



Joseph Kerr Middle School

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Aaron Munoz

County-District-School (CDS) Code: 34673146061808

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

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

IV. Goals, Action Plans and Progress Monitoring

Joseph Kerr Middle School | Focused Work: 2025-2026

Goal Setting (Icapid: 772) | 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?

The following opportunities for stakeholder involvement in LCAP planning, review, and analysis were provided:

Gathering of input began in January of 2024 and is an on-going process. Input has been gathered at School Site Council (Members James Morales, Stacie Garibaldi, Aaron Munoz, Marcie Douglas, Kara Link, Joy Gonzalez, Lee Ann Martinez), Staff Meetings (9/16/24, 10/21/24, 1/13/25, 4/14/25) Leadership Team Meetings (8/12/24, 9/9/24, 9/30/24, 11/4/24, 12/2/24, 1/6/25, 2/3/25, 3/3/25, 4/7/25) and via Parent, Student, and Staff Surveys.

Input gathered during Student, Staff, and Parent survey given throughout the month of April of 2025.

Input gathered during Regional ELAC (10/17/24, 2/20/25 ,5/7/25) Meetings with EGHS which are scheduled throughout the 24-25 school year.

Input gathered during Staff Meetings, weekly Department chair meetings, and monthly EGEA Union rep meetings on an on-going basis during the 2024-25 school year.

2. Impact of LCAP and Annual Update

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

Information gathered from these consultations provides input and informs school goals and funding priorities. A variety of stakeholders including students, teachers, parents, and staff have the opportunity to share and discuss their ideas and perspectives and participate in the development of the school plan. Input from consultations has resulted in identifying crucial needs here at the school which resulted in, but not limited to, site upgrades, additional staff professional development opportunities, and additional family outreach events.

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.

Not listed as an ATSI school for 24-25

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

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

- 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: 8959) (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: 8959) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• 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
<p>Action Plan</p> <ul style="list-style-type: none"> Administering all EGUSD surveys, and site based surveys in a timely manner and by sending information to parents via Talking Points (preferred method) so taking surveys is easier. <ul style="list-style-type: none"> Surveys to be administered: Student Perspective, illuminate assessments, SBAC, CHKS <p>Certificated Timesheets for all of District Goal 1: \$23000 Materials for District Goal 1: \$10600 Contracts/Services/Subscriptions: \$13802</p>	<p>Progress Monitoring</p> <ol style="list-style-type: none"> Monitoring rates of completion and ensuring that a large enough sample size responds so feedback is valuable. Using stakeholder feedback from surveys as a way to drive programs and decision making at the site. These surveys and assessments will be given throughout the year. 	

Site Goal 1.2 (SiteGoalID: 8790) (DTS: 02/13/25)

Increase the percentage of all students, as well as our Principally Targeted Sub-groups, who meet or exceed standards in English Language Arts, Mathematics, and Science.

ELA:

- According to California Dashboard Metrics, as a whole, Kerr students will continue to be in the "green status - above standard"
- According to California Dashboard Metrics, African American students will increase by 23 points from "orange status - below standard" to "yellow status - approaches standard"
- According to California Dashboard Metrics Students with Disabilities will increase by 14 percentage points to be closer to "yellow status - approaches standard"
- According to California Dashboard Metrics Hispanic students will increase by at least 8 percentage points in the "yellow status - approaches standard"
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

MATH:

- According to California Dashboard Metrics Kerr students, as a whole, will students grow 9 points to meet standard.
- According to California Dashboard Metrics African American students will increase by 10 percentage points in the "yellow - approaches standard" category.
- According to California Dashboard Metrics students with disabilities will increase by 15 percentage points in met overall.
- According to California Dashboard Metrics Hispanic students will increase by 10 percentage points in the "orange - below standard" category

- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

SCIENCE:

