



## **James Rutter Middle School**

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

**Principal: Andrew Johnson**

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

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

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

## IV. Goals, Actions and Services

James Rutter Middle School | Focused Work: 2023-2024

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### Goal Setting (Icapid: 563)

#### 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?

Stakeholder involvement in the JRMS LCAP were provided in the following meetings/venues:

- Gathering of input began in November of 2022 and is on-going

- Stakeholders were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments and at the following meetings:
  - Parent LCAP survey August 31, 2023
  - English Learner Advisory Council-August 31 & October 19, 2022
  - English Learner Advisory Council - February 1 & April 19, 2023
  - School Site Council Meeting - March 8, 2022
  - School Site Council Meeting- April 12, 2023
  - School Site council Meeting- May 10, 2023
  - Site Leadership Meeting - March 21, 2023
  - Site Leadership Meeting- April 18, 2023
  - Site Leadership Meeting- May 16, 2023
  - Curriculum Steering Team Meeting-March 7, 2023
  - Curriculum Steering Team Meeting-April 11, 2023
  - Parent Listening Session (Innovation Bridge)-April 26, 2023
- Teachers, parents, students and administration were engaged in the LCAP survey on November 2nd. The LCAP was discussed at department meetings and at a faculty meeting as well. The Leadership team took part in a revision of the LCAP on March 21, 2023 followed up with a staff Professional Development day on March 30 in which they worked through a root cause analysis of our EL data and an evaluation of or Site Goals (Goal 1).

## 2. Impact of LCAP and Annual Update

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

Stakeholder meetings and surveys indicated a need in the following areas:

- Increased Community and Family Engagement
- Instructional support – CCSS, ELD, Special Education: materials, professional learning/coaching, technology, assessments
- Expanded learning: before/after/intersession/summer, includes tutoring, remediation program, mentoring
- EL support: student, staff and parent support services., Teaching Associate for Spanish and Farsi/Pashto
- Behavioral support: counseling (individual & group), Wellness Counselor/Center
- Safe, secure and well maintained facilities/learning environments: staff, buildings, equipment
- College and career preparation: GATE/Honors/AP, course access, Linked Learning, AVID, field trips
- Professional learning: certificated, classified and leadership--SEL and Academic Language focus (CST)
- Technology and related training to support teaching and learning for students, staff and parents
- Educational equity – focused efforts to reduce opportunity and achievement gaps (ATSI subgroups)-- Implementation of the Student Equity Council and Leadership Equity Team
- Enrichment opportunities through clubs, after school program. Soccer Push. Elite Soccer (Professional Training)

## Resource Inequities

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

As of the Spring of 2023, JRMS had the following sub-groups enter into ATSI:

[ATSI DATA](#)

Throughout our JRMS LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

## 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: 6610) (DTS: 02/10/23)

Increase the percentage of ALL students and students within our ATSI targeted subgroups who meet or exceed standards in English language Arts, Mathematics and Science as measured by the California Dashboard. (CAASPP Data)

Increase ALL students who meet/exceeds from 29% to 31% in ELA and from 14% to 16% in Math.

Increase African American students who meet/exceed from 13% to 15% in ELA and from 2% to 4% in Math.

Increase English Learner students who meet/exceed standards from 8% to 10% in ELA and from 5% to 7% in Math.

Increase Hispanic students who meet/exceed standards from 25% to 27% in ELA and from 9% to 11% in Math.

Increase SWD students who meet/exceed standards from 2% to 4% in ELA and from 3% to 5% in Math.

Increase SED students who meet/exceed standards from 30% to 32% in ELA and from 15% to 17% in Math.

Increase Homeless students who meet/exceed standards from 17% to 19% in ELA and from 5% to 7% in Math.

Increase White students who meet/exceed standards from 38% to 40% in EL and from 17% to 19% in Math.

Increase Pacific Islander students who meet/exceed from 18% to 20% in ELA and from 9% to 11% in Math

Increase students who identify as Two or More that meet/exceed standards from 24% to 26% in ELA and from 10% to 12% in Math

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

### Actions/Services 1.1.1 (SiteGoalID: 6610) (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

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?

<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>1. Teachers will attend conferences, workshops, training, and professional development for the purpose of learning new teaching practices and strategies to improve student academic outcomes.</p> <ul style="list-style-type: none"> <li>• Associated costs may include registration, travel expenses, substitute teachers, and any other costs associated with the professional development.</li> <li>• Conferences may include but not limited to CAPHERD, AVID, SCOE, CADA, CLMS, AREA 3 Writing Project, CIRC, and Google training. Teachers will attend training for Honors classes.</li> <li>• Priority for conferences and training will be those that focus on success of ATSI students.</li> </ul> <p>2. Teachers will participate in book studies for professional development.</p> <ul style="list-style-type: none"> <li>• Associated costs materials, books, and any other costs associated with the professional learning.</li> <li>• Book studies will focus on all subgroups</li> </ul> <p>3. New teachers will participate in a New Teacher Cohort/ Mentoring Program. Topics may include:</p> <ul style="list-style-type: none"> <li>• Synergy</li> <li>• Google Classroom</li> <li>• PBIS/Tier I Strategies</li> <li>• FHQI-Best Practices</li> <li>• Social Emotional Learning</li> </ul> <p>Associated cost may include: Certificated Time sheets,</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Aligned Curriculum Maps</li> <li>• Site developed common assessments via Illuminate</li> <li>• Professional Development <ul style="list-style-type: none"> <li>◦ Agendas &amp; Minutes from trainings/ meetings</li> </ul> </li> <li>• District benchmarks</li> <li>• Content standards implementation</li> <li>• Administration will track student acquisition of learning targets and success criteria through FONT.</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Reviewed at bi-monthly PLC meetings</li> <li>• Assessments reviewed in monthly PLC meetings.</li> </ul> <p><b>Data Review and Dissemination</b></p> <ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Department Meetings</li> <li>• Curriculum Leaders Meetings</li> <li>• School Site Council Meetings</li> </ul>	

supplemental materials and text resources.

