



## **Joseph Kerr Middle School**

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

**Principal:** Zachary Cheney

**County-District-School (CDS) Code:** 34673146061808

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

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

## IV. Goals, Actions and Services

Joseph Kerr Middle School | Focused Work: 2023-2024

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### Goal Setting (Icapid: 561)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

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

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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

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

##### Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

##### Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.
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#### Stakeholder Engagement

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

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

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

Gathering of input began on January 9, 2023 and is on-going.

Input gathered at School Site Council, Staff Meetings, Leadership Team Meetings, and via Parent, Student,

and Staff LCAP Surveys.

Input gathered during School Site Council meetings from teachers, other school personnel, parents and students on January 9, April 12, and May 10, 2021. Further input will be provided as necessary at later SSC meetings.

Input gathered during LCAP Stakeholders Meetings during the 2022-2023 school year on: August 24, November 3, 2022, and January 5, and April 13, 2023.

Input gathered during ELAC Meetings on August 24, November 3, 2022, and January 5, and April 13, 2023.

Input gathered during Staff Meetings on an on-going basis during the 2021-2022 school year.

## 2. Impact of LCAP and Annual Update

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

Information gathered from these consultations provides input and informs school goals and funding priorities. A variety of stakeholders including students, teachers, parents, and staff have the opportunity to share and discuss their ideas and perspectives and participate in the development of the school plan. Input from consultations has resulted in the implementation of a student Equity Council, grant application, as well as an additional GATE fieldtrip.

## Resource Inequities

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

In 2023 Joseph Kerr Middle School was identified as an Alternative Targeted Support and Improvement (ATSI) school because 1 of our subgroups, Students with Disabilities, need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups.

- Counseling staff will provide academic counseling and support via collaboration with families, teachers and caseload managers.
- All staff will teach students clear expectations through PBIS kickoff and increasing positive supports.
- Teachers will collaborate with each other, via PLC work, to better serve our diverse student population. Staff will attend equity Professional Development as well as training on strategies for culturally and linguistically responsive teaching and learning.
- Intervention Counselor/Counselors will create, implement, and monitor groups for at-risk student populations.
- SPED teachers will attend professional learning to acquire, refine and implement latest research based strategies for students with disabilities.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

### District Needs and Metrics 1:

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

- A-G Completion

- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1 (SiteGoalID: 6593) (DTS: 02/10/23)

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

**ELA:**

- All students will increase by 7 percentage points from 58% to 65% in met or exceeded standards.
- African American students will increase by 9 percentage points from 49% to 58% in met or exceeded standards.
- Students with Disabilities will increase by 14 percentage points from 21% to 35% in met or exceeded standards.
- Hispanic students will increase by 8 percentage points from 50% to 58% in met or exceeded standards.

**MATH:**

- All students will increase by 14 percentage points from 51% to 65% in met or exceeded standards.
- African American students will increase by 8 percentage points from 47% to 55% in met or exceeded standards.
- Students with Disabilities will increase by 9 percentage points from 21% to 30% in met or exceeded standards.
- Hispanic students will increase by 11 percentage points from 40% to 51% in met or exceeded standards.

**SCIENCE:**

- All students will increase by 12 percentage points from 38% to 50%.
- African American students will increase by 23 percentage points from 15% to 38%.
- Students with disabilities will increase by 23 percentage points from 15% to 38%.
- Hispanic students will increase by 22 percentage points from 28% to 50%.

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

Actions/Services 1.1.1 (SiteGoalID: 6593) (DTS: 02/10/23)

**Targeted Student Group(s)**

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>PLC Work:</b> Core content teachers will work collaboratively during release days and after school hours to align curriculum to content standards and provide students High Quality instruction (FHQI). This work will be driven by the four PLC questions and the following actions:</p> <ol style="list-style-type: none"> <li>1) Identification of essential standards</li> <li>2) Drafting Learning targets for essential standards (unpack)</li> <li>3) Identify success criteria specific to each learning target</li> <li>4) Develop common assessments that assess learning targets</li> <li>5) Develop common strategies to extend or intervene based on results of assessments.</li> <li>6) Consult with Instructional Coaches during PLC/Department meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will submit unit plans outlining standards of focus for each unit. Department chairs will share unit plans with site administration quarterly.</li> <li>2. Teachers will create and share standards based learning targets in PLC team meetings and Department meetings, to be implemented in lesson plans. Department chairs will collect and share PLC team and Dept. meeting agendas with site administration prior to each scheduled meeting.</li> <li>3. Teachers will create and share success criteria specific to drafted learning targets in PLC team meetings and Department meetings, to be implemented in classrooms. Department chairs will collect and share PLC team and Dept. meeting agendas with site administration prior to each scheduled meeting.</li> <li>4. Departments will submit their essential standard assessments to the department chair/administrator as common assessments are completed.</li> <li>5. Measured by the percentage of students who improve from essential assessment one and essential assessment Two. Primarily Targeted Student Groups (PTSG's): PLC teams will review PTSG assessments and provide intervention as necessary through remediation, after school tutoring, and other means available. Tutoring sign in sheets will be shared with site administration.</li> <li>6. Department Chairs will share</li> </ol>	

