



## **Elizabeth Pinkerton Middle School**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**Principal:** Kimberlee Wallace

**County-District-School (CDS) Code:** 34673140116871

**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

Elizabeth Pinkerton Middle School | Focused Work: 2023-2024

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### Goal Setting (Icapid: 562)

#### 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.
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#### Stakeholder Engagement

##### 1. 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?

During the 2022-23 school year, the EPMS School Site Council met five times. The SSC provided feedback into the 2023-24 LCAP and assisted with goal development on January 30 and March 27.

In November, staff, students, and parents of EPMS received an email which provided the opportunity to provide their feedback into the 2023-24 LCAP Needs Analysis Survey.

On March 8, 2023, LCAP Metrics were shared with the Site Leadership Team, and on March 27, 2023, LCAP Metrics were shared with the School Site Council.

The EPMS ELAC Committee was provided with the opportunity to provide their input into the LCAP on August 17, 2022, October 19, 2022, and March 20, 2023

On February 16, 2023, the EPMS staff had the chance to submit budget requests related to the four strategic goals of the LCAP.

## 2. Impact of LCAP and Annual Update

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

All input from each stakeholder group was taken into consideration. We plan to try and implement more tutoring for all students and more activities on campus to help students connect to school.

## Resource Inequities

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

There were no resource inequities discovered. We had funding to assist the various subgroups on campus.

## 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 (SiteGoalID: 6600) (DTS: 02/10/23)

**ELA, Math, and Science: Increase the percentage of all students and students in our Principally Targeted Subgroups (PTSGs) with Low or Very Low Levels as measured by CAASPP data aggregated by student group and by the 2022 California Dashboard.**

### English Language Arts (ELA)

- All students will increase from 72% to 75% in met or exceeded standards.
- English Learners (ELs) will increase from 26% to 30% in met or exceeded standards.
- Students with Disabilities (SWDs) will increase from 13% to 18% in met or exceeded standards.
- African American students will increase from 54% to 60% in met or exceeded standards.

**Math**

- All students will increase from 52% to 60% in met or exceeded standards.
- Students with Disabilities (SWDs) will increase from 8% to 15% in met or exceeded standards.
- African American students will increase from 24% to 31% in met or exceeded standards.
- English Learners (ELs) will increase from 24% to 30% in met or exceeded standards.
- Socioeconomically Disadvantaged (SED) students will increase from 36% to 46% in met or exceeded standards.
- Hispanic students will increase from 36% to 47% in met or exceeded standards.

**Science**

- All students will increase from 46% to 50% in met or exceeded standards.

**Metric:** CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

**Actions/Services 1.1.1 (SiteGoalID: 6600) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>PLC Department Work</b> Core content teachers will work collaboratively during release days and during after school hours to align curriculum to content standards and provide students High Quality instruction aligning to the Framework for High Quality Instruction (FHQI). This will include work for both general education and honors courses. The work will be driven by the four PLC guiding questions and the following actions:</p>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Illuminate assessments</li> <li>• Formative and summative assessments</li> <li>• Intervention spreadsheet</li> <li>• PLC Agendas and Minutes</li> <li>• PLC Inventory</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Assessment and intervention data will be reviewed weekly,</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by October.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by December.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul>

<ol style="list-style-type: none"> <li>1. Identification of essential standards.</li> <li>2. Unpacking essential standards and identifying learning targets. Continue the work to other standards as well.</li> <li>3. Identify success criteria specific to each learning target.</li> <li>4. Develop common assessments to assess learning targets. Teachers will use Illuminate to give and analyze common assessments.</li> <li>5. Develop additional data-capturing tools as needed to record student assessment data.</li> <li>6. Develop common strategies to extend learning or intervene based on results of assessments.</li> <li>7. Record and review intervention data to evaluate and adjust intervention plans.</li> </ol>	<p>during PLC meetings.</p> <ul style="list-style-type: none"> <li>• Departments will add and subtract students to the Intervention Spreadsheet and monitor number of students who were assigned to Intervention for each term.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Data will be shared with PLC and Admin.</li> <li>• Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly.</li> </ul>	<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by March.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by May.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul>
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**Actions/Services 1.1.2 (SiteGoalID: 6600) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Teacher Support</b></p> <ol style="list-style-type: none"> <li>1. Increase the quality of instruction students receive through providing teachers with professional development through local</li> </ol>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Teacher's professional development will be measured through sign-in sheets, conference reports, products produced.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• PLC Guiding Coalition meeting in September.</li> <li>• PLC Minimum Day in September.</li> </ul>

<p>training, attendance at conferences, and book studies.</p> <ol style="list-style-type: none"> <li>2. Provide on-site professional development for the Framework for High Quality Instruction (FHQI). Teachers will implement new learning in their classrooms.</li> <li>3. Increase the quality of teacher's instructional delivery and counselors ability to provide support through the implementation of technology (Smartboards and printers for teachers) and software that enhances student engagement and teacher/counselor effectiveness. This will also include headphones.</li> <li>4. Increase the quality of instruction and curriculum through securing supplies and furniture. This includes supporting all areas of our campus that support curriculum such as counseling, the library, and VAPA.</li> <li>5. Continue to improve the quality of Pinkerton's programs (Schools to Watch network) through an Institutional membership with the California League of Schools (CLS).</li> <li>6. Continue the PLC Guiding Coalition using teachers to help lead the PLC work on campus.</li> </ol>	<ul style="list-style-type: none"> <li>• Using FONT data, admin will monitor implementation levels of FHQI.</li> <li>• Using FONT data, admin will monitor effectiveness of technology and software to increase student engagement.</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Best practices from PD, conferences, book studies will be shared with Admin upon completion of program.</li> <li>• ELA and Math coaches will provide PD on FHQI to staff during monthly staff meetings.</li> <li>• PLC Guiding Coalition will meet each term to review and assess implementation of PLCs.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• PLC Guiding Coalition will present updates to staff during PLC minimum days. Three PLC minimum days scheduled.</li> <li>• Admin will present FONT data to staff quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>• FONT Data Review at end of term.</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• PLC Guiding Coalition meeting in November.</li> <li>• PLC Minimum Day November.</li> <li>• FONT Data Review at end of term.</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• PLC Guiding Coalition meeting in January.</li> <li>• PLC Minimum Day in January.</li> <li>• FONT Data Review at end of term.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• PLC Guiding Coalition meeting in February.</li> <li>• FONT Data Review in April.</li> </ul>
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**Actions/Services 1.1.3 (SiteGoalID: 6600) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p>to address root causes.</p> <ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p><b>English Learners in ELA</b></p> <p>1. English Learner (EL) students will be enrolled into an English Language Development (ELD) course that will specifically support their assessed level of the English Language as determined by the English Language Proficiency Assessments for California (ELPAC). L1 (newcomers) and L2 students will have an ELD teacher for one period per day and the course will serve as their Humanities class. L3 and L4 students will be enrolled into a standard Humanities course and an ELD support class will serve as the student's elective course. Course offerings use adopted core curriculum therefore are not tied to the EL Supplement Source.</p> <p>2. Re-establish after school tutoring program run by site EL Coordinator and mentor students from COHS will be offered to assist EL students with academic support across all subject areas. EL coordinator will also work to connect with parents on how parents can support their child's English language development at home.</p> <p>3. EL Coordinator will attend to maintenance of EL student records including RFEP monitoring, EL student identification and course placement, reclassification, and parent communication. Additionally, the EL Coordinator along with other certificated site members will attend English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings at a minimum of three times per school year and participate in the annual</p>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• GPA</li> <li>• Attendance data</li> <li>• EL Walkthroughs (FONT data)</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Progress monitoring will occur when progress reports are due.</li> <li>• GPA and attendance will be reviewed at the end of each Term.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Admin team and counselors</li> <li>• English Learner PLC</li> <li>• ELAC</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by September.</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by December.</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by March</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by May.</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul>