**Actions/Services 1.1.2 (SiteGoalID: 6610) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <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>How will you Progress Monitor the Implementation of 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>	<b>Evaluation Cycles in 2023-2024</b> <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>1. Tutoring will be provided to students beyond the school day.</p> <ul style="list-style-type: none"><li>• This to include AM/PM tutoring outside of the ASSETS after school program.</li><li>• Funding will come from extended day funding.</li></ul> <p>2. ELA and Math remediation program will be implemented through the after school program. (Engenuity)</p> <ul style="list-style-type: none"><li>• Students who have failed Math7/ELA 7, will be placed in ASSETS sections to remediate QT 1, 2, 3, 4 standards.</li><li>• Students will be placed in Math8/ELA Assets sections based upon QT1 data.</li><li>• Extended day tutoring will be provided in support of remediation program.</li></ul> <p>Associated action funding may include certificated timesheet hours for Engenuity training. Remediation sections will be funded through the after school program</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"><li>• Increased GPA</li><li>• Interim and formative assessments</li><li>• D/F data</li><li>• Engenuity Progress Completion Tracking</li><li>• Progress Report</li><li>• Term grades</li></ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"><li>• Quarterly Progress Proprt</li><li>• Quarterly Term Graes</li><li>• Weekly Engenuity Progress Completion</li></ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"><li>• Head Counselor</li><li>• After School coordinator</li><li>• Engentiy Teachers</li><li>• Administration</li></ul>	

**Actions/Services 1.1.3 (SiteGoalID: 6610) (DTS: 04/23/23)**

**Targeted Student Group(s)**

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

<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>1. Purchase technology for enhanced student learning.</p> <ul style="list-style-type: none"> <li>• Purchase enhanced technology, including, but not limited to laptops for teachers and stylus's for teachers</li> <li>• Purchase associated supplies, including, but not limited to headphones, and computer mice for students</li> <li>• Provide maintenance on existing technology</li> <li>• Purchase software subscriptions, including, but not limited to Nearpod (Premium), Peardeck (Premium), Collaborative Classroom SIIPs, Read and Write, and Edpuzzle (Premium), Quizzis (Premium), Blooket, and No Red Ink</li> <li>• Provide training to teachers for use of software programs to assist in student learning</li> <li>• Projector, screen and audio equipment for the Library (Purchased with Supplemental Concentration funds)</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Student Projects and research papers. <ul style="list-style-type: none"> <li>◦ Computer-based assessments</li> <li>◦ Technology surveys</li> </ul> </li> <li>• Student/ Staff surveys</li> <li>• D/F Data</li> <li>• GPA's of participating students</li> </ul> <p><b>Review Frequency:</b></p> <ul style="list-style-type: none"> <li>• Reviewed at the end of each grading period by school counselors.</li> <li>• Mid-quarter Progress Reports</li> <li>• Quarter Report Cards</li> </ul> <p><b>Dissemination Method:</b></p> <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• Leadership</li> <li>• Curriculum Leaders Meetings</li> <li>• Faculty Meetings</li> </ul>	

**Actions/Services 1.1.4 (SiteGoalID: 6610) (DTS: 04/23/23)**

**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>1. Provide resources for Visual and Performing Arts to purchase sheet music, purchase band instruments, repair band instruments, and purchase art classroom supplies.</p> <p>2. Provide materials and supplies for science gardening class and for science labs.</p> <p>3. Provide resources for student &amp; teacher licences for graphic design class and for music classes.</p> <p>4. Provide field trip transportation for art museum tour, and band and choir field trip transportation to competitions and performances.</p> <p><u>Student Fees</u> \$10,000</p> <ul style="list-style-type: none"> <li>• Science Lab \$1000</li> <li>• Equipment purchase &amp; repair \$4000</li> <li>• Art supplies \$2000</li> <li>• Music supplies \$2000</li> <li>• Gardening class \$1000</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Increased GPA</li> <li>• D/F data</li> <li>• VAPA enrollement</li> <li>• Instrament Repair</li> <li>• Gardening Class Enrollment</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Student GPA</li> <li>• D/F Data</li> <li>• Progress Report</li> <li>• Term Grades</li> </ul> <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> <li>• Electives Dept Chair</li> <li>• School Site Council</li> <li>• Leadership</li> <li>• Department Meetings</li> <li>• Counseling Team</li> <li>• Staff Meetings</li> </ul>	

**Actions/Services 1.1.5 (SiteGoalID: 6610) (DTS: 04/23/23)**



## Targeted Student Group(s)

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

<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>1. Additional staff will be funded in order to assist with the areas of need indicated in the Needs Assessment.</p> <ul style="list-style-type: none"> <li>• Supplemental administration .5 FTE Program Administrator, Julie Plaisance,</li> <li>• .5 FTE Program Administrator, (Vacant)</li> <li>• Social Worker</li> <li>• 1.0 FTE Wellness/SEL Counselor, Lisa Mehl</li> </ul> <p>2. Staffing will be funded for those students (ATSI) identified as needing ELA and Math Intervention.</p> <ul style="list-style-type: none"> <li>• 1.0 FTE ELA Intervention Teacher</li> <li>• 1.0 FTE Math Intervention Teacher</li> </ul> <p>2. Additional staff will support all students but focus additional support to African American students and English Learners.</p> <ul style="list-style-type: none"> <li>• Improve Your Tomorrow (IYT) sends a team of mentors to work with African American and Hispanic boys throughout the week at lunch and after school. They work on homework help and tutoring, along with social skills and mentoring.</li> <li>• The contracts/services for IYT is funded at the district level.</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Decreased D/F data</li> <li>• ELPI data</li> <li>• Increased GPA</li> <li>• Suspension Data</li> <li>• Chronic Absenteeism Data</li> <li>• Wellness center data-conflict mediation data</li> <li>• CICO data</li> <li>• Small Group data</li> <li>• Font data-Walkthrough</li> <li>• "Favorable" Climate Survey Results (staff)</li> <li>• Student GPA</li> <li>• D/F Data</li> </ul> <p>2. Grade checks in IYT will determine if academic achievement is improving.</p> <ul style="list-style-type: none"> <li>• IYT will track attendance records and grades</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Bi-weekly AIO attendance review</li> <li>• Chronic Absenteeism Report</li> <li>• Daily Wellness Center Data and Weekly Admin check-In</li> <li>• Weekly suspension Data</li> <li>• Student GPA</li> <li>• D/F Data</li> <li>• Quarterly Progress Report</li> <li>• Quarterly Term Grades</li> <li>• ELA/Math Intervention Progress and Term Grade</li> </ul> <p><b>Data Review and Dissemination:</b></p>	

