to strategize ways EGUSD and the Monterey Trail Region can eliminate microaggressions within our district.</p> <p>\$41.60 x 3 hours x 34 teachers = 4,243.20</p> <p>3. Host Family Nights and Family Engagement Events, and use vendors such as Phil Tulga (VAPA, Trevor Harding Magic Night (ELA Focus), Cindi Hayashida Art Nights, and Innovation Bridge (MTREC).</p>	<p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, <a href="http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm">www.ncpie.org/WhatsHappening/researchJanuary2006.cfm</a>.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11–12.</p> <p>MTREC Bottiani, J. H., Bradshaw, C. P., &amp; Mendelson, T. (2017). A multilevel examination of racial disparities in high school discipline: Black and white adolescents' perceived equity, school belonging, and adjustment problems. <i>Journal of Educational Psychology, 109</i>(4), 532-545.</p> <p>Scott, T. M., Gage, N., Hirn, R., &amp; Han, H. (2018). Teacher and student race as a predictor for negative feedback during instruction. <i>School Psychology Quarterly, 33</i>(5), 1-10.</p>	<p>1 and 3. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys.</p> <p>2. Review classroom assessment data to track students progress of those students that had families attend the curriculum events. Review PBIS discipline data.</p> <p>3. Review event attendance data and parent surveys.</p>



Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$4244	Certificated- Salaries	

### Site Goal 4.2

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

**Metric:** Family and Community Engagement

#### Actions/Services 4.2.1

#### Principally Targeted Student Group

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • 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?
<p>1. Teachers will conduct Parent-Teacher Home Visits throughout the school year. (Provide compensation via hourly timesheets for certificated and classified staff.)</p> <p>2. Train additional staff members to conduct Parent-Teacher Home Visits.</p> <p>\$41.60 x 34 teachers/staff x 4 hours = \$5657.60</p>	<p>Effective family engagement builds relationships and capacity, and is linked to student learning. Parent/Teacher Home visits are one such engagement tool. Students whose families received a home visit, had 24 percent fewer absences than similar students whose families did not receive a visit. These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit.</p> <p>John Hopkins Study Report 2015: Parent/Teacher Home Visit Project -model Home Visits Make Significant Impact on Student Outcomes. Retrieved from <a href="http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf">http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf</a> Key Findings: ---Students whose families received a home visit, one of the core strategies in the FEP, had 24 percent fewer absences than similar students whose families did not receive a visit. These same students also were more likely to read at or above grade level</p>	<p>1. Measure the efficacy of the actions/services by reviewing Parent-Teacher Home Visit data and attendance records for all students.</p> <p>2. Herburger will review sign-in sheets to events, student attendance data, and event calendar.</p>

compared to similar students who did not receive a home visit

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5658	Certificated- Salaries	

**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.

## V. Funding

### Roy Herburger Elementary (285) | 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>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$26,215	\$26,215	\$26,215	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$162,000	\$162,000	\$80,398	\$34,944	\$41,000	\$5,658	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$24,997	\$24,997	\$24,997	\$0	\$0	\$0	\$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	\$233,856	\$233,856	\$158,033	\$70,579	\$1,000	\$4,244	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$452,465	\$452,465	\$294,040	\$105,523	\$43,000	\$9,902	

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	\$233,856
Subtotal of state or local funds included for this school	\$218,609

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

**Date**

Principal

School Site Council Chairperson

EL Advisory Chairperson


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