	<p>PLC/Dept. agendas and deliverables with site administration.</p> <p>Measurement of 1-5: Teachers will have at least an 80% pass rate on essential standard assessment.</p>	
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**Actions/Services 1.1.2 (SiteGoalID: 6593) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Teacher on The Move Days:</b></p> <p>1. School will provide support for teachers in the form of release time to observe colleagues delivering lessons, learning target and success criteria implementation, as well as best practices at JKMS as well as other schools. The expected outcome is to improve frequent and high quality instruction at JKMS through mentor teacher modeling and observation.</p> <p>Action to include funding for certificated time sheets for release days/periods, supplies and resources.</p>	<p>1. Participating teachers will participate in a collaborative Team share out during Staff Meetings relative to their specific observation(s). They will share realizations, best practices, and any deliverables developed as the result of the observation process. Staff meeting agenda will reflect teacher presentation(s). Admin will create agenda and share with staff.</p>	

**Actions/Services 1.1.3 (SiteGoalID: 6593) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Professional Learning:</b></p> <p>1. Provide opportunity for teachers to attend professional learning and conferences that promote instructional excellence.</p> <p>2. Provide opportunity for teachers to increase frequent high quality instruction by attending Professional learning relative to Learning Targets and Success Criteria, student engagement, student talk, and other components of FHQI.</p> <p>Action to include funding for registrations, timesheets, meals and travel/transportation as necessary. Action designed to increase frequent high quality classroom instruction.</p>	<p>1. Teachers will share with site administrators and staff take aways during staff meetings. Admin will create agendas to be shared with staff prior to scheduled staff meetings.</p> <p>2. a. Increase in student engagement as measured by positive responses on the school climate survey/student engagement. Admin will collect survey results annually to share with staff and SSC.</p> <p>b. Implementation of Learning Targets, Success Criteria, and other components of FHQI as measured by administrator walkthroughs. Admin will collect data during regular walkthroughs to be shared with teachers individually after the walkthrough is complete.</p>	

**Actions/Services 1.1.4 (SiteGoalID: 6593) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>INTERACTIVE TECHNOLOGY/COLLEGE AND</b></p>	<p>1. This action will be measured by tracking increases/improvements</p>	

**CAREER READINESS:**

1. Provide support to students via the Library in the form of library books and resources which prepare students for college, career, and other post-secondary opportunities and life readiness.

- Students will benefit from instruction utilizing interactive technologies such as NoRedInk, PearDeck Pro, Near Pod, Kahoot Premium, Quizzizz Super Account program and the like.
- Students will benefit from departmental subscriptions, equipment, and supplies designed to supplement existing curriculum and improve academic achievement in ELA, Math, Science, Social Science, and PE.
- Students will benefit from supplementary subscriptions to such items as Newslea, and AVID weekly (In accordance with BP/AR 6161.1 no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption)).

in the following:

a. Student School Climate Survey Results. Admin will collect data annually and share with staff and SSC during staff meeting and SSC meeting.

b. Teacher School Climate Survey Results. Admin will collect data annually and share with staff and SSC during staff meeting and SSC meeting.

c. Student access to library book resources that prepare students for college, career, and post-Secondary opportunities/readiness. (Library to create, distribute, and share data from survey during end of year Staff Meeting).

**Actions/Services 1.1.5 (SiteGoalID: 6593) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**

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



<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p><b>VAPA:</b></p> <p>Purchase instructional supplies, student planners, supplemental books, equipment repair, paper for duplicating supplemental workbooks, field trips, and other VAPA and Science consumables as appropriate.</p> <p>1. Support VAPA instruction by providing/purchasing consumable materials and supplies, equipment and furniture repair/replacement, and VAPA related Instructional Technology:</p> <p>Student Fees allocations will be applied to support instruction in Woodshop, Science, Art, and Music classes as outlined in separate 2019-2020 Student Fees Allocation Budget.</p>	<p>1. Action effectiveness will be measured by: Program evaluation, purchase invoices, field trip participation/sign in sheets, and accounting reports.</p> <p>Teachers will maintain and submit field trip attendance and accounting as part of the required field trip paperwork to be approved and submitted by administration.</p>	