- Counseling Team
- ELA Department
- Math Department
- Administration
- School Site Council
- Leadership
- Staff Meetings

**Actions/Services 1.1.6 (SiteGoalID: 6610) (DTS: 04/23/23)**

**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>1. Purchase STEM enrichment equipment and supplies for Science and Math.</b></p> <ul style="list-style-type: none"> <li>• Associated costs are materials and supplies for expanded labs, equipment and lab materials for Science</li> <li>• Math materials including, but not limited to, class sets of calculators and manipulatives.</li> <li>• Additional materials for Math intervention classes</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Decreased D/F data</li> <li>• ELPI data</li> <li>• Increased GPA</li> <li>• D/F Data</li> <li>• "Favorable" Climate Survey Results</li> <li>• Font data-Walkthrough</li> <li>• Illuminate data</li> </ul> <p><b>Prgress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Progress Report</li> <li>• Quarterly Term Grade</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Science Department</li> <li>• Math Department</li> <li>• School Site council</li> <li>• Leadership</li> <li>• Staff Meeting</li> </ul>	

**Actions/Services 1.1.7 (SiteGoalID: 6610) (DTS: 04/27/23)**

**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>1. Provide opportunities for students to attend field trips to promote a college and career mindset, and to encourage STEM exploration.</p> <ul style="list-style-type: none"> <li>• All students have an opportunity to attend at least one college/career or STEM field trip.</li> <li>• Associated costs include guest speakers and field trip costs</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Decreased D/F data</li> <li>• ELPI data</li> <li>• Increased GPA</li> <li>• D/F Data</li> <li>• "Favorable" Climate Survey Results</li> <li>• Font data-Walkthrough</li> <li>• Illuminate data</li> </ul> <p><b>Prgress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Progress Report</li> <li>• Quarterly Term Grade</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Science Department</li> <li>• Math Department</li> <li>• School Site council</li> <li>• Leadership</li> <li>• Staff Meeting</li> </ul>	

**Actions/Services 1.1.8 (SiteGoalID: 6610) (DTS: 04/27/23)**

**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</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>

<ul style="list-style-type: none"> <li>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>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. Provide opportunities for students to engage in academic competitions through Mathletes and Scrips Spelling Bee, and in performance competitions with Band and Choir.</p> <ul style="list-style-type: none"> <li>• Associated costs are registration fees. This only covers fees. Field trip costs are in another goal.</li> </ul> <p>2. Teachers will recruit specific student subgroups. Enrollment should match that of our school demographics.</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Increased enrollement rate from 22-23</li> <li>• PBIS data</li> <li>• CHKS</li> <li>• LCAP Metric</li> <li>• School Climate Survey results</li> <li>• Increased GPA</li> <li>• CAASSP test data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Progress Report</li> <li>• Quarterly Report Card</li> <li>• Yearly Survey Data</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Leadership</li> <li>• Department Meetings</li> </ul>	

**Actions/Services 1.1.9 (SiteGoalID: 6610) (DTS: 04/27/23)**

**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> <p>1. AVID is an elective that can provide organizational and tutorial support for students.</p> <ul style="list-style-type: none"> <li>• Associated costs are supplies and materials, including postage (\$150)</li> <li>• Provide college and career field trip opportunities for</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• The AVID coordinators will determine which staff members have received training in AVID.</li> <li>• Coordinators meet regularly with the SCOE AVID Coordinator to assess AVID</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>AVID students including transportation, registration, mileage and substitute costs (\$2200)</p> <ul style="list-style-type: none"> <li>• Coordinator stipend (\$4000)</li> <li>• Cost of two CAL-SOAP Tutors</li> </ul>	<p>implementation, staff trained, and student progress</p> <ul style="list-style-type: none"> <li>• AVID Coordinators do an annual assessment of demographics and determine how to correct inequalities.</li> <li>• CAASPP data</li> <li>• CHKS</li> <li>• PBIS</li> <li>• Attendance data</li> <li>• LCAP Metric</li> <li>• School Climate</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Progress Report</li> <li>• Quarterly Report Card</li> <li>• Yearly Survey Data</li> <li>• Yearly AVID Implementation assessment</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• AVID Coordinator</li> <li>• Administration</li> <li>• Leadership</li> <li>• Department Meetings</li> </ul>	
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**Actions/Services 1.1.10 (SiteGoalID: 6610) (DTS: 04/27/23)**

**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>1. This goal is for GATE students, but all students have the ability to apply for GATE. Purchase necessary supplies and materials to test students and assist students in the GATE application process.</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Increased percentage of students in GATE</li> <li>• PBIS data</li> <li>• CHKS</li> <li>• LCAP Metric</li> <li>• School Climate Survey results</li> <li>• Increased GPA</li> </ul>	

<ul style="list-style-type: none"> <li>• Associated costs are materials and supplies</li> </ul> <p>2. The GATE Coordinator will take special care to ensure all students have equal access and extra support in the application process</p> <p>3. GATE Coordinator Stipend</p>	<ul style="list-style-type: none"> <li>• CAASSP test data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Progress Report</li> <li>• Quarterly Report Card</li> <li>• Yearly Survey Data</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Gate coordinator</li> <li>• Administration</li> <li>• Leadership</li> <li>• Department Meetings</li> </ul>	
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**Actions/Services 1.1.11 (SiteGoalID: 6610) (DTS: 04/27/23)**

**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> <p>Future Quest with Paxton Patterson modules. Future Quest is a career exploration course that uses career themed modules to increase students engagement, reading comprehension, technical reading, problem solving as well as student talk.</p> <ul style="list-style-type: none"> <li>• Associated costs may include materials not provided by CTE</li> <li>• PD for Future Quest provided through CTE</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> <p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Semester Course registration</li> <li>• Progress Report and Quarter Grades</li> <li>• Student completion of Future Quest Modules</li> <li>• Student Exit Survey upon completion of Future Quest semester</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quartely Progress Report</li> <li>• Quarterly Report Card</li> <li>• Semester Registration</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Future Quest staff</li> <li>• Counseling Team</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>

**Site Goal 1.2 (SiteGoalID: 6614) (DTS: 02/10/23)**

EL students will increase their ELPI levels from 55.7% to 60%.

