



Joseph Kerr Middle School

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality 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 2025 and is an on-going process. Input has been gathered at School Site Council (Members Sarah Terry, Keyshun Marshall, Jennifer Luiz-Patton, Stacie Garibaldi, Aaron Munoz, Marcie Douglas, Kara Link, Joy Gonzales, Lee Ann Martinez), Staff Meetings (9/17/25, 10/15/25, 1/5/26, 4/15/26) Leadership Team Meetings (8/11/25, 9/8/25, 9/29/25, 11/3/25, 12/1/25, 1/5/26, 2/2/26, 3/2/26, 4/6/26) and via Parent, Student, and Staff Surveys.

Input gathered during Student, Staff, and Parent survey given throughout the month of April of 2026.

Input gathered during Regional ELAC (10/15/25, 2/18/26, 5/6/26) Meetings with EGHS which are scheduled throughout the 25-26 school year.

Input gathered during Staff Meetings, weekly Department chair meetings, and monthly EGEA Union rep meetings on an on-going basis during the 2025-26 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 26-27

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

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 Hispanic students will increase by at least 5 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 continue to be at least 5 points above standard.
- According to California Dashboard Metrics Hispanic students will increase by 5 percentage points in the "yellow - nearly meets standard" category
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

SCIENCE:

- According to CAST Metrics on the California Dashboard, Kerr students, as a whole, will increase by 5 percentage points and

remain in the Green category.

- According to CAST Metrics on the California Dashboard, Hispanic students will increase by 5 percentage points and move up in the "yellow - nearly met standard category."
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
English Learners: 1. Support EGUSD EL professional development opportunities to be incorporated into core classes. ELPAC Coordinator and Coach to offer EL support to site teachers throughout the school year, as well as staff development opportunities provided. 2. Allow for ELPAC Coordinator and EL Lead Teacher to meet with different departments during PLC time. 3. Purchasing supplemental subscriptions/services to aid in language development. 4. Purchase translation devices as necessary. 5. Fund ELPAC Coordinator. 6. Fund support staffing for ELPAC testing, and to support EL students during testing as necessary. 7. Provide EL strategy instruction/professional development to teachers. 8. Fund regional ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings). 9. Fund translation/interpretation needs. 10. EL Conferences/Professional development to support staff	• 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 shared with Admin, summative assessment results designated as State testing results reviewed in LCAP metrics with teachers in Staff Meeting and SSC. • EL student attendance rate. Will work with District RAIT and site admin 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 ELPAC 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	

development. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. EL Sup Certificated Timesheets: \$10000 EL Sup Classified Timesheets: \$1000 EL Sup Materials/Supplies: \$2549	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 site team 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.	
---	---	--

Action 1.1.2

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Professional Learning: 1. Provide opportunity for teachers to attend professional learning and conferences that promote instructional excellence. 2. 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. 3. 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. 4. AVID Professional Development - To continue to support Vertical articulation with EGHS. AVID training opportunities and funding will be offered to teachers and admin. Action to include funding for registrations,	1. 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. 2. Teachers will report takeaways directly to administration and how what was learned at the professional development will be implemented into the classroom. 3. 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. 4. Measure the number of students enrolling in AVID at EGHS and the number of teachers interested in attending trainings. 5. 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	

timesheets, meals, supplies and travel/transportation as necessary. Action designed to increase frequent high quality classroom instruction. Additionally, supporting teacher development through 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. Title I Certificated Timesheets: \$30000	teacher presentation(s). Admin will create agenda and share with staff. In addition, teachers will share their findings during PLCs.	
---	---	--

Action 1.1.3

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
• 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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
JUMP START, TUTORING AND COUNSELING SUPPORT: Provide teaching and counseling teams support as well as teacher tutoring support before and/or after school. 1. Teachers and Counselors will have the opportunity to put on a Jump Start (7th grade orientation) in order to welcome students to Kerr Middle school, increase a sense of belonging, and prepare students for the new year. 2. Teachers will offer extended day tutoring before/after school to assist	1. Admin will monitor Jump Start sign up, and then monitor discipline with 7th grade students during the first half of the year to see if it decreases compared to the previous year without Jump Start. 2. Teachers will retain/maintain student tutoring sign-in roll sheets to be shared with Administration quarterly. 3. Increase in students' GPA's 4. Increase in enrollment of targeted students in Honors/accelerated courses 5. Counselors monitoring and recording student they speak with and the targeted supports provided.	

students struggling to access curriculum. 3. Parent Outreach--support students below 2.0 GPA, and encourage those qualified to enroll in Honors. *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. Sup/Con Certificated Timesheets: \$28360	6. 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	
---	--	--

Site Goal 1.2

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 1.2.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action Plan - 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. - Surveys to be administered: Student Perspective, illuminate assessments, SBAC, CHKS	Progress Monitoring - 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 1.3

Implementation of student talk will increase by 3% in each category by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC)/FONT.