administration of the ELPAC.

4. Increase the quality of instruction and curriculum through securing classroom supplies and materials.

5. EL PLC team will meet regularly to discuss the needs and progress of students in our EL Program. The PLC team will monitor student placement, grades, ELPAC preparation and targeted tutoring.

**Actions/Services 1.1.4 (SiteGoalID: 6600) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Students with Disabilities in Math and ELA</b></p> <p>1. RSP Math, RSP Humanities, TransMath, and Language Literacy will be provided to students who demonstrate the need for courses that provide more support than the general education setting. Teachers will use strategies and pace curriculum in such a manner that is scaffolded to help students be successful in these courses.</p> <p>2. Case Managers will monitor students' progress in these courses and consult with teachers on appropriate strategies for the student. Case managers will collaborate with students' teachers to develop and implement academic</p>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Grades, GPAs</li> <li>• Intervention spreadsheet</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Progress monitoring will occur when progress reports are due.</li> <li>• GPAs will be reviewed at the end of each Term.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Admin team and counselors</li> <li>• PLC</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> </ul>



intervention/support plans.

3. Intervention tracking spreadsheet will be used for progress monitoring.

**Actions/Services 1.1.5 (SiteGoalID: 6600) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<p>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</p> <p>• Actions and Services should be step by step in a chronological order.</p> <p>• Actions and Services should remove barriers and implement changes.</p> <p><b>African American Students and Math</b></p> <ol style="list-style-type: none"><li>1. Regional Equity Coach will provide professional development on implementing culturally responsive teaching strategies.</li><li>2. Staff will receive training in and/or share best practices for reaching African American students. This training/PD will take place during staff meetings and/or through other professional development avenues such as conferences, seminars, book studies.</li><li>3. Staff who attend training/PD will present at staff meetings.</li><li>4. Staff will also review Math SBAC data and track progress for African American students.</li><li>5. Identify specific African American students who are earning D's or F's in Math.</li><li>6. Teachers, administrators, and counselors will conduct check-ins with these students and make contact home.</li></ol>	<p><b>What data will be collected?</b></p> <ul style="list-style-type: none"><li>• Sign-in sheets</li><li>• Classroom observations/walkthroughs (FONT data)</li><li>• GPAs, D/F List</li><li>• Students of Concern Spreadsheet</li></ul> <p><b>How often and when will it be collected?</b></p> <ul style="list-style-type: none"><li>• Admin and counselors will monitor D/F Grades: At the end of Progress Reports Term 1, 2, 3.</li><li>• Admin and counselors will monitor African American student progress in Math for each grading period for Terms 1, 2, 3</li></ul> <p><b>Data shared with?</b></p> <ul style="list-style-type: none"><li>• Admin team and counselors</li><li>• Teams</li><li>• PLC</li></ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> <p><b>Term 1:</b></p> <ul style="list-style-type: none"><li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li><li>• GPA and Attendance Data Review</li></ul> <p><b>Term 2:</b></p> <ul style="list-style-type: none"><li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li><li>• GPA and Attendance Data Review</li></ul> <p><b>Term 3:</b></p> <ul style="list-style-type: none"><li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li><li>• GPA and Attendance Data Review</li></ul>

<p>7. Additional progress will be monitored using “Students of Concern” spreadsheet used by teams to develop plans for academic intervention and support.</p>		<p>Term 4:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• GPA and Attendance Data Review</li> </ul>
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**Actions/Services 1.1.6 (SiteGoalID: 6600) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Foster Youth

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Foster Youth</b></p> <ol style="list-style-type: none"> <li>1. EPMS Counselors will monitor the progress of our foster youth students in both academics and attendance. If the student has an IEP, the case manager will assist with this as well.</li> <li>2. If needed, our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care.</li> <li>3. For foster youth with academic or attendance concerns, phone calls will be made to the foster family to share the supports EPMS can provide.</li> </ol>	<p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• GPAs, D/F List</li> <li>• Students of Concern Spreadsheet</li> </ul> <p><b>How often and when will it be collected?</b></p> <ul style="list-style-type: none"> <li>• Progress Reports and Term Grades for Terms 1, 2, 3.</li> </ul> <p><b>Data shared with?</b></p> <ul style="list-style-type: none"> <li>• Admin Team and counselors</li> <li>• Teams</li> <li>• Foster Youth case manager</li> </ul>	<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• GPA and Attendance Data Review</li> </ul> <p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• GPA and Attendance Data Review</li> </ul> <p><b>Term 3:</b></p>

<ul style="list-style-type: none"> <li>4. Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in.</li> <li>5. Regional Attendance Improvement Technician (RAIT) will collaborate with Admin to identify foster youth and track attendance.</li> <li>6. RAIT will reach out to guardians/families as needed to provide support.</li> </ul>		<ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• GPA and Attendance Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• GPA and Attendance Data Review</li> </ul>
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**Site Goal 1.2 (SiteGoalID: 6606) (DTS: 02/10/23)**

Increase student proficiency in Physical Education and Electives Courses.

