



Edward Harris, Jr. Middle School

Local Control Accountability Plan (LCAP) 2019 - 2020

Principal: _____

(Signature): _____

County-District-School (CDS) Code: 34673140105924

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _____

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

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I. Introduction

Edward Harris, Jr. Middle School | 2019-2020

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2018** our K-12 enrollment was **63,371**, a figure that includes 8,959 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 66 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment (SOURCE: October 2018, CDE)	1,140
English Language Learners (SOURCE: October 2018, CDE)	149
Languages other than English (SOURCE: October 2018, CDE)	24
Students of Poverty (SOURCE: October 2018, CDE)	814

Ethnicity								
	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2018, CDE)	168 (14.74%)	9 (0.79%)	426 (37.37%)	272 (23.86%)	93 (8.16%)	40 (3.51%)	66 (5.79%)	0 (0.00%)

Purpose and Description Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement) <div> <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Support and Improvement <input type="checkbox"/> LEA Choice <input type="checkbox"/> Comprehensive Support and Improvement <input type="checkbox"/> Additional Targeted Support and Improvement </div>
Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. <p>The Site Local Control Accountability Plan is a strategic plan that identifies federal, state, and local resources available to the school while aligning with and informing the district Local Control and Accountability Plan process.</p> <p>The plan consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This plan is designed to meet schoolwide program planning requirements and the CSI, TSI, or ATSI requirements, as applicable.</p> <p>The Site LCAP planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the plan, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.</p>

II. Timeline

Edward Harris, Jr. Middle School | 2019-2020

Action	Note	Due Date	Completed
April			
19-20 ALLOCATIONS RELEASED	Released for Planning and Budget Development	4/1/19	<input checked="" type="checkbox"/>
19-20 SITE LCAP Released	Begin Drafting	4/8/19	<input checked="" type="checkbox"/>
Site LCAP Writing	Attend Make and Take Sessions	4/8/19-4/12/19	<input checked="" type="checkbox"/>
Hold First Spring SSC Meetings - Evaluation of the 18-19 Site LCAP - Develop the 19-20 Site LCAP	Use Template Agenda and Minutes Available Online	4/22/19-4/26/19	<input checked="" type="checkbox"/>
Hold LCAP Stakeholder Engagement Meeting	Review and Develop Goals and Actions	4/22/19 - 4/26/19	<input checked="" type="checkbox"/>
Hold ELAC Meeting For Review and Advisement of Plan	Review and Develop Goals and Actions	4/22/19 - 4/26/19	<input checked="" type="checkbox"/>
May			
DRAFT 19-20 SITE PLAN DUE TO LSS - Submit First SSC Minutes with Evaluation and Development Noted	All Sections Completed	5/3/19	<input checked="" type="checkbox"/>
LSS Notifications: Site Plans not submitted	Provided to Directors	5/3/19	<input checked="" type="checkbox"/>
Directors/Programs Review the Site LCAP	Provided to Respective Departments/Programs	5/10/19	<input checked="" type="checkbox"/>
Sites Revise Plans Based on Feedback		5/13/19 - 5/17/19	<input checked="" type="checkbox"/>
Hold Second Spring SSC Meeting - Approve the Site LCAP - Obtain all required signatures	Use Template Agenda and Minutes Available Online	5/20/19-5/23/19	<input checked="" type="checkbox"/>
FINAL 19-20 SITE PLAN DUE TO LSS - Submit Second SSC Minutes with Approval Noted - Submit original signature pages		5/24/19	<input checked="" type="checkbox"/>
LSS Reviews Plans for Completion and Approval	Final Review of Plans	5/28/19 - 5/31/19	<input checked="" type="checkbox"/>
June			
There are no events to display for this month			

Action	Note	Due Date	Completed
July			
There are no events to display for this month			
August			
There are no events to display for this month			
September			

There are no events to display for this month
October
There are no events to display for this month
November
There are no events to display for this month
December
There are no events to display for this month
January
There are no events to display for this month
February
There are no events to display for this month
March
There are no events to display for this month
April
There are no events to display for this month
May
There are no events to display for this month
June
There are no events to display for this month

III. ANALYSIS OF STUDENT DATA & ACTION PLAN**Focused Work: 2019-2020****Edward Harris, Jr. Middle School****Plan Approval**

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
Budget Department					Required Position
Career and Technical Education	Kathy Hamilton	5/30/2019			Required Position
Curriculum and Professional Learning	Jerrilyn Ewing	5/14/2019			Required Position
Elementary Education	NA				Required Position
English Learner Services	Will Jones	5/31/2019			Required Position
Family and Community Engagement	Lisa Levasseur	5/10/2019			Required Position
Foster Youth	Maya Webb	9/10/2019			Required Position
LSS	Alicia Canning	8/26/2019			Required Position
Positive Behavioral Intervention and Supports	Lisa Vartanian	5/9/2019			Required Position
Secondary Education	John Dixon	6/6/2019			Required Position
Visual and Performing Arts	Sofia Fojas	8/29/2019			