- According to CAST Metrics, Kerr students, as a whole, will increase by 5 percentage points from 31% to 36% in the met or exceeded category.
- According to CAST Metrics, African American students will increase by 10 percentage points from 17.4% to 27.4%.
- According to CAST Metrics, Students with disabilities will increase by 10 percentage points from 9.26% to 19.26%.
- According to CAST Metrics, Hispanic students will increase by 31 percentage points from 25.79% to 35.79%.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.2.1 (SiteGoalID: 8790) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>English Learners:</p> <ol style="list-style-type: none"> 1. Support EGUSD EL professional development opportunities to be incorporated into core classes. EL Coordinator and Coach to offer EL support to site teachers throughout the school year, as well as staff development opportunities provided. 	<ul style="list-style-type: none"> • ELPAC results as shared in LCAP metrics by Admin in Staff meeting and scheduled SSC meeting. • Common formative, interim, and summative assessments. EL student progress monitored by teachers via access to Illuminate interim assessments in Math and English, common formative assessments shared by teachers in PLC 's and 	

2. Allow for EL coordinator and EL Lead Teacher to meet with different departments during PLC time.
3. EL Coordinator to monitor EL/RFEP 1st and 3rd quarters, as required by EGUSD.
4. Purchasing supplemental subscriptions/services to aid in language development.
5. Purchase translation devices as necessary.
6. Fund EL Coordinator.
7. Fund support staffing for ELPAC testing, and to support EL students during testing as necessary.
8. Provide EL strategy instruction/professional development to teachers.
9. Fund regional ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings).
10. Fund translation/interpretation needs.
11. EL Conferences/Professional development to support staff development.

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

Certificated Timesheets for all of District Goal 1: \$23000
 Materials for District Goal 1: \$10600
 Contracts/Services/Subscriptions: \$13802

- shared with Admin, summative assessment results designated as State testing results reviewed in LCAP metrics with teachers in Staff Meeting and SSC.
- Grades will be reviewed quarterly by assigned counselors and shared with Admin.
- EL Student attendance in after school tutoring. Attendance rosters will be maintained by teachers and shared quarterly with Admin.
- EL student attendance rate. Will work with District RAIT and EL coordinator to monitor attendance.
- Student/staff/parent engagement using translation devices.
- Successful and timely completion of all mandatory testing. ELPAC testing completion data will be collected by EL Coordinator at the conclusion of testing and shared with Admin. and ELAC Meeting attendees.
- Teachers will share out with entire staff take aways and best practices at staff meetings as reflected in Staff Meeting agendas created by site Admin.
- Increase in parent engagement as measured by the School Climate Survey. Admin to share data with staff and members of SSC during scheduled meeting. Increase in attendance at ELAC meetings as indicated by sign-in sheets. Sign-in sheets to be maintained by EL Coordinator and kept in a folder as well as uploaded to CRATE.
- Increase in parent engagement as measured by the School Climate Survey. Data to be shared upon receipt of survey data by site Admin. Data to be

	presented in Staff Meeting as well as scheduled SSC meeting.	
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Action 1.2.2 (SiteGoalID: 8790) (DTS: 04/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>Professional Learning:</p> <ol style="list-style-type: none"> Provide opportunity for teachers to attend professional learning and conferences that promote instructional excellence. Provide opportunity for teachers to increase frequent high quality instruction by attending Professional learning relative to Learning Targets and Success Criteria, student engagement, student talk, and other components of FHQI. Provide opportunities for teachers, administration, and support staff to attend professional learning relative to Learning Targets and Success Criteria, High quality instruction, Building positive climate and culture. In addition, opportunities for administration to maximize classroom observations, and learn new information on how to better existing systems will also be provided. <p>Action to include funding for registrations, timesheets,</p>	<ol style="list-style-type: none"> Teachers will share with site administrators and staff takeaways during staff meetings. Admin will create agendas to be shared with staff prior to scheduled staff meetings. Teachers will report takeaways directly to administration and how what was learned at the professional development will be implemented into the classroom. Implementation of Learning Targets, Success Criteria, and other components of FHQI as measured by administrator walkthroughs. Admin will collect data during regular walkthroughs to be shared with teachers individually after the walkthrough is complete. 	

meals, supplies and travel/transportation as necessary. Action designed to increase frequent high quality classroom instruction.

