



## **Elizabeth Pinkerton Middle School**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal:** Kimberlee Wallace

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

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

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

## IV. Goals, Action Plans and Progress Monitoring

Elizabeth Pinkerton Middle School | Focused Work: 2024-2025

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### Goal Setting (Icapid: 647)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

- All students will 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.

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#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

##### How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2023-24 school year, the EPMS School Site Council met five times. The SSC met on September 18 2023, November 6, 2024, January 29, 2024, March 25, 2024, and May 6, 2024. The SSC provided feedback into the 2024-25 LCAP and assisted with goal development on January 29, 2024 and March 25, 2024.

In April, staff, students, and parents of EPMS received an email with a survey link asking for their feedback and perspectives as part of the 2024-25 LCAP Needs Analysis.

On January 29, 2024, LCAP Metrics were shared with the School Site Council, and on February 14, 2024, LCAP Metrics were shared with the Site Leadership Team.

The EPMS ELAC Committee was given the opportunity to provide their input into the LCAP on August 16, 2023, October 18, 2023, and April 15, 2024.

On March 22, 2024, the EPMS staff had the chance to submit budget requests related to the four strategic goals of the LCAP.

2. Impact of LCAP and Annual Update

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

All input and feedback from each stakeholder group was taken into consideration. We plan to implement more targeted tutoring, especially for our EL students, this year. Additionally, we intend to provide multiple opportunities for students and families to connect to school both during the school day and after school.

Resource Inequities (ATSI and CSI designated schools only)

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

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

## Site Goal 1.1 (SiteGoalID: 7577) (DTS: 12/13/23)

**ELA, Math, and Science: Increase the percentage of all students and students in our Principally Targeted Subgroups (PTSGs) with Low or Very Low Levels as measured by CAASPP data aggregated by student group and by the 2023 California Dashboard.**

### English Language Arts (ELA)

- All students will increase from 74% to 77% in met or exceeded standards.
- English Learners (ELs) will increase from 20% to 30% in met or exceeded standards.
- Students with Disabilities (SWDs) will increase from 26% to 30% in met or exceeded standards.
- African American students will increase from 48% to 55% in met or exceeded standards.

### Math

- All students will increase from 58% to 62% in met or exceeded standards.
- Students with Disabilities (SWDs) will increase from 14% to 20% in met or exceeded standards.
- African American students will increase from 24% to 30% in met or exceeded standards.
- English Learners (ELs) will increase from 18% to 25% in met or exceeded standards.
- Socioeconomically Disadvantaged (SED) students will increase from 45% to 50% in met or exceeded standards.
- Hispanic students will increase from 41% to 45% in met or exceeded standards.

### Science

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

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

## Action 1.1.1 (SiteGoalID: 7577) (DTS: 12/13/23)

### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b> <b>PLC Department Work</b> Core content teachers will work	<b>Progress Monitoring</b> What data will be collected?	<b>Evaluation</b> Term 1:

<p>collaboratively during release days and during after school hours to align curriculum to content standards and provide students high-quality instruction aligning to the Framework for High Quality Instruction (FHQI). This will include work for both general education and honors courses. The work will be driven by the four PLC guiding questions and the following actions:</p> <ol style="list-style-type: none"> <li>1. Identification of essential standards.</li> <li>2. Unpacking essential standards and identifying learning targets. Continue the work to other standards as well.</li> <li>3. Identify success criteria specific to each learning target.</li> <li>4. Develop common assessments to assess learning targets. Teachers will use Illuminate to give and analyze common assessments.</li> <li>5. Develop additional data-capturing tools as needed to record student assessment data.</li> <li>6. Develop common strategies to extend learning or intervene based on results of assessments.</li> <li>7. Record and review intervention data to evaluate and adjust intervention plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Illuminate assessments</li> <li>• Formative and summative assessments</li> <li>• Intervention spreadsheet</li> <li>• PLC Agendas and Minutes</li> <li>• PLC Inventory</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Assessment and intervention data will be reviewed weekly, during PLC meetings.</li> <li>• Departments will add and subtract students to the Intervention Spreadsheet and monitor number of students who are assigned to Intervention for each term.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Data will be shared with PLC and Admin.</li> <li>• Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by October</li> <li>• Assessment and Intervention data review at end of Term</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by December</li> <li>• Assessment and Intervention data review at end of Term</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by March</li> <li>• Assessment and Intervention data review at end of Term</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by May</li> <li>• Assessment and Intervention data review at end of Term</li> </ul>
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#### Action 1.1.2 (SiteGoalID: 7577) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Teacher Support/Instructional Support</b></p> <ol style="list-style-type: none"> <li>Increase the quality of instruction students receive by providing teachers with professional development through local training, attendance at conferences, and book studies.</li> <li>Provide on-site professional development for the Framework for High Quality Instruction (FHQI). Teachers will implement new learning in their classrooms.</li> <li>Provide time for new and veteran teachers from all departments to observe in each other's classrooms during Teachers on the Move/Instructional Rounds designated days. Teachers on the Move/Instructional Rounds will occur quarterly. Teachers will implement effective instructional and management strategies in their classrooms.</li> <li>Increase the quality of teachers' instructional delivery and counselors ability to provide support through the implementation of technology and software that enhances student engagement and teacher/counselor effectiveness.</li> <li>Increase the quality of instruction and curriculum by securing supplies and materials. This includes supporting all areas of our</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Teacher's professional development will be measured through sign-in sheets, conference reports, products produced.</li> <li>Using FONT data, admin will monitor implementation levels of FHQI and effective instructional and management strategies.</li> <li>Using FONT data, admin will monitor effectiveness of technology and software to increase student engagement.</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>Best practices from PD, conferences, book studies will be shared with Admin upon completion of program.</li> <li>ELA and Math coaches will provide PD on FHQI to staff during monthly staff meetings.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>Admin will present FONT data to staff quarterly.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>PLC Minimum Day in August</li> <li>FONT Data Review at end of term</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>PLC Minimum Day November</li> <li>FONT Data Review at end of term</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>PLC Minimum Day in January</li> <li>FONT Data Review at end of term</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>PLC Minimum Day in May</li> <li>FONT Data Review at end of term</li> </ul>