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measurable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: 3/26/2019 (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

Date: (mm/dd/yyyy)

Tracks: A

Date: (mm/dd/yyyy)

School Site Council:

Date: 5/22/2019 (mm/dd/yyyy)

Principal's Signature

Charles Amey

Principal's Name

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The following opportunities for stakeholder involvement were provided:</p> <ul style="list-style-type: none"> • Gathering of input began on December and is on-going • Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings: <ul style="list-style-type: none"> ◦ COLTS PTO meeting - April 13, 2019 ◦ Parent University - December 5, 2018 ◦ English Learner Advisory Council - January 29, 2019 ◦ School Site Council Meeting - April 23, 2019 ◦ School Site Council Meeting - May 22, 2019 • At department meetings and a faculty meeting, teachers and administration were engaged in the LCAP survey on November 30th. The Leadership team took part in a revision of the LCAP on March 26, 2019. Students shared their input through student leadership and student senate meetings in March. • In addition, School Site Council meetings reviewed and provided input on the revision of LCAP, which included teachers, other school personnel, parents, and students, on September 12, 2018, October 17, 2018, November 28, 2018, January 16, 2019, March 13, 2019, April 23, 2019 and May 22, 2019.
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Our site developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2018-19 school year, our site encouraged stakeholder participation to support their understanding of the LCAP/LCFF. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP/LCFF. The results showed that our plan should focus on the following initiatives:</p> <ol style="list-style-type: none"> a. Instructional support – CCSS, ELD, Special Education (materials, professional learning/coaching, technology, assessments) b. Parent and family engagement, education and communication c. Extended learning (before/after/intersession/summer), includes tutoring and mentoring d. EL support (student, staff and parent support) e. Behavioral support (counseling, psych, MHT) for all students and targeted subgroups (EL and FY particularly) f. Safe, secure and well maintained facilities/learning environments (staff, buildings, equipment) g. College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID

- h. Professional learning (certificated, classified and leadership)
 i. Technology and related training to support teaching and learning for students, staff and parents
 j. Educational equity – focused efforts to reduce opportunity and achievement gaps

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: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the percent of students who will attain mastery at grade level of curriculum standards in all courses based on CAASPP Math & English scores.

Percent of students meeting or exceeding standards:

Math increase by 2% from 42% to 44% overall

English increase by 5% from 51% to 56%

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development opportunities for staff to assist students in attaining grade level mastery. <ul style="list-style-type: none"> • PLC Meetings • Articulation Meetings • Conferences, Seminars & Trainings • Site Planning 	<u>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</u> R. Elmore (2009) <u>Professional Learning Communities at Work</u> DuFour (2012) KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#!ccss-implementation/-/c1fd7 <u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	<ul style="list-style-type: none"> • Site developed common assessments <ul style="list-style-type: none"> ◦ Assessments reviewed in monthly PLC meetings. • Professional Development <ul style="list-style-type: none"> ◦ Agendas & Minutes from trainings/ meetings • District benchmarks • Content standards implementation <ul style="list-style-type: none"> ◦ Curriculum Maps • PSAT data • State Physical Fitness Testing

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$500	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$1000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$3200	Contracts/Services	Edit	Delete

Title I – Basic (4900/3010)	\$4660	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students in targeted subgroup are given the opportunity to receive materials and develop a 7th-12th grade postsecondary academic plans, facilitated by counselors.	<u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005) <u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	<ul style="list-style-type: none"> • Student 7th-12 grade plans • Agendas & Sign-In sheets • Student/ Staff Surveys • MTHS A-G rates • Review Reflections from release days and field trips

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$1464	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase materials, instructional supplies, technological equipment and database subscriptions to support integration of instructional technology and the implementation of CCSS. Materials include:</p> <ul style="list-style-type: none"> • supplemental core novels • online assessment subscription • database subscriptions • video and photography equipment • VAPA consumable materials and supplies for VAPA Instruction <ul style="list-style-type: none"> ◦ Projector Mount (Site Mod) ◦ JBL PRX speaker (4) ◦ JBL 3-way PRX speaker (2) ◦ Vocal Mic for speakers (4) ◦ Blue Line Mic Cable for speakers (4) • Projectors, laptops, Maker Space equipment • Technology equipment supplies and materials • Technology based programs such as: <ul style="list-style-type: none"> ◦ Glogster, Animoto, Noodle Tools, Grolier On-line, and Ferguson's Career Guidance to support the CCSS, Total Response System, GradeCam, IXL, iReady and other instructional materials needed. <p>Purchase research based supplemental materials and supplies to support the development of common core, access a variety of formats, culturally responsive teaching, reading genres, writing styles, and inquiry-centered standards based on lessons</p>	<p>KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#!ccss-implementation-/c1fd7</p> <p><u>Positive Effect of Technology on Student Achievement</u> Tamin, Bernard, Borokhovski, Abrami & Schmid (2011)</p> <p><u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research 2010</p>	<ul style="list-style-type: none"> • Student Projects and research papers. <ul style="list-style-type: none"> ◦ Computer-based assessments ◦ Technology surveys • Student/ Staff surveys • VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction and VAPA Related Instructional Technology