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

**Actions/Services 1.2.1 (SiteGoalID: 6614) (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 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>1. EL support classes are offered in Science, Math, Social Science and ELA for EL identified students.</p> <ul style="list-style-type: none"> <li>• Purchase of additional curriculum; associated costs include materials and/or online subscriptions</li> </ul> <p>2. A new elective called EL Lab is designed for English Learners who are identified as LTEL. (3-5 years)</p> <p>3. AVID Excel 7 and 8 are new electives for long term English Learners and struggling RFEP students.</p>	<p><b>Progress Data:</b> (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> <li>• Grade point average for English Learners</li> <li>• Reduced D/F data</li> <li>• CAASSP data</li> <li>• Improved ELPAC test performance</li> <li>• Illuminate Data: Interims (ELA/Math)</li> <li>• ELPI data (Increase to 60%)</li> <li>• Teaching Assistant phone logs</li> <li>• Attendance data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Progress Report goal setting (Advisory Lesson) quarterly</li> </ul>	

<ul style="list-style-type: none"> <li>• Training for teachers and administrators</li> <li>• Fee to participate</li> </ul> <p>4. ELPAC Initial and Summative Testing</p> <ul style="list-style-type: none"> <li>• Associated costs are materials, timesheets for proctors, and training for staff providing testing.</li> </ul> <p>5. Contract classified Teaching Assistant for support in EL newcomer courses. The goal is one full time Teaching Assistants to work with lead teachers to support under-performing and below grade or proficiency levels students by.</p> <ul style="list-style-type: none"> <li>• Providing academic interventions during the school day.</li> <li>• Assist teachers with lesson preparation and getting supplemental materials ready.</li> <li>• Maintaining and tracking data on student performance levels in core courses.</li> <li>• Revise lesson material with students individually or in small groups.</li> <li>• Collaborate with lead teachers to recognize issues students are facing and recommend solutions.</li> <li>• Document student progress and communicate with parents to keep them informed.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Transcript Review</li> <li>• Yearly ELPI data</li> <li>• Daily Attendance</li> </ul> <p><b>Data Review &amp; Dissemination:</b></p> <ul style="list-style-type: none"> <li>• EL team and EL coordinator</li> <li>• Administration</li> <li>• Counseling</li> <li>• Curriculum Teams</li> <li>• Leadership</li> <li>• Staff Meeting</li> </ul>	
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**Actions/Services 1.2.2 (SiteGoalID: 6614) (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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<ul style="list-style-type: none"> <li>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>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. Provide quality and relevant professional development on research-based strategies to support student growth in academic vocabulary and academic discourse, supporting a schoolwide focus on literacy standards across all content areas. Support EL Coordinator and EL Team in attending training, workshops, and collaborative meetings</p> <ul style="list-style-type: none"> <li>• Walk through opportunities</li> <li>• Materials and supplies</li> <li>• Timesheets to compensate teachers working on their prep period</li> <li>• EL team release days</li> <li>• Registration fees, travel, and lodging associated with workshops, training, and conferences</li> </ul> <p>2. Support ELAC meetings, held at least four times a year.</p> <ul style="list-style-type: none"> <li>• Cost of BTA for translation services.</li> <li>• Light refreshments, materials, and necessary resources</li> </ul> <p>Title funding would include certificated timesheets to support EL walkthroughs and Translation Services in support of school wide events.</p>	<p><b>Progress Data:</b> (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> <li>• Grade point average for English Learners</li> <li>• Reduced D/F data</li> <li>• CAASSP data</li> <li>• Improved ELPAC test performance</li> <li>• Illuminate Data: Interims (ELA/Math)</li> <li>• ELPI data (Increase to 60%)</li> <li>• Teaching Assistant phone logs</li> <li>• Attendance data</li> <li>• ELAC attendance</li> <li>• Parent Survey (FACE)</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Progress Report goal setting (Advisory Lesson) quarterly</li> <li>• Quarterly Transcript Review</li> <li>• Yearly ELPI data</li> <li>• Daily Attendance</li> </ul> <p><b>Data Review &amp; Dissemination:</b></p> <ul style="list-style-type: none"> <li>• EI team and EL coordinator</li> <li>• Administration</li> <li>• Counseling</li> <li>• Curriculum Teams</li> <li>• Leadership</li> <li>• Staff Meeting</li> </ul>	

**Actions/Services 1.2.3 (SiteGoalID: 6614) (DTS: 04/23/23)**

**Targeted Student Group(s)**

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

<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> <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>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>1. The Library and classroom teachers will purchase new books for enrichment and dictionaries for EL students and ATSI targeted students. Books will be purchased to represent various cultures and languages present on campus and cover a variety of reading levels.</p> <ul style="list-style-type: none"> <li>• Associated costs are books</li> </ul> <p>2. Students will benefit from books and dictionaries in at various reading levels and in Home Languages</p> <ul style="list-style-type: none"> <li>• 23 different languages are spoken on campus. Books should be ordered that represent the majority of these different languages</li> <li>• By providing books at various levels, more students will have access to reading books and this will improve their academic reading</li> </ul>	<p><b>Progress Data:</b> The Librarian and English Teachers will survey students at the start of the school year to determine interest in genres and authors</p> <ul style="list-style-type: none"> <li>• The Librarian and English Teachers will monitor books checked out to look for increased numbers</li> <li>• Data will include CAASPP data, Illuminate reports, benchmark assessments, formative and summative assessments.</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Progress Report and Final Grade Review</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• EI Coordinator</li> <li>• EI Team</li> <li>• Librarian</li> <li>• Teaching Staff</li> </ul>	