- For the 2022-23 school year, 11% of students earned a D or F in an elective course during Terms 1, 2, and 3. For the 2023-24 school year, this will decrease to 6%.
- For the 2022-23 school year, the PE Department had a 75% passing rate for the PACER, after Terms 1,2, and 3. For the 2023-24 school year, the passing rate will increase to 87% by the end of Term 4.

**Metric:** Content Standards Implementation - Percent Early Applying and Applying

**Actions/Services 1.2.1 (SiteGoalID: 6606) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p><b>Instructional Support</b></p> <ol style="list-style-type: none"> <li>1. Provide Electives and PE with supplies, late start, release days, after school hours, or attendance at conferences for teachers to plan curriculum, work in a PLC setting when possible, and to align with the work around essential standards, learning targets, and success criteria. This may include time for teachers to collaborate with teachers at other school sites as they may be a singleton in their department.</li> <li>2. PE: purchase a retractable screen for the gym to be used for PE lessons and Advocacy lessons given by teachers.</li> <li>3. Band <ul style="list-style-type: none"> <li>◦ Buy instruments needed for instructional purposes</li> <li>◦ Band uniform cleaning and alterations</li> <li>◦ Instrument repairs/cleaning</li> </ul> </li> <li>4. Electives Supplies: Art, Ceramics, and Theater classes will have the necessary materials to teach their curriculum.</li> </ol>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Grades, GPAs</li> <li>• Classroom observations/walkthroughs (FONT data)</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Progress Reports and Term Grades for Terms 1, 2, 3.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Data will be shared with PLC and Admin.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by October.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by December.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by March.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by May.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul>

**Actions/Services 1.2.2 (SiteGoalID: 6606) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• All • Black or African American • Hispanic or Latino • Low Income

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What modifications do you need to make?</li> </ul>
<p><b>AVID</b></p> <ol style="list-style-type: none"> <li>1. Continue to offer the AVID elective to both 7th and 8th grade and look to expand the number of sections offered based on student interest.</li> <li>2. As enrollment requires, seek to train additional staff during AVID Summer Institute 2024 as AVID elective teachers. In addition, purchase classroom supplies for additional AVID elective teacher three white boards for future AVID class/teacher. Additional whiteboards are needed to fulfill the need for students to complete tutorials in groups of seven students or less.</li> <li>3. Send staff to AVID Summer Institute 2024 paid with District AVID funds.</li> <li>4. AVID coordinator will lead the AVID site team, organize extension activities promoting student success and understanding of college and careers. Coordinator stipend. One hour for 10 AVID site team members-10 site team members.</li> <li>5. Two school buses for AVID field trip. Four staff chaperones for the field trip. The funding will be used to target student sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) for improvement in academics and goal setting for college and exposure to college information.</li> <li>6. Students will be exposed to various college orientation experiences (field trips, and</li> </ol>	<p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• Admin, counselors, and AVID Coordinator will monitor AVID enrollment and application for both 7th and 8th grade students. All sections should have at least 30 students enrolled.</li> <li>• Observe AVID strategies being implemented during administration and AVID district administration walk-throughs.</li> <li>• AVID site team minutes and agendas.</li> <li>• Staff meeting agenda and teacher observations.</li> </ul> <p><b>How often and when will it be collected?</b></p> <ul style="list-style-type: none"> <li>• Enrollment will be monitored in April and solidified by the end of the school year in May.</li> <li>• PD on school-wide AVID strategies will be provided during at least one staff meeting during the school year.</li> </ul> <p><b>Data shared with?</b></p> <ul style="list-style-type: none"> <li>• Admin team and counselors</li> <li>• AVID PLC/site team</li> </ul>	<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>• AVID site team meeting.</li> <li>• FONT Data Review</li> </ul> <p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>• AVID site team meeting.</li> <li>• FONT Data Review</li> </ul> <p><b>Term 3:</b></p> <ul style="list-style-type: none"> <li>• AVID site team meeting.</li> <li>• FONT Data Review</li> </ul> <p><b>Term 4:</b></p> <ul style="list-style-type: none"> <li>• AVID site team meeting.</li> <li>• FONT Data Review</li> <li>• Enrollment check-in with counselors and AVID Coordinator</li> </ul>

college speakers) throughout the school year.

7. Train whole staff on AVID strategies to continue staff utilizing high-quality and research based instructional strategies. Professional development will provide skills and strategies for teachers to learn and implement strategies to help improve academics and skills for target sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) that are under-represented at colleges or not achieving a 3.0 or better.
8. At least one additional teacher will begin the three year process to be certified to teach the AVID elective. This will continue the growth and strengthen the AVID. This funding for the whiteboard will target sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) by providing a smaller learning collaborative study group to help students improve their learning and academic skills.
9. Funding will be used for the AVID program to continue to be certified and improve its ranking on the CCI. This continued certification of the AVID program will target sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) by providing an AVID program that meeting all the required indicators of a certified AVID program and provides students with the needed skills and abilities so that they can achieve GPAs of 3.0 or better and prepare for college/ career success.

10. Provide materials and supplies as necessary.		
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**Site Goal 1.3 (SiteGoalID: 6607) (DTS: 02/10/23)**

Increase student opportunity in Career Technical Education (CTE) 7-12 pathways by providing access to specialized equipment and instruction.

