Elizabeth Pinkerton Middle School

Local Control Accountability Plan (LCAP)
2025-2026

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

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Goal Setting (lcapid: 750) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage family and community partners.

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 2024-25 school year, the EPMS School Site Council met five times. The SSC met on September 16 2024, November 4, 2024, January 27, 2024, March 24, 2025, and May 5, 2025. The SSC provided feedback into the 2025-26 LCAP and assisted with goal development on January 27, 2025 and March 24,

2025.

On April 16, staff of EPMS completed a survey asking for their feedback and perspectives as part of the 2025-26 LCAP Needs Analysis.

On May 5, students of EPMS completed a survey asking for their feedback and perspectives as part of the 2025-26 LCAP Needs Analysis.
In April, parents/guardians were sent a link to a survey asking for their feedback and perspectives as part of the 2025-26 LCAP Needs Analysis.

On November 4, 2024, January 27, 2025, and March 24, 2025 LCAP Metrics were shared with the School Site Council, and on January 8, 2025 and February 12, 2025, LCAP Metrics were shared with the Site Leadership Team.

The EPMS ELAC Committee was given the opportunity to provide their input into the LCAP on August 21, 2024, October 16, 2024, and February 13, 2025. The EPMS ELAC Committee provided feedback on the 2025-26 LCAP on March 5, 2025.

On March 28, 2025, 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 and feedback from each stakeholder group was taken into consideration. We plan to implement more targeted tutoring for students struggling in Math and Humanities. Additionally, we intend to increase opportunities for students and families to connect to school both during the school day and after school. We are committed to maintaining a focus on high-quality instruction by supporting release time and professional development for staff.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

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:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	• A-G Completion - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard

- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8937) (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

Action 1.1.1   (SiteGoalID: 8937) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Illuminate Assessments: Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows. Illuminate assessments will be administered following the timeline provided by CPL. **ELPAC Assessments:** Under the direction of the Vice Principal and EL Coordinator,	Administration will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments. The results will be shared with Department Chairs. The completion rate report: ELA:https://lookerstudio.google.com/reporting/f3fb7e85-1e3e-4fe1-811c-e94a7f82fce9/page/p_pxeo7sn5zc Math:https://lookerstudio.google.com/reporting/f3fb7e85-1e3e-4fe1-811c-	**Illuminate Assessments:** Diagnostic: ____% of our students have taken all of the Illuminate Assessments. **ELPAC Assessments:** Initial: ____% of our student have taken the Initial ELPAC Assessments. Summative: ____% of our student have taken the Summative ELPAC Assessments. **CAASPP Assessments:**

Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal and EL Coordinator, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to May 2026.

CAASPP Assessments:
Under the direction of the Vice Principal, classroom teachers will administer the CAASPP to 7-8 grade students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$5,000 - EL Supplemental

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The Vice Principal and EL Cooridinator will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi

This information will be shared with the Multilingual Learner PLC.

The Vice Principal will run reports during testing windows to ensure at least 95% of 7-8 grade students have completed the CAASPP or CAA. This information will be shared with Department Chairs. https://www.caaspp-elpac.org/resources/administration/toms-resources

___% of our Grade 3-6 students have taken the CAASPP or CAA Assessments in May/June 2026.

Modifications Needed:

Site Goal 1.2   (SiteGoalID: 8702) (DTS: 02/13/25)

ELA, Math, and Science: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

English Language Arts (ELA)

- All students will increase from 73% to 77% in met or exceeded standards.
- Long-Term English Learners (LTELs) will increase from 31% to 36% in met or exceeded standards as measured by CAASPP data aggregated by student group.

Math

- All students will increase from 62% to 65% in met or exceeded standards.

Science

- All students will increase from 50% to 60% in met or exceeded standards.