Certificated Timesheets for all of District Goal 1: \$23000
Materials for District Goal 1: \$10600
Contracts/Services/Subscriptions: \$13802

Action 1.2.3 (SiteGoalID: 8790) (DTS: 04/11/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>TUTORING AND COUNSELING SUPPORT: Provide counseling team support as well as teacher tutoring support before and/or after school.</p> <ol style="list-style-type: none"> Teachers will offer extended day tutoring before/after school to assist students struggling to access curriculum. Periodic data presentation of below 2.0 list to Administration by Counselors. Monitor progress of students and provide necessary administrative, counseling, success contracts, and/or academic supports. 	<ol style="list-style-type: none"> Teachers will retain/maintain student tutoring sign-in roll sheets to be shared with Administration quarterly. Increase in students' GPA's Increase in enrollment of targeted students in Honors/accelerated courses Counselors monitoring and recording student they speak with and the targeted supports provided. 	

<p>Allocate additional time as needed for counselors to contact home/work with students.</p> <p>3. Counselors continue, via Honors/AP Management Plan, to identify underrepresented excelling students to encourage Honors classes</p> <p>4. Parent Outreach--support students below 2.0 GPA, and encourage those qualified to enroll in Honors.</p> <p>*Extended Day budget will be allocated to tutoring program. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Timesheets for all of District Goal 1: \$23000 Materials for District Goal 1: \$10600 Contracts/Services/Subscriptions: \$13802</p>		
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Action 1.2.4 (SiteGoalID: 8790) (DTS: 04/11/25)

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>AVID: The AVID teacher will provide support for students enrolled in the course through the use of</p>	<p>Progress Monitoring</p> <p>Measures of effectiveness will include:</p>	<p>Evaluation</p>

tutorials, reflections, and other assignments to provide them with skills that will translate to other classes.

1. AVID classes taught by core content teachers.
2. 4 staff members will attend the AVID Summer Institute to increase the number of staff proficient in AVID strategies and improve school-wide integration.
3. Students will participate in field trip(s) to Colleges/Universities to better understand college attendance as well as gain knowledge about various schools, facilities and standards for admission and college life.
4. Release day for AVID teachers/coordinator to recruit students from Feeder elementary schools/observe practices at other sites.

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

Certificated Timesheets for all of
District Goal 1: \$23000
Materials for District Goal 1:
\$10600
Contracts/Services/Subscriptions:
\$13802

1. AVID teachers will share AVID best practices for ALL students at staff meetings as indicated on staff meeting agendas.
2. Teachers will share take aways and strategies with staff at staff meetings as indicated on staff meeting agendas.
3. Student attendance/participation in college field trip(s) as indicated by permission forms and attendance rosters.
4. Student course enrollment requests from students in AVID. Looking to increase interest from 7th grade to 8th grade.

Implementation of effective active participation will increase from 70% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC)/FONT.

- Student survey data regarding whether their teacher expects all students to participate every day will increase from 73% to 76%.
- Teacher survey data regarding current level of implementation of active participation will increase from 75% to 80%.
- FONT implementation data will increase from 43% to 50%.

Metric: Other

Action 1.3.1 (SiteGoalID: 9142) (DTS: 04/10/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>INTERACTIVE TECHNOLOGY/COLLEGE AND CAREER READINESS:</p> <p>1. Provide support to students via the Library and classroom in the form of library books and resources which prepare students for college, career, and other post-secondary opportunities and life readiness.</p> <ul style="list-style-type: none"> • Students will benefit from instruction utilizing interactive technologies such as, PearDeck Pro, Kahoot Premium, Quizzizz Super Account program and additional programs not listed. • Students will benefit from departmental subscriptions, equipment, 	<p>1. This action will be measured by tracking increases/improvements in the following:</p> <ul style="list-style-type: none"> a. Yearly Student School Climate Survey Results as well as Rapid Cycle Measure surveys given throughout the year. Admin will collect data and share with staff and SSC during staff meeting and SSC meeting. b. Yearly Teacher School Climate Survey Results and Rapid Cycle Measures. Admin will collect data and share with staff and SSC during staff meeting and SSC meeting. c. Monitoring the Average age of our Library as the average age is currently 2005. In addition, our librarian will monitor the number of books 	