**Metric:** A-G Completion - Percent of Graduates Completing A-G Requirements

**Actions/Services 1.3.1 (SiteGoalID: 6607) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Career Technical Education</b></p> <ol style="list-style-type: none"> <li>1. Purchase a yearly software subscription for Robotics.</li> <li>2. Service existing equipment in our shop to provide continued access to necessary equipment for CTE equipment.</li> <li>3. Increased instructional supplies and equipment will allow students more hands-on experiences and better prepare them to align with the Industrial Technology Education (ITE) pathway at COHS.</li> <li>4. A decrease in production time due to more readily available equipment will allow a higher completion</li> </ol>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Grades, GPAs</li> <li>• Classroom observations/walkthroughs (FONT data)</li> <li>• Admin will observe use of software by teachers and students during classroom observations/walkthroughs.</li> <li>• Admin will observe use of equipment by teachers and students during classroom observations and walkthroughs.</li> </ul> <p>How often and when will it be collected?</p>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• GPA and Attendance Data Review</li> </ul>



<p>rate of projects for all students.</p> <p>5. CTE teachers will communicate and articulate with COHS to align programs and share best practices.</p> <p>6. Counselors present CTE course offerings and explain programs/pathways during course selection process and classroom presentations.</p>	<ul style="list-style-type: none"> <li>• Progress Reports and Term Grades for Terms 1, 2, 3.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Data will be shared with PLC and Admin team.</li> </ul>	<ul style="list-style-type: none"> <li>• FONT Data Review</li> </ul>
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Funding Sources for District Goal 1	Amount	Description of Use
AVID (7233/0000)	\$6000	Certificated- Timesheets
AVID (7233/0000)	\$1100	Contracts/Services/Subscriptions
AVID (7233/0000)	\$200	Materials/Supplies/Equipment
CTE (7235/0000)	\$4000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$9700	Certificated- Timesheets
EL Supplemental (7250/0000)	\$2700	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Certificated- Timesheets
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$59627	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$3000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$26806	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$7000	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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## Site Goal 2.1 (SiteGoalID: 6830) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

**Metric:** Test Participation Rate on Districtwide Assessments

## Actions/Services 2.1.1 (SiteGoalID: 6830) (DTS: 03/31/23)

### Targeted Student Group(s)

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<p>Teachers will work collaboratively through the PLC process.</p> <ol style="list-style-type: none"><li>1. Departments will develop a SMART goal for assessments. This SMART goal will include a timeline, the common assessment, and the definition of success. It will be followed up with a plan for extension and enrichment.</li><li>2. Teachers will collaboratively plan formative and summative common assessments. At least four of the common assessments will relate to department-determined essential skills.</li><li>3. Teachers will give the common assessment, analyze results and use this data to inform instruction.</li><li>4. For one essential standard per term, teachers will intervene or provide for</li></ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"><li>• SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration. SMART Goals Worksheet will be used to collect this data.</li><li>• Teachers will have common assessments that are used regularly and could provide these when asked for them.</li><li>• Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice.</li><li>• Common Assessment Data will be recorded by Departments.</li><li>• Intervention data will be recorded by Departments.</li></ul>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> <p>Term 1:</p> <ul style="list-style-type: none"><li>• Dept Chair Check-in update, Inventory by October.</li><li>• Assessment and Intervention data review at end of Term.</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>• Dept Chair Check-in update, Inventory by December.</li><li>• Assessment and Intervention data review at end of Term.</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>• Dept Chair Check-in update, Inventory by March.</li><li>• Assessment and Intervention data review at end of Term.</li></ul> <p>Term 4:</p> <ul style="list-style-type: none"><li>• Dept Chair Check-in update, Inventory by May.</li><li>• Assessment and Intervention data review at end of Term</li></ul>

<p>enrichment activities on that essential standard.</p> <p>Site Goal 2 is very closely tied into Site Goal 1. It is financially supported through the funding in Actions/Services in Site Goal 1.</p>	<ul style="list-style-type: none"> <li>• GPA data will be reviewed by Admin, teams, and counselors after each grading period.</li> <li>• Illuminate data will be reviewed by Admin and Departments during Dept Meetings.</li> <li>• Intervention Spreadsheet will be reviewed by Admin and Depts each Term.</li> </ul>	
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**Actions/Services 2.1.2 (SiteGoalID: 6830) (DTS: 05/04/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Teachers will work collaboratively through the PLC process.</p> <ol style="list-style-type: none"> <li>1. Departments will either develop a SMART goal for one essential skill or for ELA and Math an area of the CAASPP testing or Illuminate assessment that is low for the majority of students. This SMART goal will include a timeline, the common assessment, and the definition of success. It will be followed up with a plan for extension and enrichment.</li> <li>2. Teachers will collaboratively plan formative and summative common assessments. At least four of the common assessments will relate to department-determined essential skills.</li> </ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration. SMART Goals Worksheet will be used to collect this data.</li> <li>• Teachers will have common assessments that are used regularly and could provide these when asked for them.</li> <li>• Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice.</li> <li>• Common Assessment Data will be recorded by Departments.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by October.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by December.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by March.</li> <li>• Assessment and Intervention data review at end of Term.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, Inventory by May.</li> </ul>

<p>3. Teachers will give the common assessment, analyze results and use this data to inform instruction.</p> <p>4. For one essential standard per term, teachers will intervene or provide for enrichment activities on that essential standard.</p> <p>Site Goal 2 is very closely tied into Site Goal 1. It is financially supported through the funding in Actions/Services in Site Goal 1.</p>	<ul style="list-style-type: none"> <li>• Intervention data will be recorded by Departments.</li> <li>• GPA data will be reviewed by Admin, teams, and counselors after each grading period.</li> <li>• Illuminate data will be reviewed by Admin and Departments during Dept Meetings.</li> <li>• Intervention Spreadsheet will be reviewed by Admin and Depts each Term.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Intervention data review at end of Term.</li> </ul>
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Funding Sources for District Goal 2	Amount	Description of Use
There are currently no fund sources for this District Goal.		

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1 (SiteGoalID: 6602) (DTS: 02/10/23)**

To continue to work to reduce our suspension rate overall and for our principally targeted student groups.

- Suspension Rates will drop from 5.0% to 4.0% for all students.
- Suspension Rates will drop from 15% to 10% for African American students.
- Suspension Rates will drop from 6% to 4% for Hispanic students.
- Suspension Rates will drop from 6% to 4% for Socioeconomically Disadvantaged students.
- Suspension Rates will drop from 12% to 10% for Students with Disabilities.