<p>campus that support curriculum such as counseling, the library, and VAPA.</p> <p>6. Continue to improve the quality of Pinkerton's programs (Schools to Watch network) through an Institutional membership with the California League of Schools (CLS). STW network and CLS offer conferences, professional development, and training that focuses on addressing needs and challenges of principally targeted subgroups.</p>		
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#### Action 1.1.3 (SiteGoalID: 7577) (DTS: 12/13/23)

##### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>English Learners in ELA</b></p> <p>1. English Learner (EL) students will be enrolled into an English Language Development (ELD) course that will specifically support their assessed level of the English Language as determined by the English Language Proficiency Assessments for California (ELPAC). L1 (newcomers) and L2 students will have an ELD teacher for one period per day and the course will serve as their</p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• GPA</li> <li>• Attendance data</li> <li>• FONT Data</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Progress monitoring will occur when progress reports are due.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• MLL PLC check-in by September.</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• MLL PLC check-in by December.</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul>

Humanities class. L3 and L4 students will be enrolled into a standard Humanities course and an ELD support class will serve as the student's elective course. Course offerings use adopted core curriculum therefore are not tied to the EL Supplement Source.

2. Establish after school tutoring program run by site EL Coordinator targeting EL students with academic support across all subject areas. EL coordinator will also work to connect with parents on how parents can support their child's English language development at home.

3. EL Coordinator will attend to maintenance of EL student records including EL/RFEP monitoring, EL student identification and course placement, reclassification, and parent communication. Additionally, the EL Coordinator along with other certificated site members will attend English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings at a minimum of three times per school year and participate in the Initial and Summative administration of the ELPAC.

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

5. Multi Lingual Learner (MLL) PLC team will meet regularly to discuss the needs and progress of students in our EL Program. The PLC team will monitor student placement, grades, behavior, attendance, social emotional development, ELPAC preparation and targeted tutoring. Release days will be provided for teachers to work with EL Instructional Coach to support EL PD Plan.

- GPA and attendance will be reviewed at the end of each Term.

Data shared with?

- Admin team and counselors
- MLL PLC
- ELAC

Term 3:

- MLL PLC check-in by March
- MLL PLC team review prepare and review MLL & ELPAC data
- GPA and Attendance Data Review
- FONT Data Review

Term 4:

- MLL PLC check-in by May.
- GPA and Attendance Data Review
- FONT Data Review



6. Provide funding for translation/interpretation needs.		
7. Allocate funds for ELAC training materials and supplies (e.g., light refreshments).		

#### Action 1.1.4 (SiteGoalID: 7577) (DTS: 12/13/23)

##### Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Students with Disabilities in Math and ELA</b></p> <p>1. RSP Math, RSP Humanities, Math Foundations, and ELA Literacy will be provided to students who demonstrate the need for courses that provide more support than the general education setting. Teachers will use high-quality instruction and pace curriculum in such a manner that it is scaffolded to help students be successful in these courses.</p> <p>2. Case Managers will monitor students' progress in these courses and consult with teachers on appropriate strategies for the student. Case managers will collaborate with students' teachers to develop and implement academic intervention/support plans.</p> <p>3. Intervention tracking spreadsheet will be used for</p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Grades, GPAs</li> <li>• Intervention spreadsheet</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Progress monitoring will occur when progress reports are due.</li> <li>• GPAs will be reviewed at the end of each Term.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Admin team and counselors</li> <li>• Special Education PLC</li> <li>• Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• FONT Data Review</li> </ul>

progress monitoring.

**Action 1.1.5 (SiteGoalID: 7577) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- Black or African American

<b>Action Plan</b> <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<b>Evaluation</b> <ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b> <b>African American Students and ELA and Math</b> <ol style="list-style-type: none"><li>1. Regional Equity Coach will provide professional development on implementing culturally responsive teaching strategies.</li><li>2. Staff will receive training in and/or share best practices for reaching African American students. This training/PD will take place during staff meetings and/or through other professional development avenues such as conferences, seminars, book studies.</li><li>3. Staff who attend training/PD will present at staff meetings.</li><li>4. Staff will also review ELA and Math SBAC data and track progress for African American students.</li><li>5. Identify specific African American students who are earning D's or F's in Math.</li><li>6. Work with Math Curriculum Coach to identify students who may benefit from Math Mindset/Math Intervention elective.</li></ol>	<b>Progress Monitoring</b> <p>What data will be collected?</p> <ul style="list-style-type: none"><li>• Sign-in sheets</li><li>• Classroom observations/walkthroughs (FONT data)</li><li>• GPAs, D/F List</li><li>• Students of Concern Spreadsheet</li></ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"><li>• Admin and counselors will monitor D/F Grades: At the end of Progress Reports Term 1, 2, 3</li><li>• Admin and counselors will monitor African American student progress in Humanities and Math for each grading period for Terms 1, 2, 3</li></ul> <p>Data shared with?</p> <ul style="list-style-type: none"><li>• Admin team and counselors</li><li>• Teams</li><li>• Humanities and Math PLCs</li></ul>	<b>Evaluation</b> <p>Term 1:</p> <ul style="list-style-type: none"><li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li><li>• GPA and Attendance Data Review</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li><li>• GPA and Attendance Data Review</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li><li>• GPA and Attendance Data Review</li></ul> <p>Term 4:</p>

<p>7. Increase the quality of teachers' instructional delivery and ability to provide support through the implementation of technology and software that enhances student engagement and teacher effectiveness.</p> <p>8. Increase the quality of instruction and curriculum by securing supplies and materials, subscriptions, and guest speakers.</p> <p>9. Teachers, administrators, and counselors will conduct check-ins with these students and make contact home.</p> <p>10. Additional progress will be monitored using "Students of Concern" spreadsheet used by teams to develop plans for academic intervention and support.</p>		<ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• GPA and Attendance Data Review</li> </ul>
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#### Action 1.1.6 (SiteGoalID: 7577) (DTS: 12/13/23)

##### Targeted Student Group(s)

- Foster Youth

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Foster Youth</b></p> <p>1. EPMS Counselors will monitor the progress of our foster youth students in both academics and attendance. If the student has an IEP, the</p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• GPAs, D/F List</li> <li>• Students of Concern Spreadsheet</li> </ul> <p>How often and when will it be collected?</p>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> </ul>

<p>case manager will assist with this as well.</p> <ol style="list-style-type: none"> <li>If needed, our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care.</li> <li>For foster youth with academic or attendance concerns, phone calls will be made to the foster family to share the supports EPMS can provide.</li> <li>Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in.</li> <li>Regional Attendance Improvement Technician (RAIT) will collaborate with Admin to identify foster youth and track attendance.</li> <li>RAIT will reach out to guardians/families as needed to provide support.</li> </ol>	<ul style="list-style-type: none"> <li>Progress Reports and Term Grades for Terms 1, 2, 3</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>Admin Team and counselors</li> <li>Teams</li> <li>Foster Youth case manager</li> </ul>	<ul style="list-style-type: none"> <li>GPA and Attendance Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>GPA and Attendance Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>GPA and Attendance Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>GPA and Attendance Data Review</li> </ul>
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## Site Goal 1.2 (SiteGoalID: 7582) (DTS: 12/13/23)

Increase student proficiency in Physical Education and Electives Courses.