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

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Professional Learning Communities (PLCs) 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: • Identification of essential standards. • Unpacking essential standards and identifying learning targets. Continue the work to other standards as well. • Identify success criteria specific to each learning target. • Develop common assessments to assess learning targets. Teachers will use Illuminate to give and analyze common assessments. • Develop additional data-capturing tools as needed to	Common formative assessment and intervention data will be reviewed weekly, during PLC meetings. Departments will add and subtract students to the Intervention Spreadsheet and monitor number of students who are assigned to Intervention for each quarter. Common formative assessment and intervention data will be shared with PLC and Admin. Admin will review common formative assessment and intervention data and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly.	_____% of Departments met their SMART Goal for Quarter 1. _____% of Departments met their SMART Goal for Quarter 2. _____% of Departments met their SMART Goal for Quarter 3. **Modifications Needed:**

- record student assessment data.
- Develop common strategies to extend learning or intervene based on results of assessments.
- Record and review intervention data to evaluate and adjust intervention plans.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$41,625 Supp Con

Action 1.2.2   (SiteGoalID: 8702) (DTS: 04/18/25)

Targeted Student Group(s)

• All • Hispanic or Latino • Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
AVID Train additional staff during AVID Summer Institute 2025 as AVID elective teachers. Send staff to AVID Summer Institute 2025. AVID coordinator will lead the AVID site team, organize extension activities promoting student success and understanding of college and careers. One hour for 10 AVID site team members-10 site team members.	Admin, counselors, and AVID Coordinator will monitor AVID enrollment and applications for both 7th and 8th grade students. All sections should have at least 30 students enrolled. Observe AVID strategies being implemented during Admin and AVID district administration walk-throughs. (FONT data) FONT data will be shared with staff at monthly staff meetings. AVID site team minutes and	**Q1**: _____ % of AVID students achieved GPAs of 3.0 or better. **Q2**: _____ % of AVID students achieved GPAs of 3.0 or better. **Q3**: _____ % of AVID students achieved GPAs of 3.0 or better. **Modifications Needed:**

School buses for AVID field trip. 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.

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 meets 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.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

<u>Certificated Timesheets:</u>
$1,400 Supp Con

agendas will be collected and shared with Admin

Enrollment will be monitored by counselors and AVID Coordinator in April and solidified by the end of the school year in May.

PD on school-wide AVID strategies will be provided during multiple staff meetings during the school year.

Data will be shared with Admin team, counselors, AVID PLC/site team

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Site Goal 1.3   (SiteGoalID: 9302) (DTS: 04/18/25)

For the 2025-26 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 59% to 65% as determined by the English Learner Progress indicator (ELPI) on the 2024 California Dashboard.

For the 2025-26 school year, the percentage of our Long-Term English Learners making adequate progress towards English language proficiency will increase from 58% to 65% as determined by the English Learner Progress indicator (ELPI) on the 2024 California Dashboard.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1   (SiteGoalID: 9302) (DTS: 04/18/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
EL Support Establish after school tutoring program run by site EL Coordinator targeting 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. EL Coordinator will attend to maintenance of EL student records including EL/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 Initial and Summative administration of the ELPAC. Multilingual Learner (MLL) PLC team will meet regularly to discuss the needs and progress of students in our EL Program. The PLC team will monitor	Formative and summative assessment data will be reviewed by PLCs, weekly. GPA, attendance reports, and FONT data will be reviewed at the end of each Quarter. Data will be shared with Admin team and counselors at the end of each Quarter. Data will be shared with Multilingual Learner PLC at monthly meetings. Data will be shared with ELAC at each meeting.	**ELPI Data:** English Learners that made adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard increased from 59% to ___% by June 2026. Long-Term English Learners that made adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard increased from 58% to ___% by June 2026. **Modifications Needed:**

student placement, grades, behavior, attendance, social emotional development, ELPAC preparation and targeted tutoring. Release days will be provided for teachers to work with EL Instructional Coach to support EL PD Plan.