for all and targeted student groups to enhance mastery of all courses will be purchased as well.				
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$3744	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$2840	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$5670	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$1325	Contracts/Services	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide extended day/after-school tutoring for all targeted subgroup (Breakthrough) courses taught by certificated teachers.</p> <p>Provide instructional supplies and materials for the extended day tutoring and enrichment classes.</p>	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p>	<ul style="list-style-type: none"> Progress toward English Proficiency After School Tutoring sign-in sheets GPA's of participating students Mid-quarter Progress Reports Quarter Report Cards

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15060	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase supplemental materials, including technology for Enrichment courses related to college and career readiness.</p> <p>CTE/career-themed courses - Instructional Curriculum</p> <ul style="list-style-type: none"> High quality CTE curriculum guide <p>VAPA Materials, Equipment and Supplies</p> <ul style="list-style-type: none"> HP LJ Printer (2) 	<p><u>Extended Learning in Middle Schools</u> Hanover Research (2011)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research (2010)</p>	<ul style="list-style-type: none"> Quarter Report Cards Consumable Materials, Equipment and Supplies for VAPA Instruction VAPA-Related Instructional Technology CTE pathways <ul style="list-style-type: none"> MTHS Data MTHS Broadcasting Pathway MTHS Design and Technology Academy

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$6000	Materials/Supplies/Equipment	Edit	Delete
CTE (7235/0000)	\$2400	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$756	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.6**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide funds to support the AVID program go school-wide, by promoting teaching and learning strategies that are used cross-curricularly: by attending</p> <ul style="list-style-type: none"> AVID professional development workshops AVID Summer Institute. AVID committee collaboration with colleagues to develop common lesson plans and assessments. 	<p><u>Evaluation of AVID Effectiveness</u> Northwest Evaluation Association (2015)</p>	<ul style="list-style-type: none"> AVID SCCI (Secondary Coaching and Certification Instrument) Quarter Grade Reports Meeting Agendas/ Sign-In Sheets

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/7510)	\$4914	Certificated Salaries	Edit	Delete
AVID (7233/7510)	\$700	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/7510)	\$2600	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$1700	Contracts/Services	Edit	Delete

Actions/Services 1.1.7**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide FTE to assist with school-wide instructional leadership, provide intervention courses and assessments to improve student achievement and meet the social-emotional and academic needs of our students.</p> <p>FTE would be used in the following areas:</p> <ul style="list-style-type: none"> .5 Program Administrator -Title I 1.333 for certificated intervention teachers .5 FTE will be funded to intervention through a certificated counselor. 	<p><u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)</p>	<ul style="list-style-type: none"> ELA Literacy Mid-year Benchmark Assessment California Healthy Kids Survey (CHKS) Social Emotional Learning/Culture & Climate Survey (SEL/CC)

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$281000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.8**Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide student agendas to support school-wide organization and time management skills for all students.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	<ul style="list-style-type: none"> AVID SCCI (Secondary Coaching and Certification Instrument) Student Survey GPA Reports

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$7000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.9

Principally Targeted Student Group				
• All				

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunity for incoming 7th grade students and 8th grade students to experience a Shadow Day by providing funding for the following: <ul style="list-style-type: none"> Purchasing transportation substitute teachers Timesheets for certificated teachers instructional supplies 	<u>Extended Learning in Middle Schools</u> Hanover Research (2011)	<ul style="list-style-type: none"> Open Enrollment data Honors and CTE enrollment

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$700	Certificated Salaries	Edit	Delete

Actions/Services 1.1.10

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Timesheet certificated or classified staff 1.5 hours three days a week to work extended hours after school. This will allow students to partake in the following activities: <ul style="list-style-type: none"> acces to computers, Internet, books, and many other resources they may not have at home. It will also provide a quiet place to study and learn. 	<u>Positive Effect of Technology on Student Achievement</u> Tamin, Bernard, Borokhovski, Abrami & Schmid (2011) <u>EXTENDED LEARNING IN MIDDLE SCHOOLS</u> Hanover Research 2011	<ul style="list-style-type: none"> Progress toward English Proficiency After School Library Attendance sign-in sheets GPA's of participating students Mid-quarter Progress Reports Quarter Report Cards

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Classified Salaries	Edit	Delete