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.1.1 (SiteGoalID: 6602) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<p><b>Relationship Building</b></p> <p>Staff will work to be proactive with students who are exhibiting disengagement from school.</p> <ol style="list-style-type: none"><li>1. Opportunities to provide connections and relationship building between students and teachers, such as: Student of the Month lunches, student incentives, and multiple spirit weeks.</li><li>2. Teachers will use Talking Points, email, and phone calls to make positive phone calls to parents/guardians.</li><li>3. During weekly team meetings with admin and counselors, teachers will discuss struggling students and how to support them. Teams will use a common spreadsheet to track specific student's needs that were discussed and actions taken, such as a PTC, SST, testing or MTSS referral.</li><li>4. Provide support for teachers who struggle with management and relationship building as a way to build student</li></ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"><li>• We will use Social Emotional Learning Survey to assess quality of relationships on campus. This data will be shared with site Leadership and SSC.</li><li>• Teams will be responsible for establishing SMART goals for student incentives and positive communication home.</li><li>• Synergy reports will be used to track student academic, discipline, and attendance data.</li><li>• Admin will provide feedback using FONT and walkthrough observations to monitor positive relationship building strategies used in classrooms.</li><li>• Site discipline data will be presented during monthly staff meetings.</li></ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> <p>Term 1:</p> <ul style="list-style-type: none"><li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li><li>• Team Leader check-ins</li><li>• Spring Results of Social Emotional Learning Survey shared with SSC and Leadership in September.</li><li>• FONT Data Review</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li><li>• Team Leader check-ins</li><li>• FONT Data Review</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li><li>• Team Leader check-ins</li><li>• Fall Results of Social Emotional Learning Survey shared with SSC and Leadership in March.</li><li>• FONT Data Review</li></ul>

<p>engagement and connectedness.</p> <ol style="list-style-type: none"> <li>5. Provide professional development opportunities, training, access to conferences to learn positive relationship building strategies.</li> <li>6. Staff will be trained in de-escalation techniques and restorative practices as a means of correcting behavior. The goal is to change behavior and use this as a chance to relationship-build with students.</li> </ol>		<p>Term 4:</p> <ul style="list-style-type: none"> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• Team Leader check-ins</li> <li>• FONT Data Review</li> </ul>
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**Actions/Services 3.1.2 (SiteGoalID: 6602) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Student Groups</b></p> <p>Selected students will work with EPMS staff (social worker, speech therapist, school psychologist and counselors) to develop their leadership skills, set goals for personal growth, or learn how to handle challenges and setbacks.</p> <ol style="list-style-type: none"> <li>1. A variety of groups will be led on campus: Anxiety Group, Strong Kids, Grief Group, Lunch Bunch, Boys Group, and other groups as determined by the Tier 2 PBIS team through implementation of the MTSS</li> </ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• We will use Social Emotional Survey data to monitor social emotional needs of students. This data will be shared with site Leadership and SSC.</li> <li>• Pre- and post-tests will be used with groups to assess growth and/or development after participating in student group. These will be facilitated and collected by the PBIS Tier 2 Coordinator and counselors leading groups.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Spring Results of Social Emotional Learning Survey shared with SSC and Leadership in September.</li> <li>• Pre- and Post-test Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-</li> </ul>

<p>process to meet the social emotional needs of students.</p>	<ul style="list-style-type: none"> <li>• Pre- and post-test data will be shared with PBIS Tier 2 team, counselors, and Admin</li> </ul>	<p>ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</p> <ul style="list-style-type: none"> <li>• Pre- and Post-test Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Spring Results of Social Emotional Learning Survey shared with SSC and Leadership in March.</li> <li>• Pre- and Post-test Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Pre- and Post-test Data Review</li> </ul>
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**Actions/Services 3.1.3 (SiteGoalID: 6602) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Special Education</b></p> <p>Staff will support Students with</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> </ul>



Disabilities to ensure their needs are being met in the classroom.

1. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.
2. Staff will use best practices from the Crisis Prevention and Intervention (CPI) training to de-escalate Students with Disabilities as well as to produce equitable responses to behavior into their classrooms.
3. Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations.
4. Special Education students will be scheduled for regular check-ins during their Advocacy class to provide consistent feedback to students.

- Discipline data for Students with Disabilities. Synergy reports will be used to gather data.
- Site discipline data will be presented to staff at monthly staff meetings.
- Admin will track which staff has been trained with CPI and encourage all staff who work with Students with Disabilities to be trained. Participation logs will be used to track number of staff members trained.
- Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for Students with Disabilities who are struggling with behavioral expectations.
- PBIS Tier 1 and 2 agendas will be developed by team Coordinators.
- Self-contained classes and students in inclusive Special Education will utilize a daily communication log to track behavior and inform families of progress. Communication logs are kept in student-specific binders. Communication logs are shared with case managers.

- GPA and Attendance Data Review
- Discipline Data Review

Term 2:

- Case Manager Check-in
- GPA and Attendance Data Review
- Discipline Data Review

Term 3:

- Case Manager Check-in
- GPA and Attendance Data Review
- Discipline Data Review

Term 4:

- Case Manager Check-in
- GPA and Attendance Data Review
- Discipline Data Review

### Site Goal 3.2 (SiteGoalID: 6604) (DTS: 02/10/23)

To continue our work with PBIS implementation in Tier 1 and Tier 2.

100% of staff will implement the 3 Be's in all aspects of our campus.

The School Climate Survey for Staff will show an increase in overall culture and climate from 81% favorable responses to 90% favorable responses.

The School Climate Survey for Students will show an increase in overall culture and climate from 77% favorable responses to 85% favorable responses.

Knowledge and Fairness of Discipline, Rules and Norms favorable responses will increase for our principally targeted student groups:

From 77% to 87% for African American students.  
 From 73% to 83% for Hispanic students.  
 From 76% to 86% for Socioeconomically Disadvantaged students  
 From 73% to 83% for Students with Disabilities