**Actions/Services 1.2.4 (SiteGoalID: 6614) (DTS: 04/26/23)**

**Targeted Student Group(s)**

- EL

<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>1. This action/service is only for English Learners. EL students will have an opportunity to take field trips to colleges or museums to enhance their learning.</p> <ul style="list-style-type: none"> <li>• Field trip will be geared toward the language level of students</li> <li>• Associated costs include transportation, admission fees, substitute costs for chaperones, and BTAs attending for translation assistance</li> </ul>	<p><b>Progress Data:</b> (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> <li>• Grade point average for English Learners</li> <li>• Reduced D/F data</li> <li>• CAASSP data</li> <li>• Improved ELPAC test performance</li> <li>• Illuminate Data: Interims (ELA/Math)</li> <li>• ELPI data (Increase to 60%)</li> <li>• Teaching Assistant phone logs</li> <li>• Attendance data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Progress Report goal setting (Advisory Lesson) quarterly</li> <li>• Quarterly Transcript Review</li> <li>• Yearly ELPI data</li> <li>• Daily Attendance</li> </ul> <p><b>Data Review &amp; Dissemination:</b></p> <ul style="list-style-type: none"> <li>• EI team and EL coordinator</li> <li>• Administration</li> <li>• Counseling</li> <li>• Curriculum Teams</li> <li>• Leadership</li> <li>• Staff Meeting</li> </ul>	

Funding Sources for District Goal 1	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
AVID (7233/0000)	\$4000	Certificated- Salaries
AVID (7233/0000)	\$3000	Contracts/Services/Subscriptions
AVID (7233/0000)	\$300	Materials/Supplies/Equipment
CTE (7235/0000)	\$750	Contracts/Services/Subscriptions

CTE (7235/0000)	\$4250	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$55356	Certificated- Salaries
GATE (7205/0000)	\$1000	Certificated- Salaries
GATE (7205/0000)	\$300	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Materials/Supplies/Equipment
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$170000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$10329	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$252909	Certificated- Salaries
Title I – Basic (4900/3010)	\$14000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$35000	Classified- Salaries
Title I – Basic (4900/3010)	\$500	Classified- Timesheets
Title I – Basic (4900/3010)	\$20000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$25500	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$3500	Contracts/Services/Subscriptions
Visual & Performing Arts (VAPA) (7450/0000)	\$3500	Materials/Supplies/Equipment

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

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

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

**Site Goal 2.1 (SiteGoalID: 6831) (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: 6831) (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>1. Teachers will administer EGUSD Illuminate assessments in Math &amp; ELA. Actions include:</p> <ul style="list-style-type: none"><li>• Teachers will administer site generated assessments via Illuminate in English, Math and all subject areas.</li><li>• Teachers will meet during PLC release days and calendared PLC professional development time to analyze and discuss student progress using the data rendered by Illuminate assessments.</li></ul>	<p><b>Data Collection</b></p> <ul style="list-style-type: none"><li>• Department chairs and administration will run Illuminate reports to ensure that 100% of students have taken the interim Illuminate assessments.</li><li>• Teachers will provide administration with PLC agendas, deliverables and minutes.</li><li>• Teachers will access student data via Illuminate to increase understanding of student progress.</li></ul> <p><b>Review Frequency:</b></p> <ul style="list-style-type: none"><li>• Reviewed at PLC meetings</li><li>• Quarter Illuminate Interim Assessments</li></ul> <p><b>Dissemination Method:</b></p> <ul style="list-style-type: none"><li>• Faculty Meetings</li><li>• Curriculum Leaders Meetings</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>

### Site Goal 2.2 (SiteGoalID: 6618) (DTS: 02/10/23)

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

Increase ALL students who meet/exceeds from 29% to 31% in ELA and from 14% to 16% in Math.  
Increase African American students who meet/exceed from 13% to 15% in ELA and from 2% to 4% in Math.  
Increase English Learner students who meet/exceed standards from 8% to 10% in ELA and from 5% to 7% in

Math.

Increase Hispanic students who meet/exceed standards from 25% to 27% in ELA and from 9% to 11% in Math.

Increase SWD students who meet/exceed standards from 2% to 4% in ELA and from 3% to 5% in Math.

Increase SED students who meet/exceed standards from 30% to 32% in ELA and from 15% to 17% in Math.

Increase Homeless students who meet/exceed standards from 17% to 19% in ELA and from 5% to 7% in Math.

Increase White students who meet/exceed standards from 38% to 40% in EL and from 17% to 19% in Math.

Increase Pacific Islander students who meet/exceed from 18% to 20% in ELA and from 9% to 11% in Math

Increase students who identify as Two or More that meet/exceed standards from 24% to 26% in ELA and from 10% to 12% in Math

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

**Actions/Services 2.2.1 (SiteGoalID: 6618) (DTS: 04/25/23)**

**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>Provide certificated staff release time and timesheets for:</p> <ul style="list-style-type: none"> <li>• Implementation of school-wide strategies</li> <li>• Quality and Relevant professional development on research-based strategies to support student growth in academic vocabulary and academic discourse, supporting a schoolwide focus on literacy standards across all content areas.</li> <li>• Improved academic achievements and instructional strategies</li> <li>• Site Planning/ Department/Curriculum Team Release Time</li> <li>• Vertical Articulation</li> <li>• Summer Planning</li> </ul>	<p>1. Metrics:</p> <ul style="list-style-type: none"> <li>• Site Developed Common assessments               <ul style="list-style-type: none"> <li>◦ Assessments reviewed in monthly PLC meetings.</li> </ul> </li> <li>• Professional Development               <ul style="list-style-type: none"> <li>◦ Agendas &amp; Minutes from trainings/ meetings</li> </ul> </li> <li>• Interim assessments</li> <li>• Content standards implementation               <ul style="list-style-type: none"> <li>◦ Curriculum Maps alignment</li> </ul> </li> <li>• Illuminate Reports/Data</li> <li>• State Physical Fitness Testing</li> <li>• ELPAC data</li> <li>• CAASSP data</li> </ul>	

<ul style="list-style-type: none"> <li>• Implementation of FHQI strategies</li> <li>• Creating differentiated lesson plans</li> <li>• Formative Assessments</li> <li>• Implementation of EL Instructional Strategies</li> <li>• EL Walk-throughs &amp; Instructional Rounds</li> <li>• PLC Meetings</li> <li>• Placement Testing-Incoming Students</li> </ul> <p>The action includes funding for time sheets, substitutes, release time, professional literature.</p>		
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Funding Sources for District Goal 2	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$35000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2814	Materials/Supplies/Equipment

<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: 6608) (DTS: 02/10/23)**

School climate will promote a respectful, responsible safe and kind learning environment. Encouraging positive connections through the full implementation of Positive Behavior Intervention and Supports. (PBIS)

School climate survey data will show a 75% "Favorable" satisfaction rate, up from 69%. Suspensions percentage will decrease for ALL students and ATSI recognized student groups as evidenced on the CA Dashboard.