- For the 2023-24 school year, 20% of students earned a D or F in an elective course during Terms 1, 2, and 3. For the 2024-25 school year, this will decrease to 10%.
- For the 2023-24 school year, the PE Department had a 77.5% passing rate for the PACER by Term 4. For the 2024-25 school year, the passing rate will increase to 80% by Term 4.

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

## Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Instructional Support</b></p> <ol style="list-style-type: none"> <li>1. Provide Electives and PE with meeting time, release days, after school hours, and/or attendance at conferences for teachers to plan curriculum, work in a PLC setting when possible, and to align with the work around essential standards, learning targets, and success criteria. This may include time for teachers to collaborate with teachers at other school sites as they may be a singleton in their department.</li> <li>2. Increase the quality of teachers' instructional delivery and ability to provide support through the implementation of technology and software that enhances student engagement and teacher effectiveness.</li> <li>3. Increase the quality of instruction and curriculum by securing supplies and materials, subscriptions, and guest speakers.</li> <li>4. Physical Education: PE classes will have the necessary materials and supplies to teach their curriculum.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Grades, GPAs</li> <li>• Classroom observations/walkthroughs (FONT data)</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Progress Reports and Term Grades for Terms 1, 2, 3</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Data will be shared with Electives and PE PLCs and Admin</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by October</li> <li>• Assessment and Intervention data review at end of Term</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by December</li> <li>• Assessment and Intervention data review at end of Term</li> <li>• FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by March</li> <li>• Assessment and Intervention data review at end of Term</li> <li>• FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by May</li> <li>• Assessment and Intervention data review at end of Term</li> <li>• FONT Data Review</li> </ul>

5. Electives: Band, Orchestra, Art, Ceramics, Photography and Theater classes will have the necessary materials and supplies to teach their curriculum.		
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Action 1.2.2 (SiteGoalID: 7582) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<p><b>AVID</b></p> <ol style="list-style-type: none"> <li>1. Continue to offer the AVID elective to both 7th and 8th grade students, and look to expand the number of sections offered based on student interest.</li> <li>2. Train additional staff during AVID Summer Institute 2024 as AVID elective teachers. In addition, purchase classroom supplies for additional AVID elective teacher: one white board for future AVID class/ teacher. An additional whiteboard is needed to fulfill the need for students to complete tutorials in groups of seven students or less.</li> <li>3. Send staff to AVID Summer Institute 2025 using District AVID funds/site funds.</li> <li>4. AVID coordinator will lead the AVID site team, organize extension activities promoting student success and understanding of college and careers. District paid Coordinator stipend. One hour for 10 AVID site team members-10 site team members.</li> <li>5. School buses for AVID field trip. Chaperones for the field trip. The funding will be used to target student sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) for improvement in academics and goal setting for college and exposure to college information.</li> <li>6. Students will participate in various college orientation experiences (field trips, and college speakers) throughout the school year.</li> <li>7. Train whole staff on AVID strategies to continue staff utilizing high-quality and research-based instructional strategies. Professional</li> </ol>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Admin, counselors, and AVID Coordinator will monitor AVID enrollment and applications for both 7th and 8th grade students. All sections should have at least 30 students enrolled.</li> <li>• Observe AVID strategies being implemented during Admin and AVID district administration walk-throughs.</li> <li>• Classroom observations/walkthroughs (FONT data)</li> <li>• AVID site team minutes and agendas.</li> <li>• Staff meeting agenda and teacher observations.</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>• Enrollment will be monitored in April and solidified by the end of the school year in May.</li> <li>• PD on school-wide AVID strategies will be provided during multiple staff meetings during the school year.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>• Admin team and counselors</li> <li>• AVID PLC/site team</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• AVID site team meeting</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• AVID site team meeting</li> <li>• FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• AVID site team meeting</li> <li>• FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• AVID site team meeting</li> <li>• FONT Data Review</li> <li>• Enrollment check-in with counselors and AVID Coordinator</li> </ul>

<p>development will provide skills and strategies for teachers to learn and implement strategies to help improve academics and skills for target sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) that are under-represented at colleges or not achieving a 3.0 or better.</p> <p>8. Funding will be used for the AVID program to continue to be certified and improve its ranking on the CCI. This continued certification of the AVID program will target sub groups (African American, Latinx, students not earning a 3.0 or better, socio economically disadvantaged and ELD students) by providing an AVID program that meets all the required indicators of a certified AVID program and provides students with the needed skills and abilities so that they can achieve GPAs of 3.0 or better and prepare for college/career success.</p> <p>9. Provide materials and supplies as necessary to support student success; especially target sub groups.</p>		
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**Site Goal 1.3 (SiteGoalID: 7583) (DTS: 12/13/23)**