<p>and supplies designed to supplement existing curriculum and improve academic achievement in ELA, Math, Science, Social Science, PE, EL and Special Education.</p> <ul style="list-style-type: none"> • Students will benefit from supplementary subscriptions to such items as Newslea, and AVID weekly (In accordance with BP/AR 6161.1 no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption)). • We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. <p>Certificated Timesheets for all of District Goal 1: \$23000 Materials for District Goal 1: \$10600 Contracts/Services/Subscriptions: \$13802</p>	<p>checked out compared to previous years as we continue to update our reading options.</p>	
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Action 1.3.2 (SiteGoalID: 9142) (DTS: 04/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>VAPA:</p> <p>Purchase instructional supplies, instruments,</p>	<p>1. Action effectiveness will be measured by: student program evaluation, purchase invoices, field trip participation/sign in</p>	

<p>supplemental books, equipment repair, paper for duplicating supplemental workbooks, field trips, and other VAPA and Science consumables as appropriate.</p> <p>1. Support VAPA instruction by providing/purchasing consumable materials and supplies, equipment and furniture repair/replacement, and VAPA related Instructional Technology:</p> <p>Student Fees allocations will be applied to support instruction in Woodshop, Science, Art, English, Math, PE, Special Education, Social Science, Library and Music classes as outlined in separate 2023-2024 Student Fees Allocation Budget.</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Timesheets for all of District Goal 1: \$23000 Materials for District Goal 1: \$10600 Contracts/Services/Subscriptions: \$13802</p>	<p>sheets, and student course requests in particular elective courses.</p> <p>2. Teachers will maintain and submit field trip attendance and accounting as part of the required field trip paperwork to be approved and submitted by administration.</p> <p>3. Parent/student feedback as provided through surveys.</p>	
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Action 1.3.3 (SiteGoalID: 9142) (DTS: 04/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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

<p>CAREER TECHNICAL EDUCATION: Provide the following for our Agricultural Science, and Paxton Patterson College and Career Ready Labs CTE courses in alignment with Elk Grove High Schools Agricultural Academy, Culinary Academy, and Technology and Digital Arts Academy:</p> <ol style="list-style-type: none"> 1. Consumable supplies 2. Instructional materials and equipment as necessary and as approved and listed on EGUSD adopted curriculum list. 3. Field trips related to the career theme or post secondary preparation 4. Professional development related to instructional methodology or staying current with industry trends. 5. Purchasing of new Future Quest Modules as necessary <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Timesheets for all of District Goal 1: \$23000 Materials for District Goal 1: \$10600 Contracts/Services/Subscriptions: \$13802</p>	<p>Primary effectiveness will be measured by strong student enrollment (25-35 students per class). Other measures will include:</p> <ol style="list-style-type: none"> 1. Administrative walkthroughs as documented through FONT 2. Write-ups from teachers that attend professional development opportunities. 3. Field Trip Participation-- Teachers will maintain Student Attendance Roster(s) as part of the required documentation to be signed and submitted by site Admin. 4. Student course selection for Future Quest. Specifically looking at the number of student that take Future Quest 7 or Future Quest 8. 5. Student literacy - Students that participate in Paxton Patterson Modules should increase reading literacy skills. Building in time for Future Quest teachers to meet with EL Coordinator and EL Lead for ways to support literacy through their course. 	
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Action 1.3.4 (SiteGoalID: 9142) (DTS: 04/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>Instructional Rounds: 1. School will provide support for teachers in the form of release time to observe colleagues delivering lessons, learning target and success criteria implementation, as well as best practices at JKMS. These instructional rounds will be lead by District Coaches. The expected outcome is to improve frequent and high quality instruction at JKMS through mentor teacher modeling and observation. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Timesheets for all of District Goal 1: \$23000 Materials for District Goal 1: \$10600 Contracts/Services/Subscriptions: \$13802</p>	<p align="center">Progress Monitoring</p> <p>1. Participating teachers will participate in a collaborative Team share out during Staff Meetings relative to their specific observation(s). They will share realizations, best practices, and any deliverables developed as the result of the observation process. Staff meeting agenda will reflect teacher presentation(s). Admin will create agenda and share with staff. In addition, teachers will share their findings during PLCs.</p>	<p align="center">Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 772)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	23000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets

Supplemental/Concentration (7201/0000)	10600	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	13802	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 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: 8791) (DTS: 02/13/25)

Teachers and Counselors will look to lower D and F rates in African American Students, Foster Youth, Native American Students, and Students with Disabilities.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8791) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <ul style="list-style-type: none"> Teachers will participate in professional learning and conferences related to the PLC Process and Intervention. Teachers will use Early out Wednesdays, release days, minimum days, and vertical articulation days to develop formative assessments and reflect on how students are working towards grade level PLC goals. <p>Certificated Timesheets for all of District Goal 2: \$0 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Admin will be working with team leader for agenda, discussion recaps and next steps. Data will be collected through interim assessments and common formative assessments. If targeted students begin to struggle, counselors will check in to see what other additional supports can be offered. 	<p>Evaluation</p>

Action 2.1.2 (SiteGoalID: 8791) (DTS: 04/15/25)

Targeted Student Group(s)

- Black or African American

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> 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?
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Action Plan	Progress Monitoring	Evaluation
<p>Counseling Analysis:</p> <ul style="list-style-type: none"> D-F Grade Analysis Tier 2 student analysis Creation of a targeted skills group for study and organizational support. Use of Early Warning/Identification system in Synergy. <p>Outside support:</p> <ul style="list-style-type: none"> Admin to look into outside support groups that may be able to provide additional support to our Black or African American students. <p>Certificated Timesheets for all of District Goal 2: \$0 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<ul style="list-style-type: none"> Counseling and admin to meet monthly to discuss students that may need additional support academically or emotionally. Feedback from student perspective survey/rapid cycle measure assessments. Admin to monitor teacher support and effectiveness via FONT walkthroughs 	

Action 2.1.3 (SiteGoalID: 8791) (DTS: 04/15/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>SPECIAL EDUCATION: Staff will support Students with Disabilities to ensure their needs are being met in the classroom</p> <p>1. SPED teachers will attend professional development,</p>	<p>Measures of effectiveness will include:</p> <p>1. SPED teachers will share take aways with their team at department and PLC meetings (department/PLC</p>	

professional learning conferences to acquire, refine and implement latest research based teaching strategies and supports for students with disabilities. Action includes funding for registration, substitutes, travel, and meals.
(Supplementary/Concentration)

2. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.
3. Staff will use best practices as outlined in IEP's, BIP's and BSP's to address the needs of SWD and provide measured and equitable responses to behavior in the classroom setting.
4. 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.
5. Special Education students who are non-responsive to progressive discipline will be referred to the MTSS process and student groups with counselors, school site psychologist, and social worker, as appropriately assessed.
6. Special Education students will be scheduled for regular check-ins with Case Managers to provide consistent feedback to students, parents, and teachers.
7. Students will be appropriately placed in TransMath, ELA Literacy, and Math Lab as

meeting agendas and deliverables.)

2. SPED teachers/Case Managers rules/norms/expectations as created and delivered.
3. SWD suspension rates will decline as presented to staff by Admin quarterly.
4. SWD MTSS referrals to be monitored and compared to previous year.
5. PBIS Tier II team to report findings and monitor number of SWD on MTSS referrals.
6. Case Manager student contact data.
7. Counselor/Case Manager/Administration review and collaboration determining appropriate placement and then ongoing monitoring of student success or challenges by Case Managers and Counselors.

<p>necessary for student success.</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Timesheets for all of District Goal 2: \$0 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 772)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	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

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: 8792) (DTS: 02/13/25)

chool climate will promote a safe, respectful, and inclusive school environment that encourages stakeholder connectedness through the deeper implementation of Positive Behavior Intervention and Supports (PBIS).

- 100% of staff will implement Kindness, Effort, Respect, and Responsibility in all aspects of our school community.
- The overall School Climate Student Survey favorable responses will increase by 6 percentage points from 74% to 80%.
- The overall School Climate Staff Survey favorable responses will increase by 11 percentage points from 79% to 90%.
- We will continue the work of the PBIS Tier 1
- Continue to refine, define, and deeply establish the work of the PBIS Tier 2 Team.