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

**Actions/Services 3.1.1 (SiteGoalID: 6608) (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>1. Support PBIS Tier I and Tier II and restorative practices by training staff, staff collaboration, and tracking the effectiveness of the programs</p> <ul style="list-style-type: none"> <li>• Associated costs include registration for training, supplies, timesheets for teacher work and collaboration, substitutes, and classified work for data tracking</li> </ul> <p>2. Staff will develop these approaches through training on restorative practices and culturally relevant training.</p> <ul style="list-style-type: none"> <li>• Community Matters will be brought in to provide site level training</li> <li>• Timesheets for teachers being trained outside of contract time</li> </ul> <p>1. Staff will participate in wellness-related workshops, training, and conferences.</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• PBIS data</li> <li>• Suspension Data</li> <li>• LCAP Metric</li> <li>• School Climate Surveys</li> <li>• RFA data</li> <li>• Attendance data</li> <li>• Incentive Program participation-(Rutter Buck distribution)</li> <li>• Wellness Center/Restorative Practice Center data</li> <li>• SDMR data</li> <li>• Referral data</li> <li>• GPA data</li> <li>• D/F list data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Tier II Team review of RFA data bi weekly</li> <li>• Wellness center data bi-weekly</li> <li>• PBIS data monthly review</li> <li>• Bi Weekly attendance review</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• PBIS team</li> </ul>	



<ul style="list-style-type: none"> <li>Wellness-related topics include Social Emotional Learning, Trauma-Informed Care, (Nov PD), Mindset</li> <li>Associated costs are registration fees, travel costs, substitute costs</li> </ul>	<ul style="list-style-type: none"> <li>Tier II team</li> <li>Counseling Team</li> <li>Admin team</li> <li>Leadership</li> <li>Department/Curriculum Team</li> <li>Staff meetings</li> </ul>	
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**Actions/Services 3.1.2 (SiteGoalID: 6608) (DTS: 04/25/23)**

**Targeted Student Group(s)**

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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>
<p>1. The District will purchase Social Emotional Learning curriculum for Advisory sessions. (Character Strong)</p> <ul style="list-style-type: none"> <li>Supplement the curriculum with any needed materials to support teachers with Advisory.</li> </ul> <p>2. Staff will support all students by providing culturally relevant lessons through Advisory.</p> <ul style="list-style-type: none"> <li>CASEL</li> <li>SAEBERS survey (Sept)</li> </ul> <p>3. Advisory lessons, in support of academic conferencing, will be presented quarterly.</p> <ul style="list-style-type: none"> <li>To include: Goal Setting, Progress Report Review and Transcript Review.</li> </ul> <p>Associated Cost may include materials for transcript review</p>	<p><b>Progress Data</b></p> <ul style="list-style-type: none"> <li>Student, parent, and staff surveys</li> <li>California Healthy Kids Survey (CHKS)</li> <li>Social Emotional Learning Culture and Climate Survey</li> <li>Student responses to Advisory lessons</li> <li>D and F list</li> <li>Wellness center Data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>Progress Report Goal Setting</li> <li>Quarterly Transcript Review</li> <li>Yearly survey result analysis</li> <li>Quarterly Wellness Center Data collection</li> <li>Weekly Advisory Lessons</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>Counseling team</li> <li>Staff Advisory lesson quarterly (Goal setting/transcript review)</li> </ul>	

<p>after QT 1, 2, 3 and Progress of QT 4</p>	<ul style="list-style-type: none"> <li>• Tier II team review of SAEBERS data (OCT)</li> <li>• Leadership</li> <li>• Staff Meetings</li> </ul>	
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**Actions/Services 3.1.3 (SiteGoalID: 6608) (DTS: 04/26/23)**

**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>1. Positive Reward System promoting conduct aligned to the JRMS 4B's and beneficial to all site stakeholders.</p> <ul style="list-style-type: none"> <li>• Associated costs include signage, nominal incentive items available for all students to earn, advertising, assemblies, and student activities.</li> <li>• Provide funding for professional speakers</li> <li>• Continue to track the School Wide distribution of Rutter Bucks. "Reward for positive behavior"</li> <li>• 5Star student engagement program.</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Student, parent, and staff surveys</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning Culture and Climate Survey</li> <li>• Student responses to Advisory lessons</li> <li>• D and F list</li> <li>• Wellness center Data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Progress Report Goal Setting</li> <li>• Quarterly Transcript Review</li> <li>• Yearly survey result analysis</li> <li>• Quarterly Wellness Center Data collection</li> <li>• Weekly Advisory Lessons</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Counseling team</li> <li>• Staff Advisory lesson quarterly (Goal setting/transcript review)</li> <li>• Tier II team review of SAEBERS data (OCT)</li> <li>• Leadership</li> </ul>	

- Staff Meetings

**Site Goal 3.2 (SiteGoalID: 6616) (DTS: 02/10/23)**

Provide programs and instruction that create a physically and emotionally safe, healthy, environment.

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

**Actions/Services 3.2.1 (SiteGoalID: 6616) (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>Provide enrichment opportunities to GATE students through expanded learning opportunities</p> <ul style="list-style-type: none"> <li>• Field trips to museums, theaters, and colleges.</li> <li>• Provide extended learning programs to enhance student learning.</li> <li>• Associated costs are transportation for field trips, admission to the theater, and substitute costs for teachers</li> </ul>	<p><b>Progress Data:</b> The GATE Coordinator will monitor the GATE criteria using the data and program evaluation</p> <ul style="list-style-type: none"> <li>• Data will identify number of students, demographics, and maintaining eligibility</li> <li>• GATE nomination application/identification</li> <li>• CAASSP data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Gate Coordinator &amp; Administration</li> <li>• Portfolio Review Committee</li> <li>• Staff Meeting</li> </ul>	