**Actions/Services 1.1.6 (SiteGoalID: 6593) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>CAREER TECHNICAL EDUCATION:</b></p> <p>Provide the following for our Agricultural Science, and Paxton Patterson College and Career Ready Labs CTE courses in alignment with Elk Grove High Schools Agricultural Academy, Culinary Academy, and</p>	<p>Primary effectiveness will be measured by strong student enrollment (25-35 students per class). Other measures will include:</p> <p>1. CTE Supplies - CTE Funding/Enrichment</p>	

Technology and Digital Arts Academy:

1. Consumable supplies
2. Instructional materials and equipment as necessary and as approved and listed on EGUSD adopted curriculum list.
3. Field trips related to the career theme or post secondary preparation
4. Professional development related to instructional methodology or staying current with industry trends.

2. Site controller will code instructional supplies and equipment to correct CTE goal and ensure that they are delivered to the right teacher.
3. Field Trip Participation-- Teachers will maintain Student Attendance Roster(s) as part of the required documentation to be signed and submitted by site Admin.
4. Teachers to share take aways from professional development with entire staff as evidenced by Staff Meeting/PLC day agendas.
5. student literacy - Students that participate in Paxton Patterson Modules should increase reading literacy skills. Student reading skills will be assessed 3 times per term in ELA classes. Teachers will share assessment results with PLC teams and Admin.

Site Goal 1.2 (SiteGoalID: 6597) (DTS: 02/10/23)

**Close the achievement gap among lower performing subgroup populations as measured by an increase in meet or exceeds standards in English Language Arts, Mathematics, and Science.**

**ELA:**

- African American students will increase by 9 percentage points from 49% to 58% in met or exceeded standards.
- Students with Disabilities will increase by 14 percentage points from 21% to 35% in met or exceeded standards.
- Socially Economic Disadvantaged students will increase by 8 percentage points from 50% to 58% in met or exceeded standards.
- English Learner students will increase by 8 percentage points from 12% to 20% in met or exceeded standards.
- Hispanic students will increase by 8 percentage points from 50% to 58% in met or exceeded.

**MATH:**

- African American students will increase by 8 percentage points from 47% to 55% in met or exceeded standards.
- Students with Disabilities will increase by 9 percentage points from 21% to 30% in met or exceeded standards.

- Socially Economic Disadvantaged students will increase by 9 percentage points from 41% to 52% in met or exceeded standards.
- English Learner students will increase by 9 percentage points from 11% to 20% in met or exceeded standards.
- Hispanic students will increase by 11 percentage points from 40% to 51% in met or exceeded standards.

**SCIENCE:**

- African American students will increase by 23 percentage points from 15% to 38% in met or exceeded standards.
- Students with disabilities will increase by 23 percentage points from 15% to 38% in met or exceeded standards.
- Hispanic students will increase by 22 percentage points from 28% to 50% in met or exceeded standards.
- English Learner students will increase by 10 percentage points from 5% to 15% in met or exceeded standards.

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

**Actions/Services 1.2.1 (SiteGoalID: 6597) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • R-FEP

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>English Learners:</b></p> <ol style="list-style-type: none"> <li>1. Support EGUSD EL professional development opportunities to be incorporated into core classes. EL Coordinator and Coach to offer EL support to site teachers throughout the school year.</li> <li>2. Refine after school Tutoring Program through implementation of identification process.</li> <li>3. EL Coordinator to monitor RFEP 1st and 3rd quarters, as required by EGUSD.</li> </ol>	<ul style="list-style-type: none"> <li>• ELPAC results as shared in LCAP metrics by Admin in Staff meeting and scheduled SSC meeting.</li> <li>• Common formative, interim, and summative assessments. EL student progress monitored by teachers via access to Illuminate interim assessments in Math and English, common formative assessments shared by teachers in PLC 's and shared with Admin, summative assessment results</li> </ul>	

4. Purchase 20 Imagine Learning Licenses and 20 headphones.
5. Purchase translation dictionaries in languages as needed.
6. Fund EL Coordinator.
7. Fund support staffing for ELPAC testing, and to support EL students during testing as necessary.
8. Provide EL strategy instruction/professional development to teachers.
9. Fund site ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings).
10. Fund translation/interpretation needs.