Actions/Services 1.1.11

Site Goal 1.2				
Increase the number of EL students meeting the moderately developed (level 3) to well developed (level 4) from 64.4% to 70%				
Metric: Redesignation				
Actions/Services 1.2.1				
Principally Targeted Student Group				
• EL				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide funding to increase teacher collaboration and support EL centered PLC groups as well as to send teachers to workshops and conferences for professional development on implementing the ELD standards in alignment to the CCSS and the elements of High Quality Instruction. <ul style="list-style-type: none"> • Provide staff with research surrounding FHQI, AVID strategies, and cross-curricular and culturally responsive strategies. • Provide staff development for EL strategies & language development. • Give stipends to Instructional Coaches to provide workshops, peer observation and release time for planning. • ELAC 	<u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005) <u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)	<ul style="list-style-type: none"> • ELPAC scores • Redesignation Rates 		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplemental instructional and learning materials for EL students including web based programs and other technology that support engaging learning activities aimed at helping student master the ELD and common core grade level standards.	<u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010) <u>Response to Intervention and English Language Learners</u> Hanover Research (2012)	<ul style="list-style-type: none"> • ELPAC scores • Instructional Materials • CAASPP data

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$4950	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.3**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide certificated and classified support for administering the initial and summative ELPAC tests, determining the most appropriate placement of EL students.	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003) <u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010)	<ul style="list-style-type: none"> • CAASPP data • ELPAC scores • Progress toward English Proficiency • Redesignation

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$11000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	\$2800	Classified Salaries	Edit	Delete

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
- Student Information System

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Provide a variety of professional learning opportunities to implement California Common Core ELA, Math, Science and Literacy Standards and content standards in all classrooms, Percent of students meeting or exceeding standards:
 Math increase by 2% from 42% to 44% overall
 English increase by 5% from 51% to 56%

Metric: Data and Program Evaluation

Actions/Services 2.1.1**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide stipends and/or release time to attend professional development workshops, conferences or seminars to improve instruction and develop a greater understanding of FHQI in order to increase student achievement. During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer.	<u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005) <u>What Works in Schools: Translating Research Into Action</u> Marzano (2003) <u>Pathways to the Common Core</u> Calkins, Ehrenworth & Lehman (2010) <u>Principles to Actions: Ensuring Math Success for All</u> National Council of Teachers of Mathematics (2016)	<ul style="list-style-type: none"> Staff Participation Rates Synchronized Curriculum Maps Site developed common assessments <ul style="list-style-type: none"> Assessments reviewed in monthly PLC meetings. Professional Development <ul style="list-style-type: none"> Agendas & Minutes from trainings/ meetings District benchmarks Content standards implementation <ul style="list-style-type: none"> Curriculum Maps

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$1000	Certificated Salaries	Edit	Delete
PreAP Training (7218/0000)	\$1000	Contracts/Services	Edit	Delete

Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide certificated staff stipends and release time for PLC's and Departments to: <ul style="list-style-type: none"> Implement school-wide strategies, increase appropriate academic language implementation across all curriculum align lessons and curriculum maps with common core standards improve academic achievements and instructional strategies purchase equipment that supports the CCSS provide collaboration time with feeder schools. summer planning Implement FHQI strategies creating differentiated lesson plans formative assessments implementation of EL Instructional Strategies vertical articulation. 	<u>Pathways to the Common Core</u> Calkins, Ehrenworth & Lehman (2010) <u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005) <u>What Works in Schools: Translating Research Into Action</u> Marzano (2003) <u>Principles to Actions: Ensuring Math Success for All</u> National Council of Teachers of Mathematics (2016)	<ul style="list-style-type: none"> Staff Participation Rates Synchronized Curriculum Maps Site developed common assessments <ul style="list-style-type: none"> Assessments reviewed in monthly PLC meetings. Professional Development <ul style="list-style-type: none"> Agendas & Minutes from trainings/ meetings District benchmarks Content standards implementation <ul style="list-style-type: none"> Curriculum Maps

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$5477	Certificated Salaries	Edit	Delete

Title I – Basic (4900/3010)	\$2000	Certificated Salaries	Edit	Delete
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District Strategic Goal 3: All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> Attendance Chronic Absenteeism Cohort Graduation Expulsion Facilities HS Dropout MS Dropout School Climate Suspension
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Site Goal 3.1
Increase the number of positive interactions between students and staff using the Positive Behavior Intervention Support (PBIS) program. The number of entries will increase by 10% from 242 RICH tickets being turned in to 266.
Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome Continued focus on building a positive school climate and culture through PBIS Committee work. Provide stipend, release time, and/or substitute for certificated and classified personnel for PBIS tier I & II training and other staff development needs for all faculty. During the school year, salary credit is offered for professional development after contracted hours; salary credit or hourly pay is offered during the summer. <ul style="list-style-type: none"> PBIS Kickoff - planning, supplies PBIS Annual Conference 	What is the Research Confirming this is an Effective Practice? <u>Practices for School-wide PBIS Implementation</u> Hanover Research (2015) <u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005)	How will you Measure the Effectiveness of the Actions/Services? <ul style="list-style-type: none"> PBIS 5 Star Rewards Program Usage Data California Healthy Kids Survey (CHKS) Social Emotional Learning/Culture & Climate Survey (SEL/CC) PBIS Assessments <ul style="list-style-type: none"> Self-Assessment Survey (SAS) Tiered Fidelity Inventory (TFI)