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**Actions/Services 3.2.2 (SiteGoalID: 6616) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<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>1. Implementation of a Student Equity Council to provide a forum for student voice surrounding site equity and culture.</p> <ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Leadership Equity Team and Administration presentations</li> </ul> <p>2. Implementation of a Leadership Equity Team.</p> <p>Associated costs may include timesheets for meeting time, materials and Student Equity team coordinator training/PD</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Meeting agenda and sign-in</li> <li>• Site Climate Survey data</li> </ul> <p><b>Review Frequency:</b></p> <ul style="list-style-type: none"> <li>• Monthly Student Equity Council</li> <li>• Monthly Leadership Equity Council</li> <li>• Monthly Leadership</li> <li>• Monthly Staff meeting</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Student Equity Council</li> <li>• Leadership Equity Council</li> <li>• Leadership Team</li> <li>• Staff Meeting</li> </ul>	

**Actions/Services 3.2.3 (SiteGoalID: 6616) (DTS: 04/26/23)**

**Targeted Student Group(s)**

• All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <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>How will you Progress Monitor the Implementation of 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>	<b>Evaluation Cycles in 2023-2024</b> <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>1. Purchase safety equipment to maintain a safe school environment.</p> <ul style="list-style-type: none"> <li>• Associated costs include radios, earpieces, traffic flow signs and barriers and other items to increase campus and drop-off/pick-up safety.</li> <li>• ASSOCIATED COSTS WILL BE EXPENDED FROM THE SITE'S GENERAL BUDGET</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• School Climate Surveys</li> <li>• Safe School report</li> <li>• Feedback from stakeholders</li> <li>• Suspension data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Weekly Supervision &amp; Administration meeting</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Admin meeting</li> <li>• Safety Taskforce</li> <li>• Leadership</li> <li>• Staff meeting</li> </ul>	

**Actions/Services 3.2.4 (SiteGoalID: 6616) (DTS: 04/26/23)**

**Targeted Student Group(s)**

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <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>How will you Progress Monitor the Implementation of 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>	<b>Evaluation Cycles in 2023-2024</b> <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>1. Provide opportunity for incoming 7th grade students to visit the school for orientation, spend time in classrooms, and meet counselors and administration.</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Open enrollment numbers</li> <li>• 7th grade enrollment numbers</li> <li>• Survey students on the electives they found most</li> </ul>	

<ul style="list-style-type: none"> <li>Associated costs include transportation, substitutes, and materials needed for orientation.</li> </ul> <p>2. 8th grade students will travel to Florin High School for Panther Kick-off orientation</p> <ul style="list-style-type: none"> <li>Associated costs are substitute coverage needed for teachers to chaperone.</li> </ul>	<p>interesting or would want to take</p> <ul style="list-style-type: none"> <li>Data includes LCAP Metric - School Climate, CHKS data, PBIS data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>Yearly registration numbers</li> <li>Yearly survey results</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>Counseling Team</li> <li>Administration</li> <li>Feeder school articulation</li> </ul>
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Funding Sources for District Goal 3	Amount	Description of Use
GATE (7205/0000)	\$400	Certificated- Salaries
GATE (7205/0000)	\$3300	Contracts/Services/Subscriptions
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$40200	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$22000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$6000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$600	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$1500	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: 6609) (DTS: 02/10/23)

Provide opportunities for parents/guardians to engage in parent centered activities

Parent survey results with high importance and lower satisfaction included

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

According to the 2019 Parent Survey Results:

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

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

**Metric:** Attendance Rate

## Actions/Services 4.1.1 (SiteGoalID: 6609) (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>
<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>
1. Provide events and opportunities for families to	<b>Progress Data:</b>	

engage with teachers, staff, and students, including school site council, Jump Start, Open House, Back to School Night, (8th grade parent night), Award's night, Parent University and Bring Your Parents to Lunch (monthly event) and Parent Listening Nights (Town Hall).

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

1. Increase Parent Engagement by creating postcards for positive messages home along with the postage to send the mailings home.

2. Parent engagement strategies include sharing the positive, inviting parents to be partners, and building relationships

- Open House
- BSN
- Parent University
- Bring your Parent to Lunch
- School Site Council

**Progress Monitor Frequency:**

- LCAP Survey
- EGUSD Parent Survey
- CHKS data
- LCAP Metric
- School Climate
- FACE Parent survey

**Data Review and Dissemination:**

- PBIS team
- Parent Liason/FACE Liason
- EL coordinator/Team
- Leadership
- Administration Team
- Staff Meeting

**Actions/Services 4.1.2 (SiteGoalID: 6609) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

**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.
- Actions and Services should remove barriers and implement changes.

**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?

1. Family Resource Center. Along with access to technology in the Apollo Lab, families will be able to check grades in Synergy, access their ClassLink Portal to complete online homework assignments, families can access the internet to practice keyboarding skills, as well as

**Progress Data:**

- Open House attendance
- BSN attendance
- Parent University attendance
- Bring your Parent to Lunch
- School Site Council
- LCAP Survey
- EGUSD Parent Survey



resources for physical/mental health and well-being. Parents will receive specific training on how to access the Parent Vue for Synergy to monitor their students' grades, use Synergy mail to communicate with teachers, training on how to access the school and district websites, and how to take school and district surveys.

2. The Parent Liason position will engage with FACE to survey the JRMS community to solicit the services and supports that best serve our families. Coordination of school events, onboarding support with newcomer families and students.

- Associated cost is classified timesheet position-2hr daily

1. Provide funding for parent/staff to attend CABE and Parent Teacher Home Visit conferences/Training.

- Associated costs are registration fees, travel, and substitute teacher
- Teacher Home Visits are essential for connecting with parents and better understanding family needs and support
- Associated costs are conference fees, travel, and substitute costs

- CHKS data
- LCAP Metric
- School Climate
- FACE Parent survey

**Progress Monitor Frequency:**

- Yearly survey results
- Monthly attendance
- 1st Qt BSN
- 3rd QT Open House

**Data Review and Dissemination:**

- PBIS team
- Parent Liason/FACE Liason
- EL coordinator/Team
- Leadership
- Administration Team
- Staff Meeting

**Actions/Services 4.1.3 (SiteGoalID: 6609) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Foster Youth

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

**How will you Progress Monitor the Implementation of**

**Evaluation Cycles in 2023-2024**

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

<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>	
<p>1. Identify and support Foster Youth students.</p> <ul style="list-style-type: none"> <li>• Partner with EGUSD Foster Youth services to identify students</li> <li>• Collaborate with Foster Youth services on supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care</li> </ul>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Monitor grades</li> <li>• Chronic Absenteeism</li> <li>• Suspension Data</li> </ul> <p><b>??Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Make adjustments quarterly to services</li> <li>• Data includes Synergy reports for attendance, grades, suspension data</li> </ul> <p><b>Data Review &amp; Dissemination:</b></p> <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Foster Youth Liason</li> <li>• Administration</li> <li>• Tier II team</li> <li>• Wellness Counselor</li> <li>• Social Worker</li> </ul>	

**Site Goal 4.2 (SiteGoalID: 7007) (DTS: 05/07/23)**

Decrease chronic absenteeism for all students and ATSI identified students.