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

**Metric:** CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

**Action 1.3.1 (SiteGoalID: 7583) (DTS: 12/13/23)**

**Targeted Student Group(s)**



<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>
<p><b>Career Technical Education</b></p> <ol style="list-style-type: none"> <li>Increase the quality of teachers' instructional delivery and ability to provide support through the implementation of technology and software that enhances student engagement and teacher effectiveness.</li> <li>Increase the quality of instruction and curriculum by securing supplies and materials, subscriptions, and guest speakers.</li> <li>Service existing equipment in our shop to provide continued access to necessary equipment for CTE courses.</li> <li>Increased instructional supplies and equipment will allow students more hands-on experiences and better prepare them to align with the Industrial Technology Education (ITE) pathway at COHS.</li> <li>A decrease in production time due to more readily available equipment will allow a higher completion rate of projects for all students.</li> <li>CTE teachers will communicate and articulate with COHS to align programs and share best practices at least once per school year.</li> </ol>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Formative and summative assessments</li> <li>Grades, GPAs</li> <li>Classroom observations/walkthroughs (FONT data)</li> <li>Admin will observe use of software by teachers and students during classroom observations/walkthroughs.</li> <li>Admin will observe use of equipment by teachers and students during classroom observations and walkthroughs.</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>Progress Reports and Term Grades for Terms 1, 2, 3</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>Data will be shared with Electives/CTE PLC and Admin team</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>GPA and Attendance Data Review</li> <li>FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>GPA and Attendance Data Review</li> <li>FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>GPA and Attendance Data Review</li> <li>FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>GPA and Attendance Data Review</li> <li>FONT Data Review</li> </ul>

7. Counselors present CTE course offerings and explain programs/pathways during course selection process and classroom presentations once a semester.		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 647)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	38152	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	17450	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	9700	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	2700	Materials/Supplies/Equipment

**District Strategic Goal 2:**

**District Needs and Metrics 2:**

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

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

- Test Participation Rate on Districtwide Assessments

## Site Goal 2.1 (SiteGoalID: 7584) (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 2.1.1 (SiteGoalID: 7584) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Teachers will work collaboratively through the PLC process.</p> <ol style="list-style-type: none"> <li>1. Departments will develop a SMART goal for assessments. This SMART goal will include a timeline, the common assessment, and the definition of success. It will be followed up with a plan for extension and enrichment.</li> <li>2. Teachers will collaborate and create common formative and summative assessments. At least four of the common assessments</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration. SMART Goals Worksheet will be used to collect this data.</li> <li>• Teachers will have common assessments that are used regularly, and teachers will provide these when asked for them.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by October</li> <li>• Assessment and Intervention data review at end of Term</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by December</li> <li>• Assessment and Intervention data review at end of Term</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Dept Chair Check-in update, PLC Inventory by March</li> </ul>

<p>will relate to department-determined essential skills.</p> <p>3. Teachers will give the common assessment, analyze results and use this data to inform instruction.</p> <p>4. Based on analysis of common assessment data, teachers will develop plans for intervention and extension activities.</p> <p>Site Goal 2 is very closely tied into Site Goal 1. It is financially supported through the funding in Actions/Services in Site Goal 1.</p>	<ul style="list-style-type: none"> <li>Teachers will provide the analysis of the results of common assessments and how they used them to inform their practice.</li> <li>Common Assessment Data will be recorded by Departments.</li> <li>Intervention data will be recorded by Departments.</li> <li>GPA data will be reviewed by Admin, teams, and counselors after each grading period.</li> <li>Illuminate data will be reviewed by Admin and Departments during Dept Meetings.</li> <li>Intervention Spreadsheet will be reviewed by Admin and Depts each Term.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Intervention data review at end of Term</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Dept Chair Check-in update, PLC Inventory by May</li> <li>Assessment and Intervention data review at end of Term</li> </ul>
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### Action 2.1.2 (SiteGoalID: 7584) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Teachers will work collaboratively through the PLC process.</p> <ol style="list-style-type: none"> <li>Departments will use essential skills data, ELA or Math CAASPP data, and/or Illuminate assessment data to identify areas or skills that are low or below mastery for the majority of students.</li> <li>Departments will develop a SMART goal that includes a</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration. SMART Goals Worksheet will be used to collect this data.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>Dept Chair Check-in update, PLC Inventory by October</li> <li>Assessment and Intervention data review at end of Term</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Dept Chair Check-in update, PLC Inventory by December</li> </ul>

<p>timeline, the common assessment/s to be used, and the definition of success. It will be followed with a plan for extension and enrichment.</p> <p>3. Teachers will collaborate and create common formative and summative assessments. At least four of the common assessments will relate to department-determined essential skills.</p> <p>4. Teachers will give the common assessment, analyze results and use this data to inform instruction.</p> <p>5. Teachers will use common assessment data to identify and support students who need intervention and students who need extension activities.</p> <p>Site Goal 2 is very closely tied into Site Goal 1. It is financially supported through the funding in Actions/Services in Site Goal 1.</p>	<ul style="list-style-type: none"> <li>Teachers will have common assessments that are used regularly, and teachers will provide these when asked for them.</li> <li>Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice.</li> <li>Common Assessment Data will be recorded by Departments.</li> <li>Intervention data will be recorded by Departments.</li> <li>GPA data will be reviewed by Admin, teams, and counselors after each grading period.</li> <li>Illuminate data will be reviewed by Admin and Departments during Dept Meetings.</li> <li>Intervention Spreadsheet will be reviewed by Admin and Depts each Term.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Intervention data review at end of Term</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>Dept Chair Check-in update, PLC Inventory by March</li> <li>Assessment and Intervention data review at end of Term</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Dept Chair Check-in update, PLC Inventory by May</li> <li>Assessment and Intervention data review at end of Term</li> </ul>
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Funding Sources for District Goal 2 (DEV - LCAP ID: 647)		
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

<b>District Strategic Goal 3:</b>  <b>All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.</b>	<b>District Needs and Metrics 3:</b>  <b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b> <ul style="list-style-type: none"> <li>• Cohort Graduation Rate</li> <li>• School Climate - Average Favorability Rating</li> <li>• Social Emotional Learning - Average Favorability Rating</li> <li>• Suspension Rate: Percent of Students Suspended</li> </ul>
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**Site Goal 3.1 (SiteGoalID: 7578) (DTS: 12/13/23)**

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

- Suspension Rates will drop from 6% to 4% for all students.
- Suspension Rates will drop from 18% to 10% for African American students.
- Suspension Rates will drop from 8% to 6% for Hispanic students.
- Suspension Rates will drop from 7% to 5% for Socioeconomically Disadvantaged students.
- Suspension Rates will drop from 14% to 10% for Students with Disabilities.