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$800	Contracts/Services	Edit	Delete
PBIS (7440/7510)	\$200	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2500	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome School will provide a Positive Rewards based behavior program. Actions include:	What is the Research Confirming this is an Effective Practice? <u>Practices for School-wide PBIS Implementation</u> Hanover Research (2015)	How will you Measure the Effectiveness of the Actions/Services? <ul style="list-style-type: none"> PBIS 5 Star Rewards Program Usage Data California Healthy Kids Survey (CHKS)

<ul style="list-style-type: none"> • materials for the PBIS program: <ul style="list-style-type: none"> ○ PBIS banners, signage and PBIS instructional supplies and materials ○ Funding for PBIS Rewards Program: Instructional materials and supplies ○ Field trips ○ Enrichment opportunities and related costs. ○ Funding to support purchase and installation of positive messaging and public displays. ○ Unity Day support 		<ul style="list-style-type: none"> • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • PBIS Assessments <ul style="list-style-type: none"> ○ Self-Assessment Survey (SAS) ○ Tiered Fidelity Inventory (TFI) • Suspension Data
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide intramural after school sports program, after school curriculum, clubs and performing arts programs for students. <ul style="list-style-type: none"> • Timesheet hours for certificated and classified employees. • Purchase materials/ equipment for program. 	<u>The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors</u> Sitkowski (2008)	<ul style="list-style-type: none"> • Suspension Data • School Climate • Attendance • GPA's of Participating Students

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Classified Salaries	Edit	Delete
GATE (7205/0000)	\$500	Certificated Salaries	Edit	Delete

Site Goal 3.2

Decrease the school-wide suspension rate from 2.5 to 2.1 by providing instruction, intervention, SEL, restorative practices and PBIS.

Metric: Suspension	
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Actions/Services 3.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide students access to mentors from internal and external organizations/ partners/ programs, providing materials and supplies for weekly Advocacy check-ins for targeted subgroup students that focuses on their academic successes and positive behavior, providing additional intervention when required. Intervention groups include:	<u>Practices for School-wide PBIS Implementation</u> Hanover Research (2015)	<ul style="list-style-type: none"> • PBIS Rewards Program Usage Data • Site Discipline Data • Student GPA's of participating students • Attendance Data • PBIS 5 Star Rewards Program Usage Data • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture &

<ul style="list-style-type: none"> • AIM mentor program • STORM • PBIS Tier II • Breakthrough 		<ul style="list-style-type: none"> Climate Survey (SEL/CC) • PBIS Assessments <ul style="list-style-type: none"> ◦ Self-Assessment Survey (SAS) ◦ Tiered Fidelity Inventory (TFI)
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$49800	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase access to culturally sensitive teaching strategies and equity training through providing the following: <ul style="list-style-type: none"> • staff development: <ul style="list-style-type: none"> ◦ book studies, workshops, guest speakers, etc. 	<u>Professional Development Schools: Schools for Developing a Profession</u> Darling-Hammond (2005) <!--[if !supportLineBreakNewLine]--> <!--[endif]-->	<ul style="list-style-type: none"> • Teacher Participation • Student Participation • Site Discipline Data • Sign In Sheets • PBIS surveys • PBIS Tiered Fidelity Report

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	Edit	Delete

Actions/Services 3.2.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase safety equipment and provide money for site modifications to maintain a safe school environment. Items may include: <ul style="list-style-type: none"> • Radios <ul style="list-style-type: none"> ◦ radio repair, ear pieces, etc. • Transportation <ul style="list-style-type: none"> ◦ Cart • Traffic Materials <ul style="list-style-type: none"> ◦ Cones, stop signs, etc. 	<u>Twenty Simple Strategies to Safer and More Effective Schools</u> Maine Department of Education (2014)	<ul style="list-style-type: none"> • Safe School Report • Suspension Data • Attendance

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.3

Increase the number of socio-economically disadvantaged students in Honors classes 2% from 38% to 40%.