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 8792) (DTS: 02/13/25)

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• 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
<p>POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS):</p> <ol style="list-style-type: none"> 1. Prepare incoming 7th grade students for Middle School and Schoolwide expectations through Jump Start. 2. Teach students clear expectations on campus through the PBIS Kick Off. 3. Reinforce explicit student expectations through ongoing Advocacy Booster Lessons developed and disseminated by the PBIS Committee (Character Strong). 4. Continued focus on building a positive school climate and culture through PBIS Tier 1 Committee work. 5. Continue PBIS Tier 2 Intervention work, SRT Team Meetings and MTSS Form submission review. 6. Coordinate the work of the PBIS committee with the work of Student Activities and PBIS coordinator to provide synergy and coherence to the programs school-wide. 7. PBIS Team will attend professional development and Conferences to deepen understanding and improve practice. 8. Increase positive supports for students through implementation of 5 Star system. PBIS Site Coordinator to assist with implementation, follow-up, and school wide evaluation <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p>	<ol style="list-style-type: none"> 1. Increase in student favorable responses on the School Student Climate Survey/Rapid Cycle Measure surveys relative to understanding expectations and clear and fair consequences. 2. Increase in student favorable responses to understanding of discipline expectations on campus as measured by the School Student Climate Survey/Rapid Cycle Measure Surveys 3. Increase in favorable responses on the Student/Staff/Parent School Culture and Climate Survey. 4. MTSS submission data, SRT meeting agendas, group data and survey results. 5. Activities Director will attend PBIS Tier 1 Meetings. (Agenda/sign in forms). 6. PBIS Team will share takeaways from PD with staff (Staff Meeting Agendas). 7. PBIS Coordinator/Activities Director feedback on 5 star program effectiveness. 	

Certificated Salaries for all of District Goal 2: \$21570
Materials for District Goal 1: \$0
Contracts/Services/Subscriptions: \$0

Action 3.1.2 (SiteGoalID: 8792) (DTS: 04/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Positive Messaging: The deeper implementation and innovation relative to positive messaging for all stakeholders on campus will contribute to a positive school climate and culture.</p> <ol style="list-style-type: none"> 1. Increase usage of Kerr Kudos on campus. 2. Continue positive staff recognition through Knights Watch on campus. 3. Increase positive messaging on campus, as well as notification of upcoming events through Talking Points. 4. Purchase supplies and materials necessary for successful and ongoing implementation of PBIS. <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p>	<ul style="list-style-type: none"> • Knights Watch staff communication documents. Knights Watch to be submitted to site Admin and shared with staff weekly. • Kerr Kudos data collected monthly and shared with staff during Staff Meetings by PBIS Coordinator. • Monitor number of Kerr Kudos received at monthly Kerr Kudos Store. • Purchase and display Kindness, Effort, Respect, and Responsibility flags on new light posts in the quad, and other areas as construction finishes. • Monitoring new items specifically for the purpose of promoting Kerr PBIS Motto. • Increase the amount of Kindness, Effort, Respect, Responsibility signage in multiple locations around campus. 	

<p>Certificated Salaries for all of District Goal 2: \$21570 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<ul style="list-style-type: none"> • Monthly student recognition. Teachers send information monthly. PBIS Coordinator creates awards. • Monitoring Parent donations for Kerr Kudos store, as more donations supports parental belief in system. 	
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Action 3.1.3 (SiteGoalID: 8792) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Enrichment Via GATE/Academic Competitions:</p> <ol style="list-style-type: none"> 1. Create GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students. 2. Expand GATE opportunities 3. Plan and execute 2 field trips for GATE students. 4. Provide support by way of funding for academic competitions such as Matheletes, Spelling Bee, Geography Bee and others. 	<ol style="list-style-type: none"> 1. Increase in number of GATE identified students. GATE Coordinator to track students designated as GATE and share with staff at Staff Meeting. 2. Increase in GATE portfolio submission numbers. GATE Coordinator to track students designated as GATE and share with staff at Staff Meeting. 3. Attendance/participation in GATE activities/field trip. GATE Coordinator to maintain field trip paperwork including student attendance. Site admin approves paperwork. 4. Increase Academic Competition registrations, and participants. Teacher 	

