



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Jennifer Keyport

County-District-School (CDS) Code: 34673146120000

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

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

IV. Goals, Actions and Services

Toby Johnson 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 TJMS School Site Council met on October 25, November 15, February 28, April 11, and May 9. The School Site Council provided feedback on the 2020-21 LCAP and assisted with goal development for the 2021-22 LCAP on April 11 and May 9.

In the fall of 2021, staff, students, and families of TJMS had a chance to provide their feedback for the 2022-23 LCAP via the district survey.

At the February 28 SSC meeting, the March 23 staff meeting, and the March 7 leadership meeting, staff, students, and families had the opportunity to review the LCAP district survey results and suggest additional input.

The TJMS ELAC committee met March 8 and were informed of the LCAP goals and funding.

Impact of LCAP and Annual Update

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

The committees all agreed that a continued focus on funding professional development for staff and providing release days for collaboration is a high priority.

Supplemental concentration funding has been used for purchasing school wide technology in the past. With the increased focus on making sure those funds are spent on unduplicated students and the district's efforts to supply technology to sites, the LCAP will focus more resources on PBIS programs and intervention that targets unduplicated students.

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1

Improve the distance from standard in ELA and Mathematics as measured by CAASPP and normally reflected on the Dashboard by 5 points.

- ELA will increase by 5 points from 29 points above standard to 34 points above standard.
- Math will increase by 5 points from 10 points above standard to 15 points above standard.

Specifically by subgroup:

- ELA will increase by 7 points from 21 points below standard for Black/African American to 14 points below standard.
- Math will increase by 7 points from 44 points below standard for Black/African American to 37 points below standard
- ELA will increase by 7 points from 78 points below standard for EL to 71 points below standard.
- Math increase by 7 points from 94 points below standard for EL to 87 points below standard.
- ELA will increase by 7 points from 5 points above standard for socially economically disadvantaged to 12 points above standard.
- Math increase by 7 points from 17 points below standard for socially economically disadvantaged to 10 points below standard.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

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>Provide funding for teachers to attend professional development opportunities. Potential PD opportunities include:</p> <ul style="list-style-type: none"> • CLMS Conference • CADA Conference • NGSS (Science) Conference • Statewide PBIS Conference • State Science Teachers Conference • CAHPERD (Physical Education) Conference • English Language Development Conference • CSLA (Library) Conference • Special Education Training • Ford's Theater Oratory Program Membership • AVID Summer Institute and trainings • VAPA professional development <p>Emphasis this year for professional development will be attending conferences and workshops that target strategies to help with the</p>	<p>Hattie Effect Size- Professional Development: .62</p> <p>Understanding by Design (2004), J. McTighe</p> <p>How to Differentiate Instruction in Mixed Ability Classrooms (2001), C. Tomlinson</p> <p>Integrating Differentiated Instruction and Understanding Design (2001), Tomlinson and McTighe</p>	<p>The amount and frequency of teachers taking strategies learned at professional development and training fellow staff members at department and staff meetings.</p> <p>Observation of department and PLC meetings and how the new training is impacting lesson and assessment design and classroom delivery strategies.</p> <p>Department level common formative assessment data.</p> <p>Common assessment data broken down by subgroups to measure progress at decreasing disproportionality.</p>

achievement gap and disproportionality for Black/African American, EL, Foster Youth, and Low Income students.

Pay for substitutes so teachers can attend this professional development.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$30000	Contracts/Services /Subscriptions	
AVID (7233/0000)	\$7300	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets	
PreAP Training (7218/0000)	\$5000	Contracts/Services /Subscriptions	

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

Funding Source	Amount	Description of Use	
Academic Competitions (7206/0000)	\$500	Certificated- Timesheets	

GATE (7205/0000)	\$3750	Certificated- Timesheets	
GATE (7205/0000)	\$1250	Certificated-Stipends	