**Metric: School Climate - Average Favorability Rating**

**Actions/Services 3.2.1 (SiteGoalID: 6604) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>PBIS Tier 1</b></p> <p>Continue the work of PBIS Tier 1 committee who will meet monthly during the school year.</p> <ol style="list-style-type: none"> <li>1. PBIS Tier 1 coordinator and team will lead the staff through the beginning of the year PBIS Kick Off to teach students about school-wide expectations on campus. The PBIS Tier 1 coordinator and team will lead efforts to remind students of expectations through Booster Lessons during Advocacy throughout the school year.</li> <li>2. Character Strong Curriculum/Lessons will be utilized during Advocacy to reinforce expectations for positive, prosocial behavior on campus.</li> <li>3. In monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1 team. The goal is to present</li> </ol>	<p>What data will be collected?          How often and when will it be collected?          Data shared with?</p> <ul style="list-style-type: none"> <li>• Teachers will report effective communication of the 3 Be's and that students are demonstrating an understanding of school-wide expectations. PBIS Kick-off survey will be used to gather data.</li> <li>• 90% of staff will use Be Bucks. Staff survey will be used to gather data.</li> <li>• Admin will look for PBIS implementations and the reinforcing of the 3 Be's during walkthrough observations.</li> <li>• Feedback obtained at monthly staff meetings will give us a pulse on PBIS implementation successes and challenges. PBIS survey will be used to gather data.</li> <li>• Site collected discipline data. Synergy reports will be used to gather data.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 1 Meetings. TFI data and action plan reviewed at meetings.</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• Spring Results of Social Emotional Learning Survey shared with SSC and Leadership in September.</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 1 Meetings</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 1 Meetings</li> </ul>

<p>to staff the progress we've made in building positive culture on campus.</p> <ol style="list-style-type: none"> <li>4. Analyze discipline data at the end of each term in addition to ongoing analysis. This will show us where gains were made as well as inform us what challenges PBIS will need to focus on.</li> <li>5. Purchase supplies necessary for the implementation of PBIS. Supplies will be purchased to use as incentives for positive student behavior.</li> <li>6. Team training in the TIPS model for efficient meeting facilitation.</li> <li>7. Train PBIS team members in SEL support programs through district or outside agencies.</li> <li>8. Provide staffing for our coordinator to attend monthly district PBIS coordinator meetings.</li> <li>9. Tiered Fidelity Inventory (TFI) will be completed and used to establish growth areas and action plan to address gaps and areas of need.</li> <li>10. Provide agendas to support student completion of homework and assignments.</li> </ol>	<ul style="list-style-type: none"> <li>• Social Emotional Learning Survey will be used to monitor progress. This data will be shared with site Leadership and SSC.</li> <li>• Tiered Fidelity Inventory (TFI) score will be used to monitor progress. TFI scores are reported in May and used to develop action plan for following year's PBIS implementation. PBIS Coordinator facilitates PBIS Tier 1 meeting to identify targeted action steps and</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• Fall Results of Social Emotional Learning Survey shared with SSC and Leadership in March.</li> <li>• FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 1 Meetings. TFI data and action plan reviewed at meetings.</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• FONT Data Review</li> </ul>
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**Actions/Services 3.2.2 (SiteGoalID: 6604) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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## PBIS Tier 2

Continue the work of PBIS Tier 2 committee who will meet biweekly during the school year.

1. PBIS Tier 2 team and school social worker will review GPA, attendance and discipline data biweekly to develop and implement intervention for struggling students (especially our African American, Hispanic, Low income students and Students with Disabilities).
2. PBIS Tier 2 team will train staff in using MTSS referral process.
3. Teams will identify Students of Concern and develop plans for classroom intervention. Strategies will be implemented, documented and assessed to determine students who need to be referred to PBIS Tier 2 team.
4. PBIS Tier 2 team will review MTSS forms submitted by teacher teams and counselors to make informed decisions on targeted tier 2 interventions.
5. PBIS Tier 2 team and counselors will update teams on interventions and progress of students.

What data will be collected?  
How often and when will it be collected?

Data shared with?

- Students that are referred to the PBIS Tier 2 team will show an increase (GPA, attendance, etc.) or a decrease (discipline) based on the concerns brought forth by the team and the interventions provided. Synergy reports will be used to gather data and progress monitor.
- PBIS Tier 2 team will log and track interventions and timely report back to teacher teams on a biweekly basis.
- PBIS Tier 2 TIPS meeting agendas will be created and utilized by team.
- Students of concerns and MTSS referrals will be monitored by PBIS Tier 2 Coordinator, Admin, and counselors.
- PBIS Tier 2 team will share updates with Teams for Students of Concern once they have been referred to PBIS Tier 2 team.
- Tiered Fidelity Inventory (TFI) score will be used to monitor progress. TFI scores are reported in May and used to develop action plan for following year's PBIS implementation. PBIS Coordinator facilitates PBIS Tier 1 meeting to identify targeted action steps and implementation.

Term 1:

- Monthly PBIS Tier 2 Meetings. TFI data and action plan reviewed at meetings.
- Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.
- Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.
- Spring Results of Social Emotional Learning Survey shared with SSC and Leadership in September.

Term 2:

- Monthly PBIS Tier 2 Meetings
- Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.
- Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.

Term 3:

- Monthly PBIS Tier 2 Meetings
- Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.
- Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.
- Fall Results of Social Emotional Learning Survey shared with SSC and Leadership in March.

Term 4:

- Monthly PBIS Tier 2 Meetings. TFI data and action plan reviewed at meetings.
- Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.
- Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.

### Site Goal 3.3 (SiteGoalID: 6605) (DTS: 02/10/23)

To continue to develop a wide range of activities in and out of school for students to participate in.

We will use student reported data from the School Climate Survey:

The School Climate Survey for Students will show an increase in overall culture and climate from 77% favorable responses to 85% favorable responses.

School Connectedness and Sense of Belonging for all students will go from 71% to 85%

School Connectedness and Sense of Belonging favorable responses will increase for our principally targeted student groups:

From 77% to 87% for African American students.

From 73% to 83% for Hispanic students.

From 76% to 86% for Socioeconomically Disadvantaged students

From 73% to 83% for Students with Disabilities

**Metric:** School Climate - Average Favorability Rating

### Actions/Services 3.3.1 (SiteGoalID: 6605) (DTS: 02/10/23)

#### Targeted Student Group(s)

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

#### What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.

#### How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

#### Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

- Actions and Services should remove barriers and implement changes.

### Connecting Students to School

To continue to develop a wide range of activities in and out of school for students to participate in and to help them be connected.

1. Activities during school, such as student initiated clubs, lunch time activities, band, and theater.
2. Activities before or after school, such as Extended Day (tutoring or enrichment activities), school-sponsored sports, theater, Science Olympiad, and Mathletes. Tutoring will be offered every morning and four times a week after school. Enrichment opportunities will be available through Extended Day funds.
3. Gifted And Talented Education: The GATE coordinator will oversee GATE and hold annual GATE testing.
4. Participation in EGUSD Middle School Puzzle Play at KAMS.