Metric: Other (Site-based/local assessment)				
Actions/Services 3.3.1				
Principally Targeted Student Group				
• Black or African American • Hispanic or Latino				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide materials from californiacolleges.edu (Exposed to interest profiler, career information, and college info.). Students will be able to display an understanding of how to gather college and career information.	<u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)	<ul style="list-style-type: none"> • Data and Program Evaluation • Enrollment 		
Funding Source	Amount	Description of Use	Edit	Delete
GATE (7205/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Actions/Services 3.3.2				
Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide extended learning programs to enhance student learning (ex. Robotics, Cyber Patriot, Music Production). Purchase VAPA Equipment/Furniture Replacement <ul style="list-style-type: none"> • Art table (1) and chairs (20) 	<u>What Works in Schools: Translating Research Into Action</u> Marzano (2003)	<ul style="list-style-type: none"> • Data and Program Evaluation • Enrollment • CAASPP data • VAPA Funding Plan - Mgmt 7450 to support VAPA Instruction 		
Funding Source	Amount	Description of Use	Edit	Delete
Student Fees (2312/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$1249	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Actions/Services 3.3.3				
Principally Targeted Student Group				
• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide honors' presentations to students, regarding the benefits of honors and expectations, to 7th grade advocacy classes and Honors student outreach and presentations to 6th grade students at feeder schools. The workshops would need the following: <ul style="list-style-type: none"> • complementary supplies and materials related to: <ul style="list-style-type: none"> ○ time management ○ study skills ○ organizational skills ○ information literacy ○ note-taking 	<u>Extended Learning in Middle Schools</u> Hanover Research (2011)	<ul style="list-style-type: none"> • Enrollment • Master Schedule 		

- reading in the content area
- presentation and speaking skills
- writing skills.

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

Actions/Services 3.3.4

Principally Targeted Student Group				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Funding Source	Amount	Description of Use		

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:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Provide opportunities for parents/guardians to engage in student and parent-centered activities as evidenced in an increase in participation at family and community based events by 5%.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group		
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide stipends for certificated personnel to present at the Parent University Program that is designed to increase understanding of Common Core State Standards, middle school education, college and career readiness, SBAC, knowledge of LCAP, and other 21st century school-related topics. Supplementary materials for the program will be provided as well.</p> <p>Provide specialized parent information meetings such as:</p> <ul style="list-style-type: none"> • Connections • AVID • Honors • Incoming 7th grade Parent Meetings • Awards Nights 	<p><u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)</p> <p><u>Deepening Democracy: Institutional Innovations in Empowered Participant Governance</u> Funk & Wright (2003)</p>	<ul style="list-style-type: none"> • Family and Community Engagement • Parent Surveys • Parent University Feedback Forms • Sign-In Sheets

- Breakthrough
- Corral Night
- Open House
- Parent Lunch Day
- Bring Your Parent to School Day.

Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$0	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group				
• EL				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide bilingual teaching associates to support Non-English Speaking parents as translators for parent involvement activities.	<u>Improving Education for English Learners: Research-Based Approaches</u> CDE (2010) <u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> • Family and Community Engagement • Parent University Feedback Forms • Sign-In Sheets 		
Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$1000	Classified Salaries	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group				
• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Purchase materials, including technology equipment and supplies, to support parent events, such as: <ul style="list-style-type: none"> • Math and Science Night • Parent University • ELAC • Breakthrough • AVID • Watch DOGS 	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> • Sign-In sheets for Family and Community Engagement events • Feedback Forms • Parent Surveys • Instructional Materials 		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete
GATE (7205/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide a 4 hour classified Parent Liaison position to support a school-home partnership.	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> Family and Community Engagement Parent Participation Parent Surveys

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$37000	Classified Salaries	Edit	Delete

Actions/Services 4.1.5

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide informational materials and technology to generate communication from school to home, such as: <ul style="list-style-type: none"> newsletters online communication tools 	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> Family and Community Engagement Parent Surveys Parent Participation

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1800	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.6

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide extended hours for Site Controller on timesheet to assist with Title I compliance. Services provided would be: <ul style="list-style-type: none"> oversight of financial expenditures aligning site PTO requests with LCAP track program data for the Title I Program. 	<u>Family Engagement – Increasing Parental Involvement at the Middle and Secondary Levels</u> Hanover Research (2011)	<ul style="list-style-type: none"> Family and Community Engagement Title I Data

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

Site Goal 4.2

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

Metric: Family and Community Engagement

Actions/Services 4.2.1**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide funding Career Exploration elective courses and for college and/or career opportunities through Community Based Organizations and necessary instructional materials/supplies, travel expenses, conferences, training, and substitute teachers for these activities. Opportunities may include:</p> <ul style="list-style-type: none"> • career readiness field trips • colleges tours • student conferences • academic competitions • band competition festivals • NASA student events, and other similar events. 	<p><u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)</p>	<ul style="list-style-type: none"> • CTE - Mgmt 7235 <ul style="list-style-type: none"> ◦ Field trip to Altec/Engineering and UC Davis Engineering • Student Participation • Family and Community Engagement (FACE) • School Climate • CHKS Survey