- **Current FONT Data (as of 4/10/26) for the 25-26 School Year to be Improved upon**

- **Student Talk - Equitable Culture**
 - Multiple opportunities for student talk - 50%
 - Provides student accountability - 26%
 - Think/oral rehearsal time provided - 17%
 - Encourages participation and risk-taking - 58%
- **Student Talk - Purposeful Conversations**
 - Strategically tied to Key Points of the LT/SC - 14%
 - Collaboration between peers enhances student learning - 56%
- **Student Talk - Thoughtful Implementation**
 - Evidence of consistent routines/protocols - 53%
 - Effective timing/pacing - 47%
 - Provides language supports - 19%

Metric: Student Talk

Action 1.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
In order to support student dialogue/talk, we want to 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. 1. Students will benefit from instruction utilizing interactive technologies such as, Kahoot Premium, and additional programs not listed. 2. Students will benefit from departmental subscriptions, equipment, and supplies designed to supplement existing curriculum and improve academic achievement and student talk in ELA, Math, Science, Social Science, PE, EL and Special Education. 3. Students will benefit from	1. This action will be measured by tracking increases/improvements in the following: 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 checked out compared to previous years as we continue to update our reading options. d. Administration will monitor implementation of student talk strategies within classrooms through FONT	

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)). 4. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. Sup/Con Contracts/Services: \$10000	walkthroughs.	
--	----------------------	--

Action 1.3.2

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
VAPA: Purchase instructional supplies, instruments, supplemental books, equipment repair, paper for duplicating supplemental workbooks, field trips, and other VAPA and Science consumables as appropriate. The goal of this being to increase student engagement and student talk in the classroom by providing high interest opportunities to students through our electives programs. 1. Support VAPA instruction by providing/purchasing consumable materials and supplies, equipment and furniture repair/replacement, and VAPA related Instructional Technology: Student Fees allocations will be applied to support instruction in Woodshop (when appropriate), Science, Art, English, Math, PE, Special Education, Social Science, Library and Music classes as outlined in separate 2023-2024 Student Fees Allocation Budget. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. Sup/Con Materials/Supplies: \$12000	1. Action effectiveness will be measured by: student program evaluation, purchase invoices, field trip participation/sign in sheets, and student course requests in particular elective courses. 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. 3. Parent/student feedback as provided through surveys. 4. Measure student engagement and student talk through weekly FONT walkthroughs	

Sup/Con Contracts/Services: \$10000		
-------------------------------------	--	--

Action 1.3.3

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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. The goal of this being to increase student engagement and student talk in the classroom by providing high interest opportunities to students through our electives programs. 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 6. Purchasing of new gardening equipment, plants, and items needed to support our Ag program and to provide hands on experiences for students. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. Sup/Con Materials/Supplies: \$12000	Primary effectiveness will be measured by strong student enrollment (28-25 students per class). Other measures will include: 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 Lead teacher for ways to support literacy through their course. 6. Monitoring the number of students that join the Ag Pathway at EGHS. 7. Student reporting of student talk on the Student perspective survey. 8. Weekly Administrative FONT walkthroughs	

Action 1.3.4

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Targeted Supports - Title I - One section of ELA literacy will be paid for with Title I funds as these students have been identified through multiple district tests as reading far below grade level. - Targeted Tutoring will be offered for Math on a day (other than Thursday) that will be offered to students that are chronically absent or have a grade of 75% or below in order to support in closing the achievement gap. - Release days, tutoring, and additional supplies will be purchased to support targeted students. Title I Certificated Salaries: \$30454 Title I Certificated Timesheets: \$30000 Title I Materials/Supplies: \$43846	Progress Monitoring - Illuminate assessments will be given throughout the ELA Literacy class, and the goal being that students can be moved out of ELA literacy - Compare Math growth metrics on the California Dashboard - Monitor D and F rates for targeted student groups.	Evaluation

Funding Sources for District Goal 1

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

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

Additional Data Points to address:

- According to California Dashboard Metrics, African American students will increase by 20.6 points from "orange status - below standard" to "yellow status - approaches standard"
- According to California Dashboard Metrics Students with Disabilities will increase by 10 percentage points to be closer to "orange status - approaches standard"
- According to California Dashboard Metrics African American students will increase by 10 percentage points in the "orange - approaches standard" category.
- According to California Dashboard Metrics students with disabilities will increase by 10 percentage points overall.
- According to CAST Metrics on the California Dashboard, African American students will increase by 5 percentage points. According to CAST Metrics on the California Dashboard, Students with disabilities will increase by 5 percentage points in the "orange - below standard category."