Provide funding for translation/interpretation needs.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$5,400 EL Supplemental
Materials/Supplies/Equipment:
$527 EL Supplemental

Site Goal 1.4   (SiteGoalID: 9305) (DTS: 04/18/25)

Implementation of Student Talk will improve from 67% to 72% as measured by FONT Walkthrough Observations.

Metric: Student Talk

Action 1.4.1   (SiteGoalID: 9305) (DTS: 04/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Framework for High-Quality Instruction (FHQI)**	**Progress Monitoring** Administration will utilize PIC data and collect data through FONT	**Evaluation** FONT data showed a ___% increase in the use of Student

Provide teachers with professional development through local training, attendance at conferences, and book studies.

Provide on-site professional development for the Framework for High Quality Instruction (FHQI).

Provide time for new and veteran teachers from all departments to observe in each other's classrooms during Teachers on the Move/Instructional Rounds designated days. Teachers on the Move/Instructional Rounds will occur quarterly.

Continue to improve the quality of Pinkerton's programs (Schools to Watch network) through an Institutional membership with the California League of Schools (CLS). STW network and CLS offer conferences, professional development, and training that focuses on addressing needs and challenges of principally targeted student groups.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$4,000 Supp Con
Contracts/Services/Subscriptions:
$3,308 Supp Con

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walkthroughs to assess if instructional strategies have been implemented.

FONT walk-through data will be shared with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.

Talk.

Administrators completed ____ classroom walkthroughs in Quarters 1, 2, and 3, covering ____% of teachers, recorded them in the FONT system, and sent a feedback email for each observation.

Our overall score for Student Talk implementation (as measured by the Teaching and Learning PIC Detail Report) increased from 67% to ____%.

Modifications Needed:

Funding Sources for District Goal 1 (DEV - LCAP ID: 750)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries

Supplemental/Concentration (7201/0000)	45925	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	4408	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	10400	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	527	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8703) (DTS: 02/13/25)

African American Students:

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

English Language Arts (ELA)

- African American students will increase from 54% to 60% in met or exceeded standards.

Math

- African American students will increase from 38% to 45% in met or exceeded standards.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for African American students will decrease from 11.7% to 10% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 20.3% to 15% for African American students as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for African American students from 71% to 85% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for African American students from 59% to 85% as measured by the Student Perspective Survey.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8703) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
African American Students and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Regional Equity Coach will provide professional development on implementing culturally	Humanities and Math PLCs will meet weekly to review formative assessment data as well as Intervention Spreadsheet FONT Data will be reviewed quarterly to monitor implementation of high-quality instruction.	Percentage of African American students earning D or F in Math _____% Percentage of African American students earning D or F in Humanities _____% Percentage of African American

responsive teaching strategies.

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.

Staff will also review ELA and Math SBAC data and track progress for African American students.

Counselors will identify specific African American students who are earning D's or F's in Math.

Work with Math Curriculum Coach to identify students who may benefit from Math Mindset/Math Intervention elective.

Teachers, administrators, and counselors will conduct check-ins with these students and make contact home.

Additional progress will be monitored using "Students of Concern" spreadsheet used by teams to develop plans for academic intervention and support.

Chronic Absenteeism
This goal will be directly supported by Site Goal 4.2.1

Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of African American students.

Building Positive Relationships
This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1

Counselor/Teacher/Admin phone calls home to families to offer supports in targeted areas of need displayed by current

Students of Concern Spreadsheet will be review, weekly, at Team meetings

Admin and counselors will monitor D/F Grades: At the end of Progress Reports Quarters 1, 2, 3

Admin and counselors will monitor African American student progress in Humanities and Math for each grading period for Quarters 1, 2, 3

At the end of the first month of school, RAIT will provide an attendance report for African American students to counselors

Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.

Counselors will check-in with students and document contact via Synergy Student Contact Log.

Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for African American students who are struggling and share with counselors

Counselor/Admin call logs or email correspondence to families regarding student needs displayed by current data including attendance, GPA, and discipline data. Contact will be documented in Synergy.

Counselor call logs or email correspondence to families regarding Honors course enrollment or Honors progress check-ins. Contact will be documented in Synergy.

Honors enrollment rate as data point. Data collected by counselors and shared with Admin.

students in Honors/Accelerated classes _____%

African American students Attendance Data Year-to-Date: _____%

Chronically Absent:
_____% African American students

Suspension:
_____% African American students

Modifications Needed:

GPA/Discipline data.

Personal communication from counselors to families to encourage Honors course enrollment or Honors progress check-ins.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

<u>Certificated Timesheets:</u>
$1,000 Supp Con

Site Goal 2.2   (SiteGoalID: 9222) (DTS: 04/15/25)

Homeless Students:

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

English Language Arts (ELA)

- Homeless students will increase from 53% to 60% in met or exceeded standards.

Math

- Homeless students will increase from 24% to 30% in met or exceeded standards.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Homeless students will decrease from 45.5% to 30% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 9.1% to 5% for Homeless students as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Homeless students from 78% to 85% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Homeless students from 65% to 85% as measured by the Student Perspective Survey.

Metric: Homeless Student Disparity

Action 2.2.1   (SiteGoalID: 9222) (DTS: 04/15/25)

Targeted Student Group(s)

• Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Homeless students and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Working in collaboration with relevant District departments, identify and provide targeted support to students experiencing homelessness including: Academic intervention, tutoring and homework assistance Access to Expanded Learning activities Supplies and other basic educational needs **Chronic Absenteeism** This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Homeless students By August, and quarterly	Administration and relevant staff (Counselors, Teachers, Social Workers, Psych, Nurses, etc) will monitor student data for students experiencing homelessness and develop intervention plans. GPAs will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors At the end of the first month of school, RAIT will provide an attendance report for Homeless students to counselors Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Counselors will check-in with students and document contact via Synergy Student Contact Log. Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness.	Percentage of Homeless students earning D or F in Math _____% Percentage of Homeless students earning D or F in Humanities _____% Percentage of Homeless students in Honors/Accelerated classes _____% Homeless students Attendance Data Year-to-Date: _____% **Chronically Absent:** _____% Homeless students **Suspension:** _____% Homeless students **Modifications Needed:**

thereafter, Admin will identify the students experiencing homelessness and monitor attendance, behavior, suspensions, and academic progress

Building Positive Relationships
This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1

Expand communication methods to families of students experiencing homelessness to increase family engagement and participation (broaden communication methods for families who may not receive electronic communications through Synergy by using auto-dialers, Talkingpoints, printed materials, targeted phone calls, etc.)

Certificated Timesheets:
$1,000 Supp Con

Certificated/Classified Timesheet Supplemental (off-contract training, tutoring, homework assistance, expanded learning, staff participation in collaborative team meetings to address educational barriers, etc)

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Purchase of school supplies (backpacks, school supplies, PE Clothes, Hygiene Items, snacks, funds for field trips and other extracurricular activities)

Expanded Learning Programs (Fees and transportation for out-of-school programs, sports, school, and extracurricular activities to help students feel more connected to their school community, build social skills, and improve emotional well-being.)

Administration will meet with front office staff quarterly to monitor enrollment and address barriers for students experiencing homelessness.

Site Goal 2.3   (SiteGoalID: 9306) (DTS: 04/18/25)

Students with Disabilities:

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

English Language Arts (ELA)

- Students with Disabilities (SWDs) will increase from 26% to 30% in met or exceeded standards.

Math

- Students with Disabilities (SWDs) will increase from 19% to 25% in met or exceeded standards.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Students with Disabilities will decrease from 26.8% to 20% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 14.4% to 10% for Students with Disabilities as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Students with Disabilities from 71% to 85% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Students with Disabilities from 62% to 85% as measured by the Student Perspective Survey.