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$1500	Contracts/Services	Edit	Delete
Academic Competitions (7206/0000)	\$200	Contracts/Services	Edit	Delete
Academic Competitions (7206/0000)	\$300	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$500	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$3666	Contracts/Services	Edit	Delete
CTE (7235/0000)	\$500	Contracts/Services	Edit	Delete

Actions/Services 4.2.2**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase materials and supplies to increase parent involvement and college and career awareness. Connect with local businesses, libraries, college and career readiness programs to develop school-Community Based Organization partnerships, such as:</p> <ul style="list-style-type: none"> • Sacramento County Sheriff Activities League • S.T.O.R.M. • The Table Community Foundation • Other community service mentorship programs provided by local sororities or fraternities. 	<p><u>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</u> Conley (2013)</p>	<ul style="list-style-type: none"> • Family and Community Engagement • School Discipline Data • Attendance Data • Grades Point Averages

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete

Family & Community Engagement (7415/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 4.2.3

Principally Targeted Student Group		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

n/a

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification

How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

- Schedule a GATE Parent Informational Night Meeting with the following agenda items: o GATE Program o GATE Eligibility Criteria o Honors Classes o COLTS Junior Honor Society • GATE program announcements via o EHMS Website o Synergy Email to all families o Auto Dialer o Personal parent phone calls o Counselor presentations o Parent/Teacher conferences o Information flyer • Targeted Underrepresented Group o Personal phone calls in primary home language o Personal letters o Personal counseling conference • Additional Recruitment through o 7th Grade Incoming Parent Information Night Meeting o Elementary Feeder Schools Parent Meeting o AVID program o Honors program o Rush Week o COLTS Corral Night • Establish an EHMS GATE Advisory Council led by the GATE Coordinator
-

2) Professional Development

What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

- Instructional Coaches and GATE Coordinator will provide training to faculty. • GATE Coordinator will provide training to faculty on new criteria at staff meeting (Academic, Leadership, Creativity, VAPA). • Professional development activities will include differentiated instruction for GATE students, mindset, and cultural proficiency. • Teachers will receive professional development on instructional strategies for differentiation of instruction and active engagement strategies. • Teacher will receive professional learning regarding social and emotional development of gifted students and incorporate techniques to support affective learning in their classroom.
-

3) Parent and Community Involvement

How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

- Hold a GATE Information Night meeting. • Conduct a survey of all parents using an internet based application (Survey Monkey) and a hard copy. • Provide personal phone calls to families of high potential students from underrepresented groups, with bilingual translators, if necessary. • Encourage parents to participate on the site and district GATE advisory committee (efforts are made to ensure that representatives of GATE parents on the advisory committee reflect the demographics of the student population). • Auto Dialers • BTA translations of written and/or verbal communication. • Provide website link to GATE portal. • Send an email to all students and targeted underrepresented parents through School Loop and SISWEB. • Teachers conference with parents of potential GATE students.
-

4) Curriculum and Instruction

How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

- Higher order thinking activities in honors classes • Use differentiated instruction strategies, scaffolding up • Student Centered instructional strategies • High critical thinking, creativity, research, and problem based learning lessons • Inquiry activities based on logic and depth of knowledge levels • Coordination with counseling team for academic, socio-emotional support • After school tutoring and extra-curricular activities • Academic competitions • Critical thinking, logic, and creativity competitions, such as Odyssey, MESA, Mathletes, and Robotics
-

5) Program Design

What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

- Honors classes • GATE Club • National Junior Honor Society • After school tutoring • Extended Day activities for academic competitions • Field trips • GATE students recognition • Coordinate with high school to appropriately place students in higher level courses
-

6) Program Assessment

How will student progress be monitored and how will you know your program is successful?

- The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards • Disaggregate Honors course grades • Term grades of all classes • Student surveys • Parent surveys • Faculty surveys • Summative assessments • Disaggregate Honors classes grades • At the end of each term, disaggregate the number of students participating in the GATE program • Annually, review GATE student performance profile
-

7) Budget

How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

- GATE Coordinator • Parent outreach • After school curriculum • Academic competition fee • Transportation for field trips • Admission fee for field trip activities • Site GATE Committee • Instructional supplies for academic competition projects • Instructional supplies for honors classes with GATE students • Postage for GATE recruitment activities • PSAT and EXPLORE test fees • Other materials as needed
-

8) Middle School Transition

Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

- Gifted students are provided with an awareness of career and college options and guidance consistent with their unique strengths. At the secondary schools this includes mentoring and pre-college opportunities
- Counselors meet with 6th grade lead teachers
- Counselors present to 6th grade students
- Articulation with 9th grade teachers
- Counselors articulate with high school counselor
- Honors Course recommendations
- Parent conferences to inform families how and when to advocate for their students
- Peer Mentoring program with high school honors students

middle School Transition

Annual Evaluation		
SPSA Year Reviewed: 2019-2020		
Goal 1: Curriculum and Instruction		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
In what ways did our school actions/services inform our decisions about instructional practices and professional development?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 2: Assessment		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 3: Wellness		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve school climate?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services improve student engagement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