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

**Action 3.1.1 (SiteGoalID: 7578) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Build Positive Relationships</b></p> <p>Staff will work to be proactive with students who are exhibiting disengagement and disconnectedness from school.</p> <ol style="list-style-type: none"> <li>1. Opportunities to develop connections and build positive relationships between students and teachers, such as: Student of the Month lunches, student incentives, and multiple spirit weeks.</li> <li>2. Teachers will use Talking Points, email, and phone calls to make positive phone calls to parents/guardians.</li> <li>3. During weekly team meetings with admin and counselors, teachers will discuss struggling students and how to support them. Teams will use a common spreadsheet to track specific student's needs that were discussed and actions taken, such as a PTC, SST, testing or MTSS referral.</li> <li>4. Provide support for teachers who struggle with management and relationship-building as a way to build student engagement and connectedness.</li> <li>5. Provide professional development opportunities, training, access to conferences to learn positive relationship-building strategies.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>We will use the Student Perspective Survey to assess quality of relationships on campus. This data will be shared with site Leadership and SSC.</li> <li>Teams will be responsible for establishing SMART goals for student incentives and positive communication home.</li> <li>Synergy reports will be used to track student academic, discipline, and attendance data.</li> <li>Admin will provide feedback using FONT and walkthrough observations to monitor positive relationship-building strategies used in classrooms.</li> <li>Site discipline data will be presented during monthly staff meetings.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>Team Leader check-ins</li> <li>Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> <li>FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>Team Leader check-ins</li> <li>FONT Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>Team Leader check-ins</li> <li>FONT Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>Team Leader check-ins</li> <li>FONT Data Review</li> </ul>

6. Staff will be trained in de-escalation techniques and restorative practices as a means of addressing negative behavior. The goal is to change behavior and use this as a chance to build relationships with students.		
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### Action 3.1.2 (SiteGoalID: 7578) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Student Groups</b></p> <p>Selected students will work with EPMS staff (social worker, speech therapist, school psychologist and counselors) to develop their leadership skills, set goals for personal growth, or learn how to handle challenges and setbacks.</p> <ol style="list-style-type: none"> <li>1. A variety of groups will be led on campus: Anxiety Group, Strong Kids, Grief Group, Lunch Bunch, Boys Group, and other groups as determined by the Tier 2 PBIS team through implementation of the MTSS process to meet the social emotional needs of students.</li> <li>2. Increase staff's ability to provide support to students through the purchasing of</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• We will use the Student Perspective Survey data to monitor social emotional needs of students. This data will be shared with site Leadership and SSC.</li> <li>• Pre- and post-tests will be used with groups to assess growth and/or development after participating in student group. These will be facilitated and collected by the PBIS Tier 2 Coordinator and counselors leading groups.</li> <li>• Pre- and post-test data will be shared with PBIS Tier 2 team, counselors, and Admin.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Spring Results Student Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> <li>• Pre- and Post-test Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going</li> </ul>



supplies, materials, field trips, and guest speakers.		<p>basis, and student progress is shared at weekly Team meetings.</p> <ul style="list-style-type: none"> <li>• Pre- and Post-test Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Pre- and Post-test Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Pre- and Post-test Data Review</li> </ul>
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### Action 3.1.3 (SiteGoalID: 7578) (DTS: 12/13/23)

#### Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Special Education</b></p> <p>Staff will support Students with Disabilities to ensure their needs are being met in the classroom.</p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data Review</li> </ul>

<ol style="list-style-type: none"> <li>1. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.</li> <li>2. Staff will use best practices from the Crisis Prevention and Intervention (CPI) training to de-escalate Students with Disabilities as well as to produce equitable responses to behavior in their classrooms.</li> <li>3. Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations.</li> <li>4. Special Education students will be scheduled for regular check-ins during their Advocacy class to provide consistent feedback to students.</li> </ol>	<ul style="list-style-type: none"> <li>• Discipline data for Students with Disabilities. Synergy reports will be used to gather data.</li> <li>• Site discipline data will be presented to staff at monthly staff meetings.</li> <li>• Admin will track staff members that have been trained in CPI and encourage all staff who work with Students with Disabilities to be trained. Participation logs will be used to track number of staff members trained.</li> <li>• Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for Students with Disabilities who are struggling with behavioral expectations.</li> <li>• PBIS Tier 1 and 2 agendas will be developed by team Coordinators.</li> <li>• Special Education staff will utilize a daily communication log to track behavior and inform families of progress. Communication logs are kept in student-specific binders. Communication logs are shared with case managers.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Case Manager Check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data Review</li> </ul>
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### Site Goal 3.2 (SiteGoalID: 7580) (DTS: 12/13/23)

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

100% of staff will implement the 3 Be's (safe, respectful, responsible) in all aspects of our campus. The Staff Perspective Survey will show an increase in overall culture and climate from 79% favorable responses to 90% favorable responses.

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

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

From 80% to 85% for African American students.

From 79% to 85% for Hispanic students.  
 From 84% to 85% for Socioeconomically Disadvantaged students  
 From 71% to 85% for Students with Disabilities

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

**Action 3.2.1 (SiteGoalID: 7580) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>PBIS Tier 1</b></p> <p>Continue the work of PBIS Tier 1 committee who will meet monthly during the school year.</p> <ol style="list-style-type: none"> <li>1. PBIS Tier 1 Coordinator and team will lead the staff through the beginning of the year PBIS Kick-Off to teach students about school-wide expectations on campus. The PBIS Tier 1 Coordinator and team will lead efforts to remind students of expectations through Booster Lessons during Advocacy throughout the school year.</li> <li>2. Character Strong Curriculum/Lessons will be utilized during Advocacy to reinforce expectations for positive, prosocial behavior on campus.</li> <li>3. In monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?          How often and when will it be collected?          Data shared with?</p> <ul style="list-style-type: none"> <li>• Teachers will report effective communication of the 3 Be's and that students are demonstrating an understanding of school-wide expectations. PBIS Kick-off survey will be used to gather data.</li> <li>• 90% of staff will use Be Bucks. Staff survey will be used to gather data.</li> <li>• Admin will look for PBIS implementations and the reinforcing of the 3 Be's during walkthrough observations.</li> <li>• Feedback obtained at monthly staff meetings will give us a pulse on PBIS implementation successes and challenges. PBIS survey will be used to gather data.</li> <li>• Site collected discipline data. Synergy reports will be used</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 1 Meetings. TFI data and action plan reviewed at meetings.</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> <li>• FONT Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 1 Meetings</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> </ul>

team. The goal is to present to staff the progress we've made in building positive culture on campus.