What data will be collected?  
How often and when will it be collected?  
Data shared with?

- Participation in activities during the day and after school will increase. A list will be compiled of students signing up for clubs at our fall club rush event in the quad on campus. Sign-up sheets will be used to collect data. Student Activities Director will provide report to Admin.
- Students sign in daily to Extended Day. Sign-in sheets will be used to collect data. Extended Day Coordinator will provide report to Admin.
- GATE testing will be monitored. GATE Coordinator will share testing results with Admin, counselors, and teachers.
- Students will be able to participate in Middle School Puzzle Play. Cast list will be used to collect data. Theater Arts teacher will provide cast list to Admin.
- School Climate Survey will be used to gather data about student connectedness to school. This data will be shared with site Leadership and SSC.

Term 1:

- Admin check-in with Extended Day Coordinator at beginning and end of each Term.
- Student Activities Director meets with Admin Team, weekly.
- Spring Results of School Climate Survey shared with SSC and Leadership in September.

Term 2:

- Admin check-in with Extended Day Coordinator at beginning and end of each Term.
- Student Activities Director meets with Admin Team, weekly.

Term 3:

- Admin check-in with Extended Day Coordinator at beginning and end of each Term.
- Student Activities Director meets with Admin Team, weekly.
- Fall Results of Social Emotional Learning Survey shared with SSC and Leadership in March.

Term 4:

- Admin check-in with Extended Day Coordinator at beginning and end of each Term.
- Student Activities Director meets with Admin Team, weekly.

Funding Sources for District Goal 3	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
GATE (7205/0000)	\$3200	Certificated- Timesheets
GATE (7205/0000)	\$1800	Materials/Supplies/Equipment
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$7068	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$6150	Materials/Supplies/Equipment

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6603) (DTS: 02/10/23)**

To increase stakeholder engagement.

Parent Response Rate for the Parent Survey will increase from 30% to 50%.

The Parent Survey will show an increase in overall average from 88% favorable responses to 95% favorable responses.

**Metric:** Parents indicating opportunities for parent involvement

**Actions/Services 4.1.1 (SiteGoalID: 6603) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> <li>• What is working?</li> </ul>
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<p><b>Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Parent/Guardian Communication</b></p> <ol style="list-style-type: none"> <li>1. Two school-wide newsletters per year</li> <li>2. Monthly communication email from the principal highlighting events that month</li> <li>3. Social Media posts to: Facebook and Instagram</li> <li>4. School website will provide information to students and families.</li> <li>5. Personal conversations when parents are on campus for pickup/drop off and school related events.</li> <li>6. Staff will document school to home communication using Synergy Student Contact Log. This communication may be in the form of emails, phone call, Talking Points texts.</li> </ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• Newsletters and Monthly Email communications will be measured by: "Communication with Families" - portion of the Parent Survey "This school has notified me about school events". For a growth from 99% to 100%. This data will be shared with site Leadership and SSC.</li> <li>• Data Source: 2022 Parent Survey Results</li> <li>• Routine Social Media postings after each major school event to update the community.</li> <li>• The school website will be updated in a timely manner and provide current and relevant information.</li> <li>• "Parent Involvement" portion of the Parent Survey – "I feel welcome to participate at this school" will be used to gather additional data. With a goal of increasing response from 89% to 95%. This data will be shared with site Leadership and SSC.</li> <li>• Administrative Contact Log Synergy reports will be used to assist in assessing additional levels of parent/guardian contact.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Results of School Climate Survey shared with SSC and Leadership in September.</li> </ul> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p>

**Actions/Services 4.1.2 (SiteGoalID: 6603) (DTS: 02/10/23)**

**Targeted Student Group(s)**

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Connections with Parents/Guardians</b></p> <ol style="list-style-type: none"> <li>1. Parent Universities calling on community resources or in-house "experts" (3 in total) held during evening hours with food/snacks provided.</li> <li>2. FACE Liaison will partner with Admin to plan and facilitate Parent Universities.</li> <li>3. FACE Liaison will provide survey for families to select their preferred topics Parent Universities.</li> <li>4. Bring Your Parents to Lunch Week – two per school year, with scheduled campus activities and planning by Activities Director.</li> <li>5. School Site Council (SCC) meetings. Four per year with acting parent representative.</li> <li>6. Back to School Nights - held during Term One and Term Two</li> <li>7. Incoming 7th grade event: Elizabeth Pinkerton Ice Cream (EPIC) Social advertised through Social Media and Synergy email.</li> <li>8. Two scheduled and executed Incoming 7th Grade Informational Nights with PowerPoint presentation from all Departments.</li> <li>9. Home Visits conducted by trained staff</li> <li>10. Surveys when data collection is necessary.</li> <li>11. Arts Alive - hold a night showcasing VAPA on the</li> </ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• Attendance to events will increase as evidenced through sign-in sheets.</li> <li>• Parent Survey Results will be used to gather data: Providing Parent Involvement/Parent Education Opportunities. Data Source: 2022 Parent Survey Results. This data will be shared with site Leadership and SSC.</li> <li>• SCC agenda/meeting notes and an active participating parent representative.</li> <li>• Incoming 7th Grade Info Nights: Student registration form completion will be used to gather data.</li> <li>• PTHV documentation from trained staff members.</li> <li>• PTHV trained teachers will share their experiences at staff meetings after PTHVs occur.</li> <li>• Parent Survey Results will increase from 2022 data of 115 to 500 responses. Data Source: 2022 Parent Survey Results; Responses Received. This data will be shared with site Leadership and SSC.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Parent Survey Results will be shared with SSC and Leadership</li> <li>• Admin check-in with FACE Liaison</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Admin check-in with FACE Liaison</li> <li>• SSC</li> <li>• Updates from PTHV Coordinator</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Admin check-in with FACE Liaison</li> <li>• SSC</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Admin check-in with FACE Liaison</li> <li>• SSC</li> <li>• Updates from PTHV Coordinator</li> </ul>