Actions/Services 1.1.3

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>Student Fees will be used to purchase instructional materials in science course. These are primarily supplies for labs in both 7th and 8th grade. It will also be used for supplies in the Home Economics class. This includes food and cooking supplies used by the students during their lessons.</p> <p>CTE funds used to supplement equipment and technology in CTE courses such as digital media and pre-engineering. (\$5,000 budget line isn't included on the funding page)</p> <p>VAPA funds will be used for Art, Theater, Video Productions, and Band classes to purchase equipment.</p> <p>The use of student fees for lab supplies and Home Economics supplies and VAPA funds for Art, Theater, Video Productions, and Band will provide access to students that don't have those items at home.</p>	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p> <p>The Impact of Arts and Athletics Participation on Student Success: Hanover Research 2016</p> <p>McCarthy K., Heneghan Ondaatje, E., Brooks, A., Szanto, A. (2005) A Portrait of the Visual Arts Meeting the Challenges of a New Era Rand Corporation</p> <p>Sroufe, G. (2004) THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH Arts Education Partnership</p>	<p>Student course requests in the VAPA electives (Art, Band, Theater) will be used to determine if those courses are meeting the needs of our students.</p> <p>The repairs in band will help support increased enrollment in 7th grade band which has a goal of sustaining 85 students.</p> <p>The technology in the Theater class will be measured by how it is integrated into the plays and productions and the use of it by students in class.</p> <p>Number of students accessing equipment and technology in CTE classes increasing.</p> <p>The effectiveness of the science equipment will be measured by the amount of labs students are able to complete each term and then Science CAASPP scores which will benefit from exposure to more hands on learning.</p>

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$12500	Materials/Supplies/Equipment	

Site Goal 1.2

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

- 80.4%, which is above the desired outcome for EGUSD of 55%

to:

- 85%, which would place TJMS in the Very High progress level at the next Dashboard publication.

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

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

meetings.

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$8000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$2000	Contracts/Services /Subscriptions
EL Supplemental (7250/0000)	\$4961	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

100% of professional learning communities will use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and special education students. Specifically, PLCs will increase opportunities to demonstrate mastery on standard based common assessments by providing multiple tests or retests. PLC's in appropriate subject areas will use Illuminate assessment system and data to help with targeted intervention, progress monitoring, and reteaching to target subgroups.

Currently PLC's have administered Illuminate. The desired state is for PLC's to become comfortable using the Illuminate data and using that data to inform instruction and planning. That is in the beginning stages as teachers are now getting used to the Illuminate system. Illuminate common assessments will be administered at the end of each term and reviewed at the beginning of the following term, resulting in 4 Illuminate common assessments per year in addition to the in house created assessments reviewed weekly.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

• All • Black or African American • EL • 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?
There are twelve core content course-alike PLCs which operate at Toby Johnson . Each PLC has	Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional	<ul style="list-style-type: none"> • Department chair meetings. • Common assessments, pacing

three teachers that work collaboratively to design the academic program and assessment tools for that particular course. The course-alike PLCs on campus are:

- Math 7
- Math 8
- English 7
- English 8
- Social Science 7
- Social Science 8
- PE 7
- PE 8
- Science 7
- Science 8
- Math/ELA Bridge 7
- Math/ELA Bridge 8

Each of these PLCs will use two release days per year to continue their work and reach the goal of having a common, formative assessment tool created for each essential learning, common pacing guides, procedures for reviewing data and assessing program quality, and ultimately improving student outcomes.

Each PLC will collaborate on late start Wednesdays.

learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press.

Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.

Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), *Ahead of the Curve: The power of assessment to transform teaching and learning* (pp.59-76). Bloomington, IN: Solution Tree Press.

Phillips, J. (2003). Powerful learning: Creating learning communities in urban school reform. *Journal of Curriculum and Supervision*

Louis, K. S., & Marks, H. M. (1998). Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*

21st Century Professional Development
Hanover Research 2012

Best Practices in Professional Learning Communities: Hanover Research 2013

Assessment and Student Success in a Differentiated Classroom (2013) C. Tomlinson and T. Moon.

guides, and lesson planning will be discussed

- Common assessment data. Teachers track common assessment data on shared spreadsheets.
- PLC meeting agendas, minutes, and observations
- Walkthrough data. Looking for formative assessment and summative assessment data being used to drive instruction.
- Illuminate completion rates.
- Percentage of students reaching proficiency on Illuminate assessments.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$30000	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