Metric: African American Disparity

Action 2.1.1

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
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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - 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. Certificated Timesheets for all of District Goal 2: \$5000 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0	Progress Monitoring - 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.	Evaluation

Action 2.1.2

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Counseling Analysis: - 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. Outside support: - Admin to look into outside support groups that may be able to provide additional support to our Black or African	Progress Monitoring - 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. - Tier 2 team to provide feedback to admin and teachers via staff meetings - Admin to monitor teacher support and effectiveness via FONT walkthroughs	Evaluation

American students. Certificated Timesheets for all of District Goal 2: \$5000 Contracts/Services/Subscriptions: \$0		
---	--	--

Action 2.1.3

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
SPECIAL EDUCATION: Staff will support Students with Disabilities to ensure their needs are being met in the classroom 1. SPED teachers will attend professional development, 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	Measures of effectiveness will include: 1. SPED teachers will share take aways with their team at department and PLC meetings (department/PLC meeting agendas and deliverables.) 2. SPED teachers/Case Managers rules/norms/expectations as created and delivered. 3. SPED teachers to present at staff meetings as needed. 4. SWD suspension rates will decline as presented to staff by Admin quarterly. 5. SWD MTSS referrals to be monitored and compared to previous year. 6. PBIS Tier II team to report findings and monitor number of SWD on MTSS referrals. 7. Case Manager student contact data. 8. Counselor/Case Manager/Administration review and collaboration determining appropriate placement and then ongoing monitoring of student success or challenges by Case Managers and Counselors.	

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 necessary for student success. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets for all of District Goal 2: \$5000 Contracts/Services/Subscriptions: \$0		
---	--	--

Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

School 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 70% to 76%.
- The overall School Climate Staff Survey favorable responses will increase by 5 percentage points from 80% to 85%.
- 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

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
• 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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): 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	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	

developed and disseminated by the PBIS Committee (Character Strong). - Continued focus on building a positive school climate and culture through PBIS Tier 1 Committee work. - Continue PBIS Tier 2 Intervention work, SRT Team Meetings and MTSS Form submission review. - 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. - PBIS Team will attend professional development and Conferences to deepen understanding and improve practice. - Increase positive supports for students through implementation of 5 Star system. PBIS Site Coordinator to assist with implementation, follow-up, and school wide evaluation We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	- Increase in favorable responses on the Student/Staff/Parent School Culture and Climate Survey. - MTSS submission data, SRT meeting agendas, group data and survey results. - Activities Director will attend PBIS Tier 1 Meetings. (Agenda/sign in forms). - PBIS Team will share takeaways from PD with staff (Staff Meeting Agendas). - PBIS Coordinator/Activities Director feedback on 5 star program effectiveness.	
--	--	--

Action 3.1.2

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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. - Increase usage of Kerr Kudos on campus. - Continue positive staff recognition through Knights Watch on campus. - Increase positive messaging on	- 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	

campus, as well as notification of upcoming events through Talking Points. 4. Purchase supplies and materials necessary for successful and ongoing implementation of PBIS. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	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. - 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.	
--	--	--

Action 3.1.3

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Enrichment Via GATE/Academic Competitions: - Expand GATE opportunities - Plan and execute 2 field trips for GATE students. - Provide support by way of funding for academic competitions such as Matheletes, Spelling Bee, Geography Bee and others. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	- Increase in number of GATE identified students. GATE Coordinator to track students designated as GATE and share with staff at Staff Meeting. - Increase in GATE portfolio submission numbers. GATE Coordinator to track students designated as GATE and share with staff at Staff Meeting. - Attendance/participation in GATE activities/field trip. GATE Coordinator to maintain field trip paperwork including student attendance. Site admin approves paperwork. - Increase Academic Competition registrations, and participants. Teacher in Charge will keep record of registrants to share with site Admin.	

Action 3.1.4

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
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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Equity/Implicit Bias Work: 1. Site Administration will work students to have representatives on the School Equity Council to provide a student voice to expenditures and happenings on campus. 2. 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. 3. Continue to work with Equity Department coaches to offer site specific Equity trainings We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	1. Administration will monitor staff progress of the book study. 2. 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. 3. Successful procurement of Equity Grant for purchasing of new books that appeal to a wide variety of readers 4. Administration Team able to report what was learned from trainings and how it will be implemented on campus. 5. The measure of effectiveness for the above may include School Climate Student Survey: School Connectedness will increase by 5% for sub groups listed above.	