Metric: Students with Disabilities Disparity

Action 2.3.1   (SiteGoalID: 9306) (DTS: 04/18/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

		adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Students with Disabilities and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Case Managers will monitor students' progress in RSP Math, RSP Humanities, Math Foundations, and ELA Literacy/Humanities and consult with teachers on appropriate strategies for the student. Case managers will collaborate with students' teachers to develop and implement academic intervention/support plans. Intervention tracking spreadsheet will be used for progress monitoring. **Chronic Absenteeism** This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Students with Disabilities **Building Positive Relationships** This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1 Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup. 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 in their classrooms.	Formative and summative assessments will be collected by classroom teachers and reviewed with case managers, weekly. GPAs will be reviewed at progress reports and the end of each Quarter by case managers and classroom teachers. Special Education PLC will meet weekly to review formative assessment data as well as Intervention Spreadsheet. Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly. At the end of the first month of school, RAIT will provide an attendance report for Students with Disabilities to case managers. Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Case managers will check-in with students and document contact via Synergy Student Contact Log. Admin will use participation logs to track staff members that have been trained in CPI and encourage all staff who work with Students with Disabilities to be 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 and share with case managers each month. Special Education staff will utilize a daily communication log to track	Percentage of SWD earning D or F in Math _____% Percentage of SWD earning D or F in Humanities _____% SWD Attendance Data Year-to-Date: _____% **Chronically Absent:** _____% SWD **Suspension:** _____% SWD **Modifications Needed:**

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. Special Education students will be scheduled for regular check-ins during their Advocacy class to provide consistent feedback to students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. **Certificated Timesheets:** $11,100 Supp Con	behavior and inform families of progress. Communication logs are kept in student-specific binders. Communication logs are shared with case managers, weekly.	

Site Goal 2.4   (SiteGoalID: 9308) (DTS: 04/18/25)

Students in Foster Youth:

Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

Math

- Foster Youth will increase from 0% to 50% in met or exceeded standards.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Foster Youth from 88% to 90% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Foster Youth from 80% to 85% as measured by the Student Perspective Survey.

Metric: Foster Youth Disparity

Action 2.4.1   (SiteGoalID: 9308) (DTS: 04/18/25)

Targeted Student Group(s)

• Foster Youth

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Foster Youth and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 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. 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. For foster youth with academic or attendance concerns, phone calls will be made to the foster family to share the supports EPMS can provide. Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in. **Chronic Absenteeism** This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with Admin to identify foster youth and track	GPAs will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors Counselors will check-in with students and document contact via Synergy Student Contact Log. At the end of the first month of school, RAIT will provide an attendance report for Foster Youth students to counselors and Foster Youth case manager Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Counselors and Foster Youth case manager will check-in with students and document contact via Synergy Student Contact Log.	Percentage of Foster Youth earning D or F in Math _____% Percentage of Foster Youth earning D or F in Humanities _____% Percentage of Foster Youth in Honors/Accelerated classes _____% Foster Youth Attendance Data Year-to-Date: _____% **Chronically Absent:** _____% Foster Youth **Suspension:** _____% Foster Youth **Modifications Needed:**

attendance.

Building Positive Relationships
This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1

RAIT and Foster Youth Services will reach out to guardians/families as needed to provide support.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$1,000 Supp Con

Funding Sources for District Goal 2 (DEV - LCAP ID: 750)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	14100	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

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District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8704) (DTS: 02/13/25)

Decrease the Suspension Rate percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

- Suspension Rates will drop from 5% to 3% for all students
- Suspension Rates will drop from 12.5% to 10% for Two or More Races
- Suspension Rates will drop from 9.5% to 7% for Socioeconomically Disadvantaged students
- Suspension Rates will drop from 3.7% to 2% for English Learners
- Suspension Rates will drop from 3.6% to 2% for Long-Term English Learners
- Suspension Rates will drop from 2.2% to 1% for Filipino students