- Black or African American • EL • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide test taking tips & strategies, materials, promoting "college going culture" for students participating in PSAT 8/9.	The PSAT 8/9 score report includes a section called AP Potential, which lets your child know which Advanced Placement® (AP) courses they might be ready to take.	The number of 8th grade students that attend the PSAT in the morning of the reverse minimum day in October.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1000	Certificated- Timesheets	
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets	

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

Site Goal 3.1

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

- 80% of students will have Favorable Responses in the school climate survey, up from 72%
- 90% of parents will have Favorable Responses in the school climate survey, up from 86%

In targeted subgroups:

- 75% of Black/African American students will have Favorable Responses in the school climate survey, up from 65%
- 75% of EL students will have Favorable Responses in the school climate survey, up from 64%
- 75% of socially economically disadvantaged students will have Favorable Responses in the school climate survey, up from 68%

Metric: School Climate	
-------------------------------	--

Actions/Services 3.1.1

Principally Targeted Student Group

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

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?
<ul style="list-style-type: none"> • Hold Jaguar Jubilee for incoming 7th graders the week before school starts. • Provide assemblies and rallies to connect students to school, build school culture, and teach students about the expectations of being a student at TJMS. • Hold regular PBIS Teir 1 meetings. • Dedicate time at each staff meeting to PBIS strategies and implementation. This data will focus on PTSG discipline referrals to determine effectives of PBIS tier strategies for those students. • Purchase more signage on campus to promote PBIS core values and school spirit. • Contract with speakers for the students and staff to reinforce PBIS core values and outcomes. Speakers will focus on being relevant to PTSG students. • Pay for subs so the PBIS team can have release days to plan and organize the events above. 	<p>Boyte, Phil. <i>School Culture by Design: Building and Sustaining Positive School Culture</i>. 2015.</p> <p>Buffum, A., Mattos, M., & Malone, J. <i>Taking Action: A Handbook for RTI at Work</i>. Bloomington, IN. Solution Tree Press (2018).</p> <p>PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION Published: Mar 23, 2015 Hanover Research</p> <p>Simonsen, B., Sugai, G (2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i>. Education and Treatment of Children</p> <p><u><i>The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes</i></u>; Caldarella, P., Shatzer, R.H., Gray, K.M., Young, R & E.L., <i>RMLE Online</i>, 35:4, 1-14.</p>	<ul style="list-style-type: none"> • Attendance at Jaguar Jubilee • Track progress on Tiered Fidelity Inventory for both PBIS Tier 1 and Tier 2. • Monitor the number of teachers distributing PBIS Gold Tickets. • Record the number of Jag Swag tickets distributed. • Compare results of PBIS surveys for students and staff year over year. • In house PBIS surveys will be sent out after various events and tracking of Jag Swag distribution will be broken down by month to determine which events are having the most impact.

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	

Site Goal 3.2

Decrease suspension rates for the following subgroups as measured by the CA Dashboard:

- Decrease percentage of Black/African American students suspended at least once from 9.7% to 6%.
- Decrease percentage of students with disabilities suspended at least once from 7.1% to 5%.
- Decrease percentage of socially economically disadvantaged students suspended at least once from 7.1% to 5%.

Note that this is using 2019-20 data as there were no suspensions in 2020-21 due to distance learning.