Action 3.1.5

Targeted Student Group(s)

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

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
.2 Intervention Counselor: In collaboration with site administration, Counseling Department, School Site Psychologist, PBIS Coordinator and Attendance Team, design and implement	1. Targeted student groups success will be monitored and determined based on the following: a. Pre and Post Surveys for all Groups. b. Pre and Post Student Rating Scales for all groups.	

small group programs to address the varied social emotional, behavioral, attendance, and other challenges creating barriers to at-risk student success. 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. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. Certificated Salaries for all of District Goal 2: \$28361 Materials for District Goal 1: \$0 Contracts/Services/Subscriptions: \$0	c. Baseline data collected on students in groups prior to enrollment. Data may include grades, attendance, discipline and student surveys. d. Data collected, reviewed and analyzed at completion of groups. e. Student exit survey. f. Data received from Social Worker and Behaviorist	
--	--	--

Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

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%.
- Goal to increase overall parent response to the survey from 9% to 13%

Metric: Other

Action 4.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide increased opportunities for parents to come onto campus: • 2 Picnic in the Park (with parent/guardian) days. • School Site Council. • Back to School Nights. • Incoming 7th Grade Parent Night. • ELAC • School Dances, Renaissance Festival, Fall Festival, Country Club Lanes, Gate field trips, Renaissance Field Trip, AVID field trips. • Home Visits (Parent/Teacher) We will purchase allowable, reasonable	Progress Monitoring • Sign-in sheets. Collected after events and shared with Admin. • Increase attendance at events listed in Actions. Collected after events and shared with stakeholders, send information via Talking Points so it is sent home in native language. • 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.	Evaluation

and necessary supplies to complete the Action Plan for this goal. Certificated Timesheet: \$1000 Classified Timesheet: \$1000	Shared with Administration and parent community.	
---	---	--

Action 4.1.2

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide increased opportunities for parent communication and feedback: • Kerr Chronicle Newsletters • PTO Meetings • SSC • 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 We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	• Parent surveys • Kerr Chronicle Newsletters. Administration will retain record of emailed newsletters sent every Friday, each Friday of the school year except holidays. • 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.	

Site Goal 4.2

Reduce the overall percent of students chronically absent from 20.3% to 15%%.

- African American students chronically absent rate from 24.7% to 20%.
- English Learner students chronically absent rate from 23.2% to 20%.
- Hispanic students chronically absent rate from 27% to 20%.
- Students with Disabilities chronically absent rate from 28.8% to 20%.

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

Metric: Attendance Rate

Action 4.2.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Chronic Absenteeism: - 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 enhancing parent-school connectedness. - Parent outreach to targeted students	Progress Monitoring - 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 measured by the CA Dashboard data. Data will be collected	Evaluation

to attend tutoring, attend parent information nights, and to encourage students to attend school. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal Certificated Salaries for all of District Goal 4: \$20430 Title I Parent Outreach: \$2300	annually and shared with staff, SSC, and admin team by Principal.	
--	--	--

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$30,454	\$0	\$0	\$0	\$30,454
Certificated- Timesheets	\$30,000	\$0	\$0	\$1,200	\$31,200
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$1,100	\$1,100
Materials/Supplies/Equipment	\$43,846	\$0	\$0	\$0	\$43,846
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$106,600

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$28,361	\$0	\$28,361
Certificated- Timesheets	\$28,360	\$5,000	\$0	\$0	\$33,360
Classified- Salaries	\$0	\$0	\$0	\$20,430	\$20,430
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$12,000	\$0	\$0	\$0	\$12,000
Contracts/Services/Subscriptions	\$10,000	\$0	\$0	\$0	\$10,000

Supplemental/Concentration (7201/0000) Total: \$104,151

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	\$10,000	\$0	\$0	\$0	\$10,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1,000	\$0	\$0	\$0	\$1,000
Materials/Supplies/Equipment	\$2,549	\$0	\$0	\$0	\$2,549
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$13,549

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) | 2026-2027

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	\$106,600	\$104,300	\$0	\$0	\$2,300	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$104,151	\$50,360	\$5,000	\$28,361	\$20,430	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$13,549	\$13,549	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$224,300	\$168,209	\$5,000	\$28,361	\$22,730	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$106,600
Subtotal of state or local funds included for this school	\$117,700