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

Actions/Services 1.2.2 (SiteGoalID: 6597) (DTS: 02/10/23)

**Targeted Student Group(s)**

- Black or African American • EL • Hispanic or Latino • Low Income • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>TUTORING AND COUNSELING SUPPORT:</b></p> <p>Provide counseling team support as well as teacher tutoring support before and/or after school.</p> <ol style="list-style-type: none"> <li>1. Teachers will offer extended day tutoring before/after school to assist students struggling to access curriculum.</li> <li>2. Periodic data presentation of below 2.0 list to Administration by Counselors. Monitor progress of students and provide necessary administrative, counseling, success contracts, and/or academic supports.</li> <li>3. Counselors continue, via Honors/AP Management Plan, to identify underrepresented excelling students to encourage Honors classes</li> <li>4. Parent Outreach--support students below 2.0 GPA, and encourage those qualified to enroll in Honors.</li> </ol> <p>*Extended Day budget will be allocated to tutoring program.</p>	<ol style="list-style-type: none"> <li>1. Teachers will retain/maintain student tutoring sign-in roll sheets to be shared with Administration quarterly.</li> <li>2. Increase in students' GPA's</li> <li>3. Increase in enrollment of PTSG's in Honors/accelerated courses</li> <li>4. Increased percentage of favorable responses on Student Climate Survey. Data collected by site Admin once released by EGUSD. Data shared at Staff Meeting and scheduled SSC.</li> </ol>	

**Actions/Services 1.2.3 (SiteGoalID: 6597) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>AVID:</b></p> <p>The AVID teacher will provide support for students enrolled in the course through the use of tutorials, reflections, and other assignments to provide them with skills that will translate to other classes.</p> <ol style="list-style-type: none"> <li>1. AVID classes taught by core content teachers.</li> <li>2. 4 teachers will attend the AVID Summer Institute to increase the number of staff proficient in AVID strategies and improve school-wide integration.</li> <li>3. Students will participate in field trip(s) to Colleges/Universities to better understand college attendance as well as gain knowledge about various schools, facilities and standards for admission and college life.</li> </ol>	<p>Measures of effectiveness will include:</p> <ol style="list-style-type: none"> <li>1. AVID teachers will share AVID best practices for ALL students at staff meetings as indicated on staff meeting agendas.</li> <li>2. Teachers will share take aways and strategies with staff at staff meetings as indicated on staff meeting agendas.</li> <li>3. Student attendance/participation in college field trip(s) as indicated by permission forms and attendance rosters.</li> </ol>	

Funding Sources for District Goal 1	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
AVID (7233/0000)	\$4904	Certificated- Salaries
AVID (7233/0000)	\$868	Contracts/Services/Subscriptions
AVID (7233/0000)	\$1528	Materials/Supplies/Equipment
CTE (7235/0000)	\$500	Certificated- Timesheets
CTE (7235/0000)	\$3500	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$4757	Certificated- Salaries
EL Supplemental (7250/0000)	\$1662	Certificated- Timesheets
EL Supplemental (7250/0000)	\$3000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$3000	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$2000	Certificated- Timesheets
PreAP Training (7218/0000)	\$3000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$1000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$9000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$29000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$12200	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$18000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$7000	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p><b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</b></p>	<p><b>District Needs and Metrics 2:</b></p> <p><b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment System</b></li> <li>• <b>Data and Program Evaluation</b></li> <li>• <b>Other (Site-based/local assessment)</b></li> </ul>
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**Site Goal 2.1 (SiteGoalID: 6829) (DTS: 01/01/10)**

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

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

**Actions/Services 2.1.1 (SiteGoalID: 6829) (DTS: 03/31/23)**

**Targeted Student Group(s)**

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>ILLUMINATE ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will administer Illuminate Assessments to all students as calendared and communicated by Curriculum and Professional Learning.</li> <li>2. Teachers will meet during calendared PLC collaboration time to analyze and discuss student progress using Illuminate data and common assessment data to guide discussion.</li> </ol>	<ul style="list-style-type: none"> <li>• Site Administration will run Illuminate reports to ensure 95% of students have taken the mandated assessments.</li> <li>• Teachers will access student Illuminate data to understand existing challenges as well as successes and to plan next steps to guide student learning.</li> <li>• Teachers will provide Administration with PLC agendas, minutes, and deliverables.</li> </ul>	

**Funding Sources for District Goal 2**

**Amount**

**Description of Use**

There are currently no fund sources for this District Goal.