- Chronic Absenteesim of ALL students will decrease from 36.8% to 31%.
- Chronic Absenteesim of African American students will decrease from 59.1% to 54%.
- Chronic Absenteesim of Hispanic students will decrease from 40.9% to 35%.
- Chronic Absenteesim of Pacific Islander students will decrease from 52.6% to 47%.
- Chronic Absenteesim of EL students will decrease from 34.4% to 29%.
- Chronic Absenteesim of Foster Youth students will decrease from 60% to 55%.
- Chronic Absenteesim of Homeless students will decrease from 60% to 55%.
- Chronic Absenteesim of SED students will decrease fromv 37% to 32%.
- Chronic Absenteesim of SWD students will decrease from 48.2% to 43%.

**Metric: Percent Chronically Absent**

**Actions/Services 4.2.1 (SiteGoalID: 7007) (DTS: 05/07/23)**

## Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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>
<p>At risk students (chronic absenteeism) will be identified early through a coordinated effort involving Administration, office staff, AIO office, Parent Liason and Face.</p> <ul style="list-style-type: none"> <li>• Administratrion and AIO regional liason will continue to idetify at risk students and coordinate on early out reach.</li> <li>• Parent liason will be utilized to conduct family communication with idetified stuentns.</li> <li>• Parent Liason will coordinate with FACE for parental and student outreach.</li> <li>• Potential Home visits will be coordianted through FACE</li> <li>• Timesheet and mileage reimbursement for Porch Visits</li> <li>• Good and improved attendance will be recognized quarterly.</li> </ul> <p>Associated costs include timesheet for classified staff member to make early outreach, postage for mailing letters home, supplies for invitations to parent engagement opportunities.</p>	<p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Bi weekly AIO attendace data</li> <li>• Bi weekly SART data</li> <li>• Identified students will be part of the early identification program.</li> <li>• Parental communuication log. AIO office, Administration, Parent Liason</li> <li>• Quarterly chronic absenteeism report.</li> <li>• Data includes absence reports, chronic absenteeism, SART data, SARB data and Parent contact logs</li> </ul> <p><b>Progress MOnitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Bi Weekly Atteendance Review (AIO &amp; Admin)</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>• AIO Office Liason</li> <li>• Attendance Administration</li> <li>• Tier II team</li> <li>• Counseling team</li> <li>• Parent Liason</li> <li>• FACE</li> </ul>	

Funding Sources for District Goal 4	Amount	Description of Use
EL Supplemental (7250/0000)	\$2600	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$3000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$1000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$12500	Classified- Timesheets
Title I – Basic (4900/3010)	\$5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment

### 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- Salaries	\$4000				\$4000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$3000				\$3000
AVID (7233/0000)	Materials/Supplies/Equipment	\$300				\$300
CTE (7235/0000)	Contracts/Services/Subscriptions	\$750				\$750
CTE (7235/0000)	Materials/Supplies/Equipment	\$4250				\$4250
EL Supplemental (7250/0000)	Certificated- Salaries	\$55356				\$55356
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions				\$2600	\$2600
GATE (7205/0000)	Certificated- Salaries	\$1000		\$400		\$1400
GATE (7205/0000)	Contracts/Services/Subscriptions			\$3300		\$3300
GATE (7205/0000)	Materials/Supplies/Equipment	\$300				\$300
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
PreAP Training (7218/0000)	Materials/Supplies/Equipment	\$5000				\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$10000				\$10000
Supplemental/Concentration (7201/0000)	Certificated- Salaries	\$170000				\$170000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$10329		\$40200	\$3000	\$53529
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$10000	\$2000	\$22000	\$2000	\$36000

Title I – Basic (4900/3010)	Certificated- Salaries	\$252909				\$252909
Title I – Basic (4900/3010)	Certificated- Timesheets	\$14000	\$35000	\$6000	\$1000	\$56000
Title I – Basic (4900/3010)	Classified- Salaries	\$35000				\$35000
Title I – Basic (4900/3010)	Classified- Timesheets	\$500			\$12500	\$13000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$20000		\$600	\$5000	\$25600
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$25500	\$2814	\$1500	\$2000	\$31814
Visual & Performing Arts (VAPA)(7450/0000)	Contracts/Services/Subscriptions	\$3500				\$3500
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$3500				\$3500

### Justification of School-Wide Use of Funds

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

n/a

## V. Funding

### James Rutter Middle School (438) | 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	\$77,480	\$77,480	\$77,480	\$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	\$259,529	\$259,529	\$190,329	\$2,000	\$62,200	\$5,000	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$1,300	\$0	\$3,700	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$1,000	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$57,956	\$57,956	\$55,356	\$0	\$0	\$2,600	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts	0.0000	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0

(VAPA) 0000 Unrestricted									
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$414,323	\$414,323	\$347,909	\$37,814	\$8,100	\$20,500	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$851,088	\$851,088	\$707,174	\$40,814	\$75,000	\$28,100	

**Fund Subtotals**

Subtotal of additional federal funds included for this school \$414,323

Subtotal of state or local funds included for this school \$436,765

		<b>Signatures: (Must sign in blue ink)</b>	<b>Date</b>
<b>Principal</b>	<input type="text" value="Andrew Johnson"/>	_____	_____
<b>School Site Council Chairperson</b>	<input type="text" value="Kyle Maples"/>	_____	_____
<b>EL Advisory Chairperson</b>	<input type="text" value="Sergio Calderon Garibay"/>	_____	_____