		<i>the following:</i>	
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>	
Goal 4: Parent and Community Involvement			
Rate the level of Implementation of Actions/Service in this goal:			
If the actions/services in this goal area were not implemented, what were the causes?			
How did our school actions/services improve parent and community engagement?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:
How did our school actions/services improve parent and community input with decision-making?			
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:

Local Control Accountability Plan (LCAP)
Year 2019 - 2020

IV. Funding

Edward Harris, Jr. Middle School - 415

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$82,299	\$82,299	\$82,299	\$0	\$0	\$0	\$0
2130 Non-Instructional FTE (7-8) 0000 Unrestricted	1.5	\$0	\$156,931	\$156,931	\$156,931	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$46,176	\$46,176	\$46,176	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	55.276	\$0	\$5,813,735	\$5,813,735	\$5,813,735	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$29,671	\$29,671	\$29,671	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$12,500	\$12,500	\$6,000	\$0	\$5,000	\$1,500	\$0
2340 Secondary Counselors 0000 Unrestricted	2.5	\$0	\$228,023	\$228,023	\$228,023	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$48,512	\$48,512	\$48,512	\$0	\$0	\$0	\$0
4700 Summer School/Extended Learning Administration 0000 Unrestricted	0	\$0	\$3,679	\$3,679	\$3,679	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4	\$0	\$312,598	\$312,598	\$0	\$0	\$312,598	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$28,908	\$28,908	\$16,408	\$4,000	\$5,000	\$3,500	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$1,500	\$1,000	\$1,500	\$1,000	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$0	\$0	\$0	\$500	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$0	\$1,000	\$4,000	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,500	\$0	\$0	\$500	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$33,227	\$33,227	\$26,750	\$5,477	\$0	\$1,000	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$37,308	\$37,308	\$37,308	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$1,500	\$1,500	\$0	\$0	\$0	\$1,500	\$0
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$9,000	\$9,000	\$7,751	\$0	\$1,249	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A,	2.499	\$0	\$416,226	\$416,226	\$317,960	\$3,000	\$51,300	\$43,966	\$0

Basic Grants Low Income and Neglected									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	5.3438	\$0	\$240,796	\$240,796	\$240,796	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0	\$0	\$161,745	\$161,745	\$161,745	\$0	\$0	\$0	\$0
5080 Facilities/Capital Projects 6230 Clean Energy Jobs Act (Prop 39)	0	\$0	\$4,704	\$4,704	\$4,704	\$0	\$0	\$0	\$0
3145 Functional Living Skills (FLS) 6500 Special Education	4.4375	\$0	\$131,217	\$131,217	\$131,217	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	3.25	\$0	\$228,431	\$228,431	\$228,431	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.5	\$0	\$73,982	\$73,982	\$73,982	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	4.5	\$0	\$506,275	\$506,275	\$506,275	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	3.5625	\$0	\$91,933	\$91,933	\$91,933	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$41,379	\$41,379	\$41,379	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.3751	\$0	\$352,713	\$352,713	\$352,713	\$0	\$0	\$0	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,204	\$8,204	\$8,204	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	96.2269	\$0	\$9,119,172	\$9,119,172	\$8,668,582	\$14,477	\$382,647	\$53,466	

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	\$416,226
Subtotal of state or local funds included for this school	\$8,702,946

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal Charles Amey

School Site Council Chairperson Mary Chung

EL Advisory Chairperson Lonny Villalobos

Signatures: (Must sign in blue ink)

Date

V. Staffing Matrix

Edward Harris, Jr. Middle School

Last Updated: (There are no updates for this school year)

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar	
There are no records for this school, at this time.									

VI. Governance

Edward Harris, Jr. Middle School

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to <u>approve</u> this plan for 2019 - 2020		
Name and Title	Signature	
Charles Amey		
Principal	Signature	Date
Mary Chung		
School Site Council Chairperson	Signature	Date
Lonny Villalobos		
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Edward Harris, Jr. Middle School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
14. The plan is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is twelve.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 6 parents/students + 6 staff members = 12 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).

Members of the School Site Council	

SCHOOL STAFF		PARENTS AND STUDENTS	
Your School Site Council is balanced.			
Principal	Charles Amey	Parent/Guardian	Shina Brazil
Teacher	Lucinda Stewart	Student	Gavin Ye
Teacher	April Dorman	Student	Jaspreet Singh
Teacher	Patricia Hagen	Community Member	Dalia Morales
Teacher	Andrea Mager	Parent/Guardian	Alia Dangerfield
Other School Personnel	Melannie Ilaga	Student	Derek Tran

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

_____	_____	_____
Name	Signature	Date