**District Strategic Goal 3:**

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

**District Needs and Metrics 3:**

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

- Cohort Graduation
- Expulsion



- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1 (SiteGoalID: 6595) (DTS: 02/10/23)**

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

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

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

**Actions/Services 3.1.1 (SiteGoalID: 6595) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino • Low Income • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS):</b></p> <ol style="list-style-type: none"> <li>1. Teach students clear expectations on campus through the PBIS Kick Off.</li> <li>2. Reinforce explicit student expectations through ongoing Booster</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in student favorable responses on the School Student Climate Survey relative to understanding expectations and clear and fair consequences.</li> <li>2. Increase in student favorable responses to understanding of discipline expectations on</li> </ol>	

<p>Lessons developed and disseminated by the PBIS Committee.</p> <ol style="list-style-type: none"> <li>Continued focus on building a positive school climate and culture through PBIS Tier 1 Committee work.</li> <li>Continue PBIS Tier 2 Intervention work, SRT Team Meetings and MTSS Form submission review.</li> <li>Coordinate the work of the PBIS committee with the work of Student Activities to provide synergy and coherence to the programs school-wide.</li> <li>PBIS Team will attend professional development and Conferences to deepen understanding and improve practice.</li> <li>Increase positive supports for students through purchase of 5 Star system. PBIS Site Coordinator to assist with implementation, follow-up, and school wide evaluation</li> </ol>	<p>campus as measured by the School Student Climate Survey.</p> <ol style="list-style-type: none"> <li>Increase in favorable responses on the Student/Staff/Parent School Culture and Climate Survey.</li> <li>MTSS submission data, SRT meeting agendas, group data and survey results.</li> <li>Activities Director will attend PBIS Tier 1 Meetings. (Agenda/sign in forms).</li> <li>PBIS Team will share take aways from PD with staff (Staff Meeting Agendas).</li> <li>Invoice for 5 Star System and PBIS Coordinator/Activities Director feedback on program effectiveness.</li> </ol>	
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**Actions/Services 3.1.2 (SiteGoalID: 6595) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Positive Messaging:</b></p> <p>The deeper implementation and innovation relative to positive messaging for all stakeholders on</p>	<ul style="list-style-type: none"> <li>• Knights Watch staff communication documents. Knights Watch to be</li> </ul>	

campus will contribute to a positive school climate and culture.

1. Implement Kerr Rocks and Kerr Kudos on campus.
2. Implement Knights Watch on campus.
3. Increase positive messaging on campus.
4. Purchase supplies and materials necessary for successful and ongoing implementation of PBIS.

- submitted to site Admin and shared with staff monthly.
- Kerr Kudos data collected monthly and shared with staff during Staff Meetings by PBIS Coordinator.
  - Purchase and display Kindness, Effort, Respect, and Responsibility flags on new light posts in the quad.
  - Purchased supplies and materials
  - Kindness, Effort, Respect, Responsibility signage in multiple locations around campus.
  - Monthly student recognition. Teachers send information monthly. PBIS Coordinator creates awards.
  - Kerr Kudos rewards store monthly. PBIS Coordinator to run store along with parent volunteers.

**Actions/Services 3.1.3 (SiteGoalID: 6595) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Enrichment Via GATE/Academic Competitions:</b></p> <ol style="list-style-type: none"> <li>1. Refine GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students.</li> <li>2. Expand GATE opportunities</li> <li>3. Plan and execute 2 field trips for GATE students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in number of GATE identified students. GATE Coordinator to track students designated as GATE and share with staff at Staff Meeting.</li> <li>2. Increase in GATE portfolio submission numbers. GATE Coordinator to track students designated as GATE and</li> </ol>	

<p>4. Provide support by way of funding for academic competitions such as Matheletes, Cyber Patriots, Spelling Bee, Geography Bee and others.</p>	<p>share with staff at Staff Meeting.</p> <p>3. Attendance/participation in GATE activities/field trip. GATE Coordinator to maintain field trip paperwork including student attendance. Site admin approves paperwork.</p> <p>4. Academic Competition registrations, awards and travel itineraries. Teacher Lead will keep record of registrants to share with site Admin.</p>	
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**Site Goal 3.2 (SiteGoalID: 6598) (DTS: 02/10/23)**

Decrease the suspension rate for all students as well as our overrepresented subgroups (Principally Targeted) as follows:

- All students decrease from 8.0% to 6%.
- Hispanic students decrease from 9% to 7%.
- Students with Disabilities decrease from 8.5% to 7%.
- African American Students decrease from 12.7% to 8%.
- Socioeconomically Disadvantaged students decrease from 10% to 8%.