4. Analyze discipline data at the end of each term in addition to ongoing analysis. This will show us where gains were made as well as inform us what challenges PBIS will need to focus on.
5. Purchase supplies necessary for the implementation of PBIS. Supplies will be purchased to use as incentives for positive student behavior.
6. Purchase supplies and materials, subscriptions, and secure guest speakers to enhance student engagement and teacher effectiveness in building and maintaining positive relationships with students.
7. Team training in the TIPS model for efficient meeting facilitation.
8. Train PBIS team members in SEL support programs through district or outside agencies.
9. Provide teachers with professional development on restorative practices and community-building strategies through local training, attendance at conferences, release days, and book studies.
10. Provide staffing for our coordinator to attend monthly district PBIS coordinator meetings.
11. Tiered Fidelity Inventory (TFI) will be completed and used to establish growth areas and action plan to address gaps and areas of need.
12. Provide agendas to support student completion of homework and assignments.

to gather data.

- Student Perspective Survey will be used to monitor progress. This data will be shared with site Leadership and SSC.
- Tiered Fidelity Inventory (TFI) score will be used to monitor progress. TFI scores are reported in May and used to develop action plan for following year's PBIS implementation. PBIS Coordinator facilitates PBIS Tier 1 meeting to identify targeted action steps and implementation.

- FONT Data Review

Term 3:

- Monthly PBIS Tier 1 Meetings
- Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.
- FONT Data Review

Term 4:

- Monthly PBIS Tier 1 Meetings. TFI data and action plan reviewed at meetings.
- Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.
- FONT Data Review

### Targeted Student Group(s)

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

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>PBIS Tier 2</b></p> <p>Continue the work of PBIS Tier 2 committee who will meet biweekly during the school year.</p> <ol style="list-style-type: none"> <li>PBIS Tier 2 team and school social worker will review GPA, attendance and discipline data biweekly to develop and implement intervention for struggling students (especially our African American, Hispanic, Low Income students and Students with Disabilities).</li> <li>Purchase supplies and materials, subscriptions, and secure guest speakers to support Tier 2 interventions for struggling students.</li> <li>PBIS Tier 2 team will train staff in using MTSS referral process.</li> <li>Teams will identify Students of Concern and develop plans for classroom intervention. Strategies will be implemented, documented and assessed to determine students who need to be referred to PBIS Tier 2 team.</li> <li>PBIS Tier 2 team will review MTSS forms submitted by teacher, teams, and counselors to make informed</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>Students that are referred to the PBIS Tier 2 team will show an increase (GPA, attendance, etc.) or a decrease (discipline) based on the concerns brought forth by the team and the interventions provided. Synergy reports will be used to gather data and monitor progress.</li> <li>PBIS Tier 2 team will log and track interventions and provide timely reports back to teachers/teams on a biweekly basis.</li> <li>PBIS Tier 2 TIPS meeting agendas will be created and utilized by team.</li> <li>Students of concerns and MTSS referrals will be monitored by PBIS Tier 2 Coordinator, Admin, and counselors.</li> <li>PBIS Tier 2 team will share updates with Teams for Students of Concern once they have been referred to PBIS Tier 2 team.</li> <li>Tiered Fidelity Inventory (TFI) score will be used to monitor progress. TFI scores are reported in May and used to</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>Monthly PBIS Tier 2 Meetings. TFI data and action plan reviewed at meetings.</li> <li>Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>Review of MTSS Referral process and data</li> <li>Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Monthly PBIS Tier 2 Meetings</li> <li>Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>Counselor Check-in for Students of Concern. Check-</li> </ul>

<p>decisions on targeted Tier 2 interventions.</p> <p>6. PBIS Tier 2 team and counselors will update teams on interventions and progress of students.</p>	<p>develop action plan for following year's PBIS implementation. PBIS Coordinator facilitates PBIS Tier 1 meeting to identity targeted action steps and implementation.</p>	<p>ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</p> <ul style="list-style-type: none"> <li>• Review of MTSS Referral process and data</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 2 Meetings</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Review of MTSS Referral process and data</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Monthly PBIS Tier 2 Meetings. TFI data and action plan reviewed at meetings.</li> <li>• Discipline Data via Synergy Reports is reviewed monthly and reported at staff meetings.</li> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Review of MTSS Referral process and data</li> </ul>
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### Site Goal 3.3 (SiteGoalID: 7581) (DTS: 12/13/23)

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

We will use student reported data from the Student Perspective Survey:

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

School Connectedness and Sense of Belonging for all students will go from 72% to 85%

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

From 69% to 85% for African American students.

From 68% to 85% for Hispanic students.

From 72% to 85% for Socioeconomically Disadvantaged students

From 61% to 85% for Students with Disabilities

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

**Action 3.3.1 (SiteGoalID: 7581) (DTS: 12/13/23)**

### Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Connecting Students to School</b></p> <p>To continue to develop a wide range of activities in and out of school for students to participate in and to help them be connected.</p> <ol style="list-style-type: none"> <li>Activities during school, such as student initiated clubs, lunch time activities, band, and theater.</li> <li>Activities before or after school, such as Extended Day (tutoring or enrichment activities), school-sponsored sports, field trips, theater, Science Olympiad, and Mathletes. Tutoring will be offered every morning and four times a week after school. Enrichment opportunities will be available through Extended Day funds.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>Participation in activities during the day and after school will increase. A list will be compiled of students signing up for clubs at our fall club rush event in the quad on campus. Sign-up sheets will be used to collect data. Student Activities Director will provide report to Admin.</li> <li>Students sign in daily to Extended Day. Sign-in sheets will be used to collect data. Extended Day Coordinator will provide report to Admin.</li> <li>GATE Coordinator will check in with Admin, counselors, and teachers. GATE Coordinator will present updates at staff meeting.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>Admin check-in with Extended Day Coordinator at beginning and end of each Term.</li> <li>Student Activities Director meets with Admin Team, weekly.</li> <li>Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Admin check-in with Extended Day Coordinator at beginning and end of each Term.</li> </ul>