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 8704) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • Filipino • Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

		adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Build Positive Relationships During weekly team meetings with admin and counselors, teachers will discuss struggling students from Principally Targeted Student Groups and how to support them. Teams will use a common spreadsheet to track the needs of specific students that were discussed and actions taken, such as a PTC, SST, testing or MTSS referral. Provide support for teachers who struggle with management and relationship-building as a way to build student engagement and connectedness. Provide professional development opportunities, training, access to conferences to learn positive relationship-building strategies. Staff will be trained in de-escalation techniques and restorative practices as a means of addressing negative behavior. The goal is to change behavior and use this as a chance to build relationships with students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	Teams will be responsible for establishing SMART goals for student incentives and positive communication home. Data will be reviewed at Team Leader Check-ins, quarterly. Synergy reports will be used to track student academic, discipline, and attendance data, quarterly. Admin will provide feedback using FONT and walkthrough observations to monitor positive relationship-building strategies used in classrooms. To be shared, quarterly at staff meetings. Site discipline data will be presented during monthly staff meetings.	Suspension Rates for all students ____. Suspension Rates for Two or More Races ____. Suspension Rates for Socioeconomically Disadvantaged students ____. Suspension Rates for English Learners ____. Suspension Rates for Long-Term English Learners ____. Suspension Rates for Filipino students ____. **Modifications Needed:**

Site Goal 3.2   (SiteGoalID: 9309) (DTS: 04/18/25)

Continue our work with PBIS implementation in Tier 1 and Tier 2.

- 100% of staff will implement the 3 Be's (safe, respectful, responsible) in all aspects of our campus.
- The Staff Perspective Survey will show an increase in overall culture and climate from 77% favorable responses to 90% favorable responses.
- The Student Perspective Survey will show an increase in overall culture and climate from 75% favorable responses to 85% favorable responses.

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 9309) (DTS: 04/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
<u>PBIS Tier 1</u> Continue the work of PBIS Tier 1 committee who will meet monthly during the school year. PBIS Tier 1 Coordinator and team will plan and lead PBIS Kick-Off to teach students about school-wide expectations on campus. Analyze discipline data at the end of each term in addition to ongoing analysis. Team training in the TIPS model for efficient meeting facilitation. Train PBIS team members in Social-Emotional Learning (SEL)support programs through district or outside agencies. Provide teachers with professional development on restorative practices and community-building strategies through local training, attendance at conferences, release days, and book studies. PBIS Coordinator will attend monthly district PBIS Coordinator meetings.	PBIS Kick-off survey will be used to gather data. Survey will be distributed by Coordinator after kick-off. 90% of staff will use Be Bucks. Staff survey will be used to gather data. Admin will look for PBIS implementations and the reinforcing of the 3 Be's during walkthrough observations. 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. Site collected discipline data. Synergy reports and Discipline Dashboard reports will be used to gather data. Student Perspective Survey will be used to monitor progress.This data will be shared with site Leadership and SSC. Tiered Fidelity Inventory (TFI) score will be used to monitor progress. TFI scores are reported	_____ % of staff used Be Bucks as measured by the staff survey. Student Incident # increased/decreased by _____. Student Incident Rate increased/decreased by _____. Exclusionary Discipline # increased/decreased by _____. Exclusionary Discipline Rate increased/decreased by _____. The Staff Perspective Survey overall culture and climate favorability rating increased from 77% favorable responses to _____% favorable responses. The Student Perspective Survey overall culture and climate favorability rating increased from 75% favorable responses to _____% favorable responses. **Modifications Needed:**

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$7,650 Supp Con
Contracts/Services/Subscriptions:
$1,000 Supp Con

in May and used to develop action plan for following year's PBIS implementation. PBIS Coordinator facilitates PBIS Tier 1 meeting to identity targeted action steps and implementation.