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

**Actions/Services 3.2.1 (SiteGoalID: 6598) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p><b>Equity/Implicit Bias Work:</b></p> <ol style="list-style-type: none"> <li>1. Staff will engage in 28 hours of Diversity, Equity, and Inclusion Professional Development.</li> <li>2. Site Administration will work with teacher representative(s) and Office of Educational Equity to develop and implement a Student Equity Council.</li> <li>3. Site Administration/teacher representative(s) will apply for equity grant and utilize funds to develop Advocacy lessons around building culture and community.</li> <li>4. Staff will have the opportunity to participate in a book study on Sharokky Hollie's: Culturally and Linguistically Responsive Teaching and Learning.</li> <li>5. Admin/Teacher representative(s) will participate in Chloe Valdarry's Theory of Enchantment: Mastery full course.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration will monitor staff progress towards the completion of 28 hours.</li> <li>2. Successful implementation of the Student Equity Council in the 2023-2024 school year.</li> <li>3. Successful procurement of Equity Grant. <ul style="list-style-type: none"> <li>• Equity Advocacy lessons.</li> <li>• Time sheets for the development of lessons.</li> </ul> </li> <li>4. Book study paperwork with staff registration and completion documents.</li> <li>5. Admin/Teacher representative(s) will share information/take-aways with staff in Staff Meeting.</li> </ol> <p>The measure of effectiveness for the above may include School Climate Student Survey: School Connectedness will increase by 5% for sub groups listed above.</p>	
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**Actions/Services 3.2.2 (SiteGoalID: 6598) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p><b>.2 Intervention Counselor:</b></p> <p>In Collaboration with site administration, Counseling Department, School Site Psychologist, PBIS Coordinator and SRT Team, design and implement small group programs to address the varied social emotional, behavioral, attendance, and other challenges</p>	<ol style="list-style-type: none"> <li>1. Targeted student groups success will be monitored and determined based on the following: <ol style="list-style-type: none"> <li>a. Pre and Post Surveys for all Groups.</li> <li>b. Pre and Post Student Rating Scales for all groups.</li> <li>c. Baseline data collected on students in groups prior to enrollment. Data may include</li> </ol> </li> </ol>	
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creating barriers to at-risk student success.

1. The Intervention Counselor will work closely with all stakeholders to utilize data points to identify students to populate groups and to monitor student progress with the expectation of increased student success.

grades, attendance, discipline and student surveys.

- d. Data collected, reviewed and analyzed at completion of groups.
- e. Student exit survey.
- f. Student Strengths and Difficulties Questionnaire

**Actions/Services 3.2.3 (SiteGoalID: 6598) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>SPECIAL EDUCATION:</b> Staff will support Students with Disabilities to ensure their needs are being met in the classroom</p> <ol style="list-style-type: none"> <li>1. SPED teachers will attend professional development, professional learning conferences to acquire, refine and implement latest research based teaching strategies and supports for students with disabilities. Action includes funding for registration, substitutes, travel, and meals. (Supplementary/Concentration)</li> <li>2. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities</li> </ol>	<p>Measures of effectiveness will include:</p> <ol style="list-style-type: none"> <li>1. SPED teachers will share take aways with their team at department and PLC meetings (department/PLC meeting agendas and deliverables.)</li> <li>2. SPED teachers/Case Managers rules/norms/expectations as created and delivered. Student Expectations Quiz results.</li> <li>3. SWD suspension rates will decline as presented to staff by Admin quarterly.</li> <li>4. SWD enrollment in student groups/data, MTSS forms, SWD SLC and class suspension data.</li> </ol>	

<p>to lower discipline incidents with this subgroup.</p> <ol style="list-style-type: none"> <li>Staff will use best practices as outlined in IEP's, BIP's and BSP's to address the needs of SWD and provide measured and equitable responses to behavior in the classroom setting.</li> <li>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>Special Education students who are non-responsive to progressive discipline will be referred to the MTSS process and student groups with counselors, school site psychologist, and social worker, as appropriately assessed.</li> <li>Special Education students will be scheduled for regular check-ins with Case Managers to provide consistent feedback to students, parents, and teachers.</li> <li>Students will be appropriately placed in TransMath, ELA Literacy, and Math Lab as necessary for student success.</li> </ol>	<ol style="list-style-type: none"> <li>MTSS referral data, student group surveys and data, counselor and social worker referral data.</li> <li>Case Manager student contact data.</li> <li>Counselor/Case Manager/Administration review and collaboration determining appropriate placement and then ongoing monitoring of student success or challenges by Case Managers and Counselors.</li> </ol>	
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**Actions/Services 3.2.4 (SiteGoalID: 6598) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p><b>Student Intervention Groups:</b></p> <p>Principally targeted subgroups are determined through the MTSS process combined with SRT Team meetings as a result of a high functioning Tier 1 and Tier 2 team intervention practices and processes. The purpose of groups is to ensure mental health, social and emotional wellness, and better position at-risk students to be connected to the school community and academically successful.</p> <ol style="list-style-type: none"> <li>1. Counselors, School Site Psychologist, and Mental Health Therapist/Social Worker will run groups for designated at-risk students. Groups may include: Anxiety/Depression, Grief/loss, Why Try, mindfulness, and 7 Habits of Highly Successful Teens.</li> <li>2. Continue implementation of Why Try in small groups as needed.</li> </ol>	<p>Measurements of effectiveness will include:</p> <ol style="list-style-type: none"> <li>1. Pre and Post Surveys for all Groups. Baseline data collected on students in groups prior to enrollment. Data may include grades, attendance, discipline and student surveys. Data will be collected, reviewed and analyzed at completion of groups. Students will complete an exit survey and Strengths and Difficulties Questionnaire.</li> <li>2. Implementation of Why Try curriculum and success will be measured by pre/post surveys.</li> </ol>	