<p>3. Gifted And Talented Education: The GATE coordinator will oversee GATE and develop and implement a plan to support GATE students. This may include after school, enrichment activities and/or field trips.</p> <p>4. Participation in EGUSD Middle School Puzzle Play with other participating middle schools.</p>	<ul style="list-style-type: none"> <li>Students will be able to participate in Middle School Puzzle Play. Cast list will be used to collect data. Theater Arts teacher will provide cast list to Admin.</li> <li>School Perspective Survey will be used to gather data about student connectedness to school. This data will be shared with site Leadership and SSC.</li> </ul>	<ul style="list-style-type: none"> <li>Student Activities Director meets with Admin Team, weekly.</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>Admin check-in with Extended Day Coordinator at beginning and end of each Term.</li> <li>Student Activities Director meets with Admin Team, weekly.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Admin check-in with Extended Day Coordinator at beginning and end of each Term.</li> <li>Student Activities Director meets with Admin Team, weekly.</li> </ul>
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Funding Sources for District Goal 3 (DEV - LCAP ID: 647)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	6980	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment



<b>District Strategic Goal 4:</b>  All students will benefit from programs and services designed to inform and engage family and community partners.	<b>District Needs and Metrics 4:</b>  Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Parents indicating a respectful and welcoming school environment</li> <li>• Parents indicating opportunities for parent input in making decisions</li> <li>• Parents indicating opportunities for parent involvement</li> <li>• Percent Chronically Absent</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 7579) (DTS: 12/13/23)**

To increase stakeholder engagement.

Parent Response Rate for the Parent Perspective Survey will increase from 35% to 75%.

The Parent Perspective Survey will show an increase in overall average from 89% favorable responses to 95% favorable responses.

**Metric:** Parents indicating a respectful and welcoming school environment

**Action 4.1.1 (SiteGoalID: 7579) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Parent/Guardian Communication</b></p> <ol style="list-style-type: none"> <li>Two school-wide newsletters per year</li> <li>Monthly communication email from the principal highlighting events that month</li> <li>Social Media posts to: Facebook and Instagram</li> <li>School website will provide information to students and families.</li> <li>Personal conversations when parents are on campus for pickup/drop off and school related events.</li> <li>Staff will document school to home communication using Synergy Student Contact Log. This communication may be in the form of emails, phone calls, Talking Points texts.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>Newsletters and Monthly Email communications will be measured by: "Communication with Families" - portion of the Parent Perspective Survey "School staff is helpful". For a growth from 93% to 95%. This data will be shared with site Leadership and SSC.</li> <li>Data Source: 2024 Parent Perspective Survey Results</li> <li>Routine Social Media postings after each major school event to update the community.</li> <li>The school website will be updated in a timely manner and provide current and relevant information.</li> <li>"Parent Involvement" portion of the Parent Perspective Survey – "I feel welcome to participate at this school" will be used to gather additional data. With a goal of increasing response from 87% to 95%. This data will be shared with site Leadership and SSC.</li> <li>Administrative Contact Log Synergy reports will be used to assist in assessing additional levels of parent/guardian contact.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>Student Activities Director meets with Admin Team, weekly.</li> <li>Team Leader check-ins</li> <li>Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Student Activities Director meets with Admin Team, weekly.</li> <li>Team Leader check-ins</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>Student Activities Director meets with Admin Team, weekly.</li> <li>Team Leader check-ins</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Student Activities Director meets with Admin Team, weekly.</li> <li>Team Leader check-ins</li> </ul>

**Action 4.1.2 (SiteGoalID: 7579) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Connections with Parents/Guardians</b></p> <ol style="list-style-type: none"> <li>1. Parent Empowerment Workshops calling on community resources or in-house “experts” (3 in total) held during evening hours with food/snacks provided.</li> <li>2. FACE Liaison will partner with Admin to plan and facilitate Parent Empowerment Workshops.</li> <li>3. FACE Liaison will provide survey for families to select their preferred topics for Parent Empowerment Workshops.</li> <li>4. Bring Your Pack to Lunch Week – two per school year, with scheduled campus activities and planning by Activities Director.</li> <li>5. School Site Council (SCC) meetings. Five per year with acting parent representatives.</li> <li>6. Back to School Nights - held during Term One and Term Two.</li> <li>7. Incoming 7th grade event: Parents and students invited to tour campus and meet teachers. Incoming event</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>• Attendance at events will increase as evidenced through sign-in sheets.</li> <li>• Parent Perspective Survey Results will be used to gather data: Providing Parent Involvement/Parent Education Opportunities. Data Source: 2024 Parent Perspective Survey Results. This data will be shared with site Leadership and SSC.</li> <li>• SCC agenda/meeting notes and active participating parent representatives.</li> <li>• Incoming 7th Grade Info Nights: Student registration form completion will be used to gather data.</li> <li>• PTHV documentation from trained staff members.</li> <li>• PTHV trained teachers will share their experiences at staff meetings after PTHVs occur.</li> <li>• Parent Perspective Survey Results will increase from 2023 data of 191 to 750 responses. Data Source:</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:.</p> <ul style="list-style-type: none"> <li>• Spring Results of Student Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> <li>• Admin check-in with FACE Liaison</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Admin check-in with FACE Liaison</li> <li>• SSC</li> <li>• Updates from PTHV Coordinator</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Admin check-in with FACE Liaison</li> <li>• SSC</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Admin check-in with FACE Liaison</li> <li>• SSC</li> </ul>

<p>advertised through Social Media and Synergy email.</p> <ol style="list-style-type: none"> <li>Two scheduled and executed Incoming 7th Grade Informational Nights with Google Slide presentation from all Departments.</li> <li>Parent Teacher Home Visits conducted by trained staff.</li> <li>Surveys when data collection is necessary.</li> <li>Arts Alive - host a night showcasing VAPA on the EPMS campus.</li> </ol>	<p>2024 Parent Perspective Survey Results; Responses Received. This data will be shared with site Leadership and SSC.</p>	<ul style="list-style-type: none"> <li>Updates from PTHV Coordinator</li> </ul>
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#### Action 4.1.3 (SiteGoalID: 7579) (DTS: 12/13/23)

##### Targeted Student Group(s)

• Black or African American • EL • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Make personal connections with families in our low performing subgroups</b></p> <ol style="list-style-type: none"> <li>Personal invites to English Learner (EL) families for school-wide events.</li> <li>EL Newsletter produced twice per school year sent home in hard copy and electronically with school-wide academic support offerings/resources for EL students and families.</li> <li>Work to strengthen parent participation/attendance in ELAC meetings.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>Call logs/emails/printed correspondence of parent communication by EL Coordinator and/or Admin. Coordinator will track in a Google Document. Data will be shared with English Learner PLC. Contact will be documented in Synergy.</li> <li>Completed EL Newsletter twice per school year with school-wide academic support offerings/resources</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>MLL PLC check-in</li> <li>GPA and Attendance Data Review</li> <li>Discipline Data via Synergy Reports</li> <li>Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>Honors outreach done by counselors</li> <li>Spring Results of Student Perspective Survey shared with SSC and Leadership</li> </ul>