EPMS campus.		
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**Actions/Services 4.1.3 (SiteGoalID: 6603) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • EL • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Make personal connections with families in our low performing subgroups</b></p> <ol style="list-style-type: none"> <li>1. Personal invites to English Learner (EL) families to school-wide events</li> <li>2. EL Newsletter produced twice per school year sent home in hard copy and electronically with school-wide academic support offerings/resources for EL students and families</li> <li>3. Work to strengthen parent participation/attendance in ELAC meetings</li> <li>4. EL Coordinator and supporting EL certificated staff will attend recognition events in order to represent EPMS and support families.</li> <li>5. Counselor/Teacher/Admin home phone calls to families in low performing subgroups to offer supports in targeted areas of need displayed by current GPA/Discipline data.</li> <li>6. Counselor personal communication to families in low performing subgroups to encourage honors course enrollment or honors progress check-ins.</li> </ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• Call logs/email/printed correspondence of parent communication by EL/Admin. Coordinator will track in a Google Document. Data will be shared with English Learner PLC. Contact will be documented in Synergy.</li> <li>• Completed EL Newsletter twice per school year with school-wide academic support offerings/resources for EL students and families. Content of newsletter will be based on a pre-survey sent out to EL families at start of school year about what information is needed. Data will be shared with English Learner PLC.</li> <li>• Increased parent participation/attendance to ELAC meetings as indicated by sign in sheets/meeting minutes and input from stakeholders. A Needs Survey will be given at the end of each meeting to every family. Data will be shared with English Learner PLC.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by September.</li> <li>• GPA and Attendance Data Review</li> <li>• Parent Survey Data shared with Leadership and SSC</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by December.</li> <li>• GPA and Attendance Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by March</li> <li>• GPA and Attendance Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• English Learner PLC check-in by May.</li> <li>• GPA and Attendance Data Review</li> </ul>

<p>7. Food provided to families at English Learner Advisory Committee (ELAC) meetings. Three per year with acting parent representative.</p>	<ul style="list-style-type: none"> <li>• Counselor/Admin call logs or email correspondence to families regarding student needs to enable success in low-performing areas displayed by current data including attendance, GPA, and discipline data. Contact will be documented in Synergy.</li> <li>• Counselor call logs or email correspondence to families regarding Honors course enrollment or Honors progress check ins. Contact will be documented in Synergy.</li> <li>• Honors enrollment rate as data point. Data collected by counselors and shared with Admin.</li> <li>• Parent Survey Data. This data will be shared with site Leadership and SSC.</li> </ul>	
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**Site Goal 4.2 (SiteGoalID: 6999) (DTS: 05/02/23)**

Reduce the number of students who are chronically absent from 16.3% to 10% or lower. Move from "Very High" and "High" level to "Low" level per the California State Dashboard data.

**Metric:** Percent Chronically Absent

**Actions/Services 4.2.1 (SiteGoalID: 6999) (DTS: 05/02/23)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino • Low Income • SWD • Two or More • White

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p><b>Chronic Absenteeism</b></p> <ol style="list-style-type: none"> <li>1. We will monitor the attendance of students in student groups that ranked “Very High” and “High” according to Chronic Absenteeism Dashboard data.</li> <li>2. Students who are identified with high rates of absenteeism will be checked in by a counselor, referred to Admin, and referred to District as necessary.</li> <li>3. All efforts will be made to communicate with these families to offer supports and services.</li> </ol>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• Regional Attendance Improvement Technician (RAIT) will collaborate with Admin to monitor attendance.</li> <li>• At the end of the first month of school, RAIT will provide an attendance report for these subgroups to identify students.</li> <li>• RAIT will reach out to guardians/families as needed to provide support. This will occur when RAIT is present on EPMS campus.</li> <li>• Each month, RAIT will run a new report to monitor students and/or to identify new students who are in need of check-in.</li> <li>• Data Source: Synergy Attendance Reports and Dashboard Data. Data will be shared with Admin, counselors.</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Monthly check-ins with RAIT</li> <li>• Attendance Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Monthly check-ins with RAIT</li> <li>• Attendance Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Monthly check-ins with RAIT</li> <li>• Attendance Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Monthly check-ins with RAIT</li> <li>• Attendance Data Review</li> </ul>
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Funding Sources for District Goal 4	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$980	Certificated- Timesheets
EL Supplemental (7250/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$4590	Certificated- Timesheets

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total

Academic Competitions (7206/0000)	Contracts/Services/Subscriptions		\$500		\$500
AP Recruitment (7225/0000)	Certificated- Timesheets			\$1000	\$1000
AVID (7233/0000)	Certificated- Timesheets	\$6000			\$6000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$1100			\$1100
AVID (7233/0000)	Materials/Supplies/Equipment	\$200			\$200
CTE (7235/0000)	Materials/Supplies/Equipment	\$4000			\$4000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$9700		\$980	\$10680
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$2700		\$1000	\$3700
GATE (7205/0000)	Certificated- Timesheets		\$3200		\$3200
GATE (7205/0000)	Materials/Supplies/Equipment		\$1800		\$1800
PBIS (7440/0000)	Materials/Supplies/Equipment		\$1000		\$1000
PreAP Training (7218/0000)	Certificated- Timesheets	\$5000			\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$10000			\$10000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$59627	\$7068	\$4590	\$71285
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$3000			\$3000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$26806	\$6150		\$32956
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$7000			\$7000

### 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.

EPMS has below 40% of enrollment of unduplicated pupils. The most economical use of funds is to include low performing and struggling students into intervention classes, utilize the PLC model to make curriculum accessible for all, and to create tutoring opportunities outside the school day to assist students. In addition, honors, AVID, and high school linked electives are available to all students.

## V. Funding

### Elizabeth Pinkerton Middle School (433) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0.0000	\$0	\$81,874	\$81,874	\$81,874	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0.0000	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$107,241	\$107,241	\$89,433	\$0	\$13,218	\$4,590	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$14,380	\$14,380	\$12,400	\$0	\$0	\$1,980	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts	0.0000	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0



(VAPA) 0000 Unrestricted									
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$244,295	\$244,295	\$217,007	\$0	\$19,718	\$7,570	

<b>Fund Subtotals</b>	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$244,295

	<b>Signatures: (Must sign in blue ink)</b>	<b>Date</b>
<b>Principal</b>	<input type="text" value="Kimberlee Wallace"/>	<input type="text"/>
<b>School Site Council Chairperson</b>	<input type="text" value="Delia Baulwin"/>	<input type="text"/>
<b>EL Advisory Chairperson</b>	<input type="text" value="Ana Benitez"/>	<input type="text"/>