Action 3.2.2   (SiteGoalID: 9309) (DTS: 04/21/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
PBIS Tier 2 Continue the work of PBIS Tier 2 committee who will meet biweekly during the school year. PBIS Tier 2 team and school social worker will review GPA, attendance and discipline data biweekly to develop and implement intervention plans for struggling students. PBIS Tier 2 team will train staff in using MTSS referral process. 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.	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 monitor progress. PBIS Tier 2 team will log and track interventions and provide timely reports back to teachers/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.	The number of students who participated in Student Groups _____.

PBIS Tier 2 team will review MTSS forms submitted by teacher, teams, and counselors to make informed decisions on targeted Tier 2 interventions.

PBIS Tier 2 team and counselors will update teams on interventions and progress of students.

A variety of Student 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 process to meet the social emotional needs of students.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

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 identity targeted action steps and implementation.

We will use the Student Perspective Survey data to monitor social emotional needs of students. This data will be shared with site Leadership and SSC.

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.

Pre- and post-test data will be shared with PBIS Tier 2 team, counselors, and Admin.

Site Goal 3.3   (SiteGoalID: 9355) (DTS: 04/21/25)

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

The Student Perspective Survey will show an increase in overall culture and climate from 75% favorable responses to 85% favorable responses.

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

Metric: School Climate - Average Favorability Rating

Action 3.3.1   (SiteGoalID: 9355) (DTS: 04/21/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Connecting Students to School** Activities before, lunch, or after school, such as clubs, school-sponsored sports, field trips, theater, Science Olympiad, and Mathletes. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	**Progress Monitoring** 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. School Perspective Survey will be used to gather data about student connectedness to school. This data will be shared with site Leadership and SSC.	**Evaluation** The Student Perspective Survey increased in overall culture and climate from 75% favorable responses to _____% favorable responses. School Connectedness and Sense of Belonging for all students increased from 71% to _____% **Modifications Needed:**

Funding Sources for District Goal 3 (DEV - LCAP ID: 750)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	7650	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	1000	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

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

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8705) (DTS: 02/13/25)

Increase stakeholder engagement.

Parent Response Rate for the Parent Perspective Survey will increase from 24% to 75%.

The Parent Perspective Survey will show an increase in overall average from 91% favorable responses to 95% favorable responses.

Metric: Other

Action 4.1.1   (SiteGoalID: 8705) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<u>Connections with Parents/Guardians</u> Parent Empowerment Workshops calling on community resources or in-house "experts" (3 in total) held during evening hours. FACE representative will partner with Admin to plan and facilitate Parent Empowerment Workshops. FACE representative will partner with Admin to provide survey for families to select their preferred topics for Parent Empowerment Workshops. Incoming 7th grade event (EPIC Social): Parents and students invited to tour campus and meet teachers. Incoming event advertised through Social Media and Synergy email. Incoming 7th Grade Informational Nights in the spring with presentation from all Departments. Parent Teacher Home Visits conducted by trained staff. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. **<u>Certificated Timesheets:</u>** $3,375 Supp Con	Attendance at events will increase as evidenced through sign-in sheets. Parent Perspective Survey Results will be used to gather data: Providing Parent Involvement/Parent Education Opportunities. Data Source: 2024 Parent Perspective Survey Results. This data will be shared with site Leadership and SSC. Incoming 7th Grade Info Nights: Student registration form completion will be used to gather data. PTHV trained teachers will share their experiences at staff meetings, quarterly.	_____ % of parents/guardians attended Parent Empowerment Workshops. _____% of parents/guardians attended EPIC Social. _____% of parents/guardians attended Incoming 7th Grade Information Night. Parent Response Rate for the Parent Perspective Survey: _____% The Parent Perspective Survey increased in overall average from 91% favorable responses to _____% favorable responses. **Modifications Needed:**