<ol style="list-style-type: none"> <li>4. EL Coordinator and supporting EL certificated staff will attend recognition events in order to represent EPMS and support families.</li> <li>5. Counselor/Teacher/Admin phone calls home to families in low performing subgroups to offer supports in targeted areas of need displayed by current GPA/Discipline data.</li> <li>6. Personal communication from counselors to families in low performing subgroups to encourage Honors course enrollment or Honors progress check-ins.</li> <li>7. Food provided to families at English Learner Advisory Committee (ELAC) meetings. Three per year with acting parent representative.</li> </ol>	<p>for EL students and families. Content of newsletter will be based on a pre-survey sent out to EL families at start of school year about what information is needed. Data will be shared with Multi Lingual Learner (MLL) PLC.</p> <ul style="list-style-type: none"> <li>• Increased parent participation/attendance to ELAC meetings as indicated by sign in sheets/meeting minutes and input from stakeholders. A Needs Survey will be given at the end of each meeting to every family. Data will be shared with Multi Lingual Learner (MLL) PLC.</li> <li>• Counselor/Admin call logs or email correspondence to families regarding student needs to enable success in low performing areas displayed by current data including attendance, GPA, and discipline data. Contact will be documented in Synergy.</li> <li>• Counselor call logs or email correspondence to families regarding Honors course enrollment or Honors progress check-ins. Contact will be documented in Synergy.</li> <li>• Honors enrollment rate as data point. Data collected by counselors and shared with Admin.</li> <li>• Parent Perspective Survey Data. This data will be shared with site Leadership and SSC.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Results of Staff Perspective Survey shared with SSC and Leadership</li> <li>• Spring Results of Parent Perspective Survey shared with SSC and Leadership</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• MLL PLC check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data via Synergy Reports</li> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• MLL PLC check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data via Synergy Reports</li> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• MLL PLC check-in</li> <li>• GPA and Attendance Data Review</li> <li>• Discipline Data via Synergy Reports</li> <li>• Counselor Check-in for Students of Concern. Check-ins occur on an on-going basis, and student progress is shared at weekly Team meetings.</li> <li>• Honors outreach done by counselors</li> </ul>
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Reduce the number of students who are chronically absent from 13.3% to 10% or lower. Move from "Medium" level to "Low" level per the California State Dashboard data.

**Metric:** Percent Chronically Absent

**Action 4.2.1** (SiteGoalID: 7585) (DTS: 12/13/23)

**Targeted Student Group(s)**

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

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Chronic Absenteeism</b></p> <ol style="list-style-type: none"> <li>We will monitor the attendance of students in student groups that ranked "Very High" and "High" according to Chronic Absenteeism Dashboard data.</li> <li>Students who are identified with high rates of absenteeism will be checked in by a counselor, referred to Admin, and referred to District as necessary.</li> <li>All efforts will be made to communicate with these families to offer supports and services.SOT</li> </ol> <p><b>Staffing/Classified Salary:</b></p> <ol style="list-style-type: none"> <li>50% of Staffing for SOT provides support for Attendance and Family Outreach. (4 hrs/ day 10 months) The position includes support for campus equity and parent involvement. The position provides indirect instructional</li> </ol>	<p><b>Progress Monitoring</b></p> <p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> <li>Regional Attendance Improvement Technician (RAIT) will collaborate with SOT and Admin to monitor attendance.</li> <li>At the end of the first month of school, RAIT will provide an attendance report for these subgroups to identify students.</li> <li>RAIT and SOT will reach out to guardians/families as needed to provide support. This will occur when RAIT is present on EPMS campus.</li> <li>Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.</li> <li>Data Source: Synergy Attendance Reports and Dashboard Data. Data will be shared with Admin, counselors.</li> </ul>	<p><b>Evaluation</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>Monthly check-ins with RAIT</li> <li>Attendance Data Review</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>Monthly check-ins with RAIT</li> <li>Attendance Data Review</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>Monthly check-ins with RAIT</li> <li>Attendance Data Review</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>Monthly check-ins with RAIT</li> <li>Attendance Data Review</li> </ul>

intervention and support services to address attendance, academic achievement, and family and community engagement.

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

- Develop instructional and parent involvement materials.
- Coordinate with FACE to support chronically absent students.
- Coordinate with Regional Attendance Staff to support PTSGs.
- Communicate with families regarding punctuality, attendance, and school involvement.
- Coordinate with administration & counseling to identify PTSG's with Chronic Absenteeism and punctuality issues.
- Collaborate with PBIS Coordinator/Team to support community and student recognition events.
- Maintain attendance and punctuality data and reports.

#### Funding Sources for District Goal 4 (DEV - LCAP ID: 647)

Funding Source	Amount	Description of Use
Supplemental/Concentration	0	Certificated- Salaries

(7201/0000)		
Supplemental/Concentration (7201/0000)	5400	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	31808	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	1272	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	1000	Materials/Supplies/Equipment



## Funding Source Summary for All District Goals

### Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$38152	\$0	\$6980	\$5400	\$50532
Classified- Salaries	\$0	\$0	\$0	\$31808	\$31808
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$17450	\$0	\$0	\$0	\$17450
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0

### 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	\$9700	\$0	\$0	\$1272	\$10972
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2700	\$0	\$0	\$1000	\$3700

## Justification of School-Wide Use of Funds

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

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

## V. Funding

### Elizabeth Pinkerton Middle School (433) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$99,790	\$55,602	\$0	\$6,980	\$37,208	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	\$14,672	\$12,400	\$0	\$0	\$2,272	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$114,462	\$68,002	\$0	\$6,980	\$39,480	

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
Subtotal of state or local funds included for this school	\$114,462	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Kimberlee Wallace	_____	_____
School Site Council Chairperson	Samia Maher	_____	_____
EL Advisory Chairperson	Ana Benitez	_____	_____