Metric: Suspension	
---------------------------	--

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Grow and improve the ROAR programs by identifying cohorts of at-risk students in both grades that will benefit from daily interventions, including:</p> <ul style="list-style-type: none"> • Check-in and check-out each day with program teacher. • Grade and behavior checks filled out by classroom teachers. • After school team building activities and projects. • Community building and restorative circles. • Field trips to local colleges. • Organization and time management skills. • Deescalating techniques to avoid confrontations in class and on campus. • Focus on the Academic Enablers in the Framework for High Quality Instruction. • Refreshments and supplies for parent informational meetings, ceremonies, and events. • Team building field trips for PBIS Tier 2 students. <p>ROAR identifies 20-24 students and splits them into a male and female group, from the PTSG's to work with a teacher and counselor 4 days a week after school to help connect to campus, develop study</p>	<p>Blankstein, A. & Noguera, P. (2015) <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i>. Alexandria, VA: ASCD</p> <p>Hammond, Z. (2015) <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Thousand Oaks, CA: Corwin</p> <p>Lindsey, R., Robins, K., & Terrell, R. (2009) <i>Cultural Proficiency: A Manual for School Leaders</i>. Thousand Oaks, CA: Corwin</p> <p>SCHOOL CLIMATE RESEARCH SUMMARY: August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</p> <p>McCluskey, Lloyd, Kane, Riddell, Stead & Weedon (2008) Can restorative practices in schools make a difference? Educational Review</p>	<ul style="list-style-type: none"> • Referrals for students in ROAR compared to before they started the program. • Grade and attendance for students in ROAR. • Purple tracking sheets used Monday - Thursday daily each week that assign a score for each student's progress that day towards meeting the four PBIS core values. Each student can earn 48 points each day, 12 per class. Points are charted by the ROAR teachers each day. • Promotion rate for 8th grade class. • Percentage of recruited students that enroll in ROAR. • Students completing check in check out daily. • Student participation in groups with ESSER counselor. • Attendance and decreased rates of referrals for PTSG students tracked by ESSER counselor. • Teacher feedback on SEL lessons in Advocacy and participation in SEL lessons.

skills, engage in team building and leadership development, check in on academics, and provide a support system for students that have been identified as struggling in previous terms.

In addition to the comprehensive ROAR program, the 4th counselor funded by ESSER will have a much smaller caseload of students than they other three counselors. That position will focus on counseling groups for PTSG students, check in check out programs, and more thorough attendance and grade checks with students that need increased tier 2 intervention.

Use district funded SEL program in Advocacy. Students attend Advocacy every Wednesday.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$35000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$2250	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Increase the Effective Provision of a Respectful and Welcoming School Environment score from 87% to 90% on the EGUSD Parent Survey.

Metric: Relationships Between Staff and Families

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

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

Site Goal 4.2

Use staff to family outreach to improve attendance evidenced by:

- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard from 4% to 3%
- Increasing daily attendance as from 97.5.% to 98%.

In targeted subgroups:

- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard for Black/African American students from 10.6% to 7%
- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard for socially economically disadvantaged students from 7% to 5%

Note: Using 2019-20 data instead of 2020-21 for attendance due to inflated attendance rates during distance learning.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income

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>Distribute weekly newsletter to connect families with staff and activities happening on campus.</p> <p>Hold ten parent lunch days on campus.</p> <p>Mail home postcards recognizing positive student behaviors and interactions.</p> <p>Positive phone calls home, staff earns team points for making them. Focus positive phone calls home early in the year towards students that are less connected to school and families that are less likely to participate.</p> <p>The 4th counselor funded by ESSER has a lower caseload to specifically work with students that</p>	<p>Using Chronic Absence Data to Improve Conditions for Learning. Hedy N.Chang, David Osher, Mara Schanfield, Jane Sundius, and Lauren Bauer. September 2019.</p> <p>Absences Add Up: How School Attendance Influences Student Success. Alan Ginsburg, Phyllis Jordan, and Hedy Chang. August 2014.</p>	<p>Staff Team Purple vs Team Black points.</p> <p>Parent lunch day attendance.</p> <p>Weekly newsletter readership rates.</p> <p>Number of postcards mailed home.</p> <p>Number of families connecting with 4th counselor funded by ESSER.</p>

are struggling with attendance. This includes phone calls home, check in check out, and increased access to counseling visits in student services.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$3000	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.

Not applicable

V. Funding

Toby Johnson Middle School (420) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2150 Regular Education (7-8) 0000 Unrestricted	0.0000	\$0	\$50,403	\$50,403	\$50,403	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0.0000	\$0	\$9,996	\$9,996	\$9,996	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$118,250	\$118,250	\$35,000	\$31,000	\$46,250	\$6,000	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$1,000	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$14,961	\$14,961	\$14,961	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$225,910	\$225,910	\$140,660	\$32,000	\$47,250	\$6,000	

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	\$0
Subtotal of state or local funds included for this school	\$225,910

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

Date

Principal Adam Wood

School Site Council Chairperson Gina Jamerson

EL Advisory Chairperson John Khoustekian