<p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Salaries for all of District Goal 2: \$21570 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<p>in Charge will keep record of registrants to share with site Admin.</p>	
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Action 3.1.4 (SiteGoalID: 8792) (DTS: 04/15/25)

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>Equity/Implicit Bias Work:</p> <ol style="list-style-type: none"> Staff is being offered an opportunity to complete a book study during the year. Site Administration will work students to have representatives on the School Equity Council to provide a student voice to expenditures and happenings on campus. Site Administration/teacher representative(s) will apply for equity grant and utilize funds to provide the library with more books that represent our diverse population. Continue to work with Equity Department coaches to offer site specific Equity trainings <p>We will purchase allowable, reasonable and necessary</p>	<ol style="list-style-type: none"> Administration will monitor staff progress of the book study. Successfully having a wide array of student voices on School Site council as well as opportunities for students to voice their concerns directly to administration. Successful procurement of Equity Grant for purchasing of new books that appeal to a wide variety of readers Administration Team able to report what was learned from trainings and how it will be implemented on campus. The measure of effectiveness for the above may include School Climate Student Survey: School Connectedness will increase by 5% for sub groups listed above. 	

supplies to complete the Action Plan for this goal.

Certificated Salaries for all of District Goal 2: \$21570
Materials for District Goal 1: \$0
Contracts/Services/Subscriptions: \$0

Action 3.1.5 (SiteGoalID: 8792) (DTS: 04/15/25)

Targeted Student Group(s)

• Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>.2 Intervention Counselor:</p> <p>In collaboration with site administration, Counseling Department, School Site Psychologist, PBIS Coordinator and Attendance Team, design and implement small group programs to address the varied social emotional, behavioral, attendance, and other challenges creating barriers to at-risk student success.</p> <p>1. The Intervention Counselor will work closely with all stakeholders to utilize data points to identify students to populate groups and to monitor student progress with the expectation of increased student success.</p> <p>We will purchase allowable, reasonable and necessary</p>	<p>1. Targeted student groups success will be monitored and determined based on the following:</p> <ol style="list-style-type: none"> Pre and Post Surveys for all Groups. Pre and Post Student Rating Scales for all groups. Baseline data collected on students in groups prior to enrollment. Data may include grades, attendance, discipline and student surveys. Data collected, reviewed and analyzed at completion of groups. Student exit survey. Data received from Social Worker and Behaviorist 	

supplies to complete the Action Plan for this goal.

Certificated Salaries for all of District Goal 2: \$21570
Materials for District Goal 1: \$0
Contracts/Services/Subscriptions: \$0

Funding Sources for District Goal 3 (DEV - LCAP ID: 772)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	21571	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	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

District Strategic Goal 4:

Family & Community Engagement

District Needs and Metrics 4:

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

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

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: 8793) (DTS: 02/13/25)

increase parent involvement, as measured by School Climate Survey, for all parents and community members.

- Parent input and involvement will increase by 5 percentage points overall favorable from 85% to 90%.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 8793) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• 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
<p>Provide increased opportunities for parents to come onto campus:</p> <ul style="list-style-type: none">• AVID Family Nights• 2 Picnic in the Park (with parent/guardian) days.• School Site Council.	<ul style="list-style-type: none">• Sign-in sheets. Collected after events and shared with Admin.• Increase attendance at events listed in Actions. Collected after events and shared with stakeholders,	

<ul style="list-style-type: none"> • Back to School Nights. • Incoming 7th Grade Parent Night. • Incoming 7th Grade Ice Cream Social • Departmental Information Nights. • ELAC • School Dances, Renaissance Festival, Fall Festival, Country Club Lanes, Gate field trips, Renaissance Field Trip, AVID field trips. • Home Visits (Parent/Teacher) <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Salaries for all of District Goal 2: \$18822 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<p>send information via Talking Points so it is sent home in native language.</p> <ul style="list-style-type: none"> • Increase participation in ELAC (by combining with EGHS) and SSC. Participation numbers shared with ELAC and SSC during meetings. Shared with teachers during staff meetings. • Parent Surveys. Participation rates collected after survey results are in. Shared with Administration and parent community. 	
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Action 4.1.2 (SiteGoalID: 8793) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Provide increased opportunities for parent communication and feedback:</p> <ul style="list-style-type: none"> • Kerr Chronicle Newsletters • PTO Meetings • SSC 	<ul style="list-style-type: none"> • Parent surveys • Kerr Chronicle Newsletters. Administration will retain record of emailed newsletters sent every Friday, each Friday of the 	