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Make personal connections with families of our EL students and LTEL students Personal invites to English Learner (EL) families for school-wide events. 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. Work to strengthen parent participation/attendance in ELAC meetings. EL Coordinator and supporting EL certificated staff will attend recognition events in order to represent EPMS and support families. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. **Certificated Timesheets:** $5,000 EL Supplemental **Materials/Supplies/Equipment** $527 EL Supplemental	Call logs/emails/printed correspondence of parent communication by EL Coordinator and/or Admin. Coordinator will track in a Google Document. Data will be shared with Multilingual Learner PLC. Contact will be documented in Synergy. 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 Multi Lingual Learner (MLL) PLC. 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 Multi Lingual Learner (MLL) PLC. Parent Perspective Survey Data. This data will be shared with site Leadership and SSC.	___ % of EL parents/guardians attending ELAC meetings. The Parent Perspective Survey showed an increase of ____ from 91% in overall favorable reponses. **Modifications Needed:**

Site Goal 4.2   (SiteGoalID: 9357) (DTS: 04/21/25)

Reduce the number of students who are chronically absent from 10.8% to 10% or lower as measured by the 2024 California Dashboard.

Metric: Percent Chronically Absent

Action 4.2.1   (SiteGoalID: 9357) (DTS: 04/21/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Chronic Absenteeism** We will monitor the attendance of students who are chronically absent. 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. All efforts will be made to communicate with these families to offer supports and services. **Staffing/Classified Salary:** 50% of Staffing for School Office Technician (SOT) provides support for Attendance and Family Outreach. (4 hrs/ day 10 months) The position includes support for campus equity and parent involvement. The position provides indirect instructional intervention and support services to address attendance, academic achievement, and family and community engagement.	**Progress Monitoring** Regional Attendance Improvement Technician (RAIT) will collaborate with SOT and Admin to monitor attendance. At the end of the first month of school, RAIT will provide an attendance report for these subgroups to identify students. RAIT and SOT will reach out to guardians/families as needed to provide support. This will occur when RAIT is present on EPMS campus. Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Data Source: Synergy Attendance Reports and Dashboard Data. Data will be shared with Admin, counselors.	**Evaluation** **Chronic Absenteeism decreased from 10.8% to ____%** As of March 2026, SOA has documented over ____ **Talking Points** parent messages, ____ **Synergy email** messages, as well as numerous **school-wide written communications**. In addition, we have enhanced our **social media presence**, posting ____ updates that highlight the positive events and learning experiences happening on our campus. **Modifications Needed:**

Actions of this position indirectly support instruction by reducing student chronic absenteeism and enhancing parent-school connectedness. The position aims to identify and support chronically absent students by facilitating parent contact and involvement to improve school attendance.

Additional actions include:

- Develop instructional and parent involvement materials.
- Coordinate with FACE to support chronically absent students.
- Coordinate with Regional Attendance Staff to support students.
- Communicate with families regarding punctuality, attendance, and school involvement.
- Coordinate with administration & counseling to identify students who are chronically absent and exhibit punctuality concerns.
- Collaborate with PBIS Coordinator/Team to support community and student recognition events.
- Maintain attendance and punctuality data and reports.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

0.5 FTE School Office Technician
$30,077 Supp Con

Funding Sources for District Goal 4 (DEV - LCAP ID: 750)		
Funding Source	**Amount**	**Description of Use**

Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	3375	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	30077	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	5000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	527	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$45925	$14100	$7650	$3375	$71050
Classified- Salaries	$0	$0	$0	$30077	$30077
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$4408	$0	$1000	$0	$5408

Supplemental/Concentration (7201/0000) Total: **$106,535**

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$10400	$0	$0	$5000	$15400
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$527	$0	$0	$527	$1054
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7250/0000) Total: **$16,454**

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) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$106,535	$50,333	$14,100	$8,650	$33,452	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$16,454	$10,927	$0	$0	$5,527	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,989	$61,260	$14,100	$8,650	$38,979	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$122,989

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0