**Actions/Services 3.2.5 (SiteGoalID: 6598) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino • Low Income • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p><b><u>ADVOCACY AND SEL:</u></b></p> <ol style="list-style-type: none"> <li>1. Implement an Advocacy program on campus.</li> <li>2. Advocacy team will create SEL lessons to be taught by Advocacy teachers. Second Step curriculum will be used as a base for lessons.</li> <li>3. Teachers will provide quarterly feedback on successes/challenges.</li> <li>4. Teachers will implement team and community building activities.</li> <li>5. Students will benefit from speaker engagements designed to reinforce good citizenship, Kindness, Effort, Respect, and Responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative team will create Advocacy schedule and secure teacher facilities prior to school commencing.</li> <li>2. Team of teachers, counselors, and administrators will create Advocacy lessons for use in the classroom. Second Step curriculum will be adjusted as necessary to fit Advocacy time frames.</li> <li>3. Progress survey will be sent out to teachers quarterly to monitor program implementation.</li> <li>4. Lesson plans will reflect team building activities.</li> <li>5. Guest speaker survey feedback.</li> </ol>	<p>Quarterly survey results reviewed by Administration and shared with teachers in Staff meetings.</p>
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Funding Sources for District Goal 3	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
GATE (7205/0000)	\$1250	Certificated-Stipends
GATE (7205/0000)	\$2500	Contracts/Services/Subscriptions
GATE (7205/0000)	\$1250	Materials/Supplies/Equipment
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$24000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$11000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$11300	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5322	Materials/Supplies/Equipment

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> </ul>
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- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

**Site Goal 4.1 (SiteGoalID: 6596) (DTS: 02/10/23)**

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

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

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

**Actions/Services 4.1.1 (SiteGoalID: 6596) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Provide increased opportunities for parents to come onto campus:</p> <ul style="list-style-type: none"> <li>• Two Parent Universities. Possible classes will reflect parent interest. Topics may include social media, online security, student social/emotional education, social contagion, anxiety and depression.</li> <li>• 2 Bring Your Parent to Lunch Days.</li> <li>• School Site Council.</li> <li>• Back to School Nights.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold 2 Parent Universities.</li> <li>• Sign-in sheets. Collected after events and shared with Admin.</li> <li>• Increase attendance at events listed in Actions. Collected after events and shared with stakeholders.</li> <li>• Increase participation in ELAC and SSC. Participation numbers shared with ELAC and SSC during meetings. Shared with teachers during staff meetings.</li> <li>• Parent Surveys. Participation rates collected after survey</li> </ul>	

<ul style="list-style-type: none"> <li>• Incoming 7th Grade Parent Night.</li> <li>• Departmental Information Nights.</li> <li>• ELAC</li> <li>• School Dances, Renaissance Festival, Fall Festival, Sunsplash, Gate field trips, AVID field trips.</li> </ul>	<p>results are in. Shared with Administration and parent community.</p>	
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**Actions/Services 4.1.2 (SiteGoalID: 6596) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<p>Provide increased opportunities for parent communication and feedback:</p> <ul style="list-style-type: none"> <li>• Kerr Chronicle Newsletters</li> <li>• PTO Meetings</li> <li>• SSC</li> <li>• ELAC</li> <li>• School Messenger</li> <li>• Auto dialers as necessary</li> <li>• Social Media Accounts: Facebook, Twitter, and Instagram</li> <li>• Teacher communication via phone and email positive reinforcement</li> <li>• Parent/Student Surveys</li> <li>• Conversations at school events and meetings</li> <li>• You Rock! Postcard mailings with positive home communication for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Kerr Chronicle Newsletters. Administration will retain record of emailed newsletters sent every Friday, each Friday of the school year except holidays.</li> <li>• Individual parent feedback via email and phone.</li> <li>• Social Media Postings. Activity Director will monitor for positive content on a weekly basis.</li> <li>• More parents participating in campus events and committees. Attendance records will be taken and shared with site administration following events.</li> <li>• Records of Postcards Mailed Home. Number of postcards mailed home will be recorded by PBIS Coordinator and shared with parents in Kerr Chronicle and staff at Staff</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