<ul style="list-style-type: none"> • ELAC • School Messenger • Auto dialers as necessary • Social Media Accounts: Facebook, Twitter, and Instagram • Teacher communication via phone and email positive reinforcement • Parent/Student Surveys • Conversations at school events and meetings • Talking Points • Bridge Visits <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Certificated Salaries for all of District Goal 2: \$18822 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<p>school year except holidays.</p> <ul style="list-style-type: none"> • Individual parent feedback via email and phone. • Social Media Postings. Activity Director will monitor for positive content on a weekly basis. • More parents participating in campus events and committees. Attendance records will be taken and shared with site administration following events. • Offering opportunities for staff to be trained on Bridge Visits. • Increased percentage of favorable responses from parents in the School Climate Survey. Data collected yearly upon receipt of survey results. Data will be shared with staff, SSC, and admin by Principal. 	
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Site Goal 4.2 (SiteGoalID: 9223) (DTS: 04/15/25)

Reduce the overall percent of students chronically absent from 21.7% to 15%%.

- African American students chronically absent rate from 28.6% to 23%.
- English Learner students chronically absent rate from 22.4% to 17%.
- Hispanic students chronically absent rate from 28.3% to 23%.
- Students with Disabilities chronically absent rate from 32.9% to 27%.

****All Chronic Absenteeism data taken from California Dashboard****

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 9223) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>Chronic Absenteeism:</p> <ol style="list-style-type: none"> We will monitor chronic absenteeism rates for all students. Students who are identified as chronically absent will be referred to a counselor, referred to site level administration, and referred to the District Attendance Office (RAIT) as necessary. All efforts will be made to communicate with these families to offer supports and services. Support Families and students through support from FACE office and Parent/Teacher meetings as needed to see what resources our families need for students to be attending school regularly. Targeting Chronically Absent Students through assigned staff working with Attendance Improvement Office. SOT Staffing: 0.25 FTE of staffing for SOT provides support for attendance and family outreach (2 hrs/day). The position provides indirect instructional intervention and support services to address attendance and school involvement. Actions of this position indirectly support instruction by reducing student chronic absenteeism and 	<ul style="list-style-type: none"> Regional Attendance Improvement Technician (RAIT) will collaborate with Admin and designated support staff to monitor attendance. Work with FACE department to provide weekly attendance rates on A Frame boards out front of school, and by messages home through talking points. At the end of the first month of school, RAIT will provide an attendance report for these subgroups to identify students. RAIT will reach out to guardians/families as needed to provide support. This will occur when RAIT is present on Kerr's campus working with attendance and Admin. Support on these calls and data provided will be supported by designated Kerr Staff. Every two weeks, RAIT 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 and teachers during staff meetings. Data will also be shared with LCAP metrics in SSC meetings. Reduction in chronically absent students as 	

<p>enhancing parent-school connectedness.</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal</p> <p>Certificated Salaries for all of District Goal 2: \$18822 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0</p>	<p>measured by the CA Dashboard data. Data will be collected annually and shared with staff, SSC, and admin team by Principal.</p>	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 772)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	18822	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	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

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	\$21571	\$18822	\$40393
Certificated- Timesheets	\$23000	\$0	\$0	\$0	\$23000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$10600	\$0	\$0	\$0	\$10600
Contracts/Services/Subscriptions	\$13802	\$0	\$0	\$0	\$13802

Supplemental/Concentration (7201/0000) Total: \$87,795

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	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$0

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

Joseph Kerr Middle School (422) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$87,795	\$47,402	\$0	\$21,571	\$18,822	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$11,107	\$0	\$0	\$0	\$0	\$11,107
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,902	\$47,402	\$0	\$21,571	\$18,822	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth \$0	Title I Homeless \$0
		Title I Centralized Services \$0	Title I Preschool \$0
Subtotal of state or local funds included for this school	\$98,902		