	meetings as part of our PBIS updates.	
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**Actions/Services 4.1.3 (SiteGoalID: 6596) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>PARENT TEACHER HOME VISITS:</b></p> <p>Parent Outreach - focused outreach to subgroups disproportionately represented.            Parent Teacher Home Visit Project: send coordinator to the national conference; staff training; compensate teachers for their time on home visits.</p> <ul style="list-style-type: none"> <li>• attendance at PTHVP Annual Conference</li> <li>• Teachers who have completed training will engage in home visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of favorable responses from parents in the School Climate Survey. Data collected yearly upon receipt of survey results. Data will be shared with staff, SSC, and admin by Principal.</li> <li>• Increased percentage of favorable responses from students in the "agree" and "strongly agree" section of school connectedness. Data collected yearly upon receipt of survey results. Data will be shared with staff, SSC, and admin by Principal.</li> <li>• Reduction in chronically absent students as measured by the CA Dashboard data. Data will be collected annually and shared with staff, SSC, and admin team by Principal.</li> </ul>	

**Site Goal 4.2 (SiteGoalID: 6599) (DTS: 02/10/23)**

Reduce the percent of students chronically absent from 28.7% to 10%.

**Metric:** Attendance Rate

**Actions/Services 4.2.1 (SiteGoalID: 6599) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Chronic Absenteeism:</b></p> <ol style="list-style-type: none"> <li>1. We will monitor chronic absenteeism rates for all students. Students who are identified as chronically absent will be referred to a counselor, referred to site level administration, and referred to the District Attendance Office (RAIT) as necessary. All efforts will be made to communicate with these families to offer supports and services</li> </ol>	<ul style="list-style-type: none"> <li>• Regional Attendance Improvement Technician (RAIT) will collaborate with 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 will reach out to guardians/families as needed to provide support. This will occur when RAIT is present on Kerr's campus working with attendance and Admin.</li> <li>• Every two weeks, RAIT will run a new report to monitor students and/or to identify new students who are in need of check-in.</li> <li>• Data Source: Synergy Attendance Reports and Dashboard Data. Data will be shared with Admin, counselors and teachers during staff meetings. Data will also be shared with LCAP metrics in SSC meetings.</li> </ul>	

<b>Funding Sources for District Goal 4</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7201/0000)	\$4600	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$1300	Materials/Supplies/Equipment

### **Funding Source Summary for All District Goals**

<b>Fund Source</b>	<b>Description of Use</b>	<b>District Goal 1</b>	<b>District Goal 2</b>	<b>District Goal 3</b>	<b>District Goal 4</b>	<b>Total</b>
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions			\$500		\$500
AP Recruitment (7225/0000)	Certificated- Timesheets	\$1000				\$1000
AVID (7233/0000)	Certificated- Salaries	\$4904				\$4904
AVID (7233/0000)	Contracts/Services/Subscriptions	\$868				\$868
AVID (7233/0000)	Materials/Supplies/Equipment	\$1528				\$1528
CTE (7235/0000)	Certificated- Timesheets	\$500				\$500
CTE (7235/0000)	Materials/Supplies/Equipment	\$3500				\$3500
EL Supplemental (7250/0000)	Certificated- Salaries	\$4757				\$4757
EL Supplemental (7250/0000)	Certificated- Timesheets	\$1662				\$1662
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions	\$3000				\$3000
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$3000				\$3000
GATE (7205/0000)	Certificated-Stipends			\$1250		\$1250
GATE (7205/0000)	Contracts/Services/Subscriptions			\$2500		\$2500
GATE (7205/0000)	Materials/Supplies/Equipment			\$1250		\$1250
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
PreAP Training (7218/0000)	Certificated- Timesheets	\$2000				\$2000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$3000				\$3000
Student Fees (2312/0000)	Contracts/Services/Subscriptions	\$1000				\$1000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$9000				\$9000
Supplemental/Concentration (7201/0000)	Certificated- Salaries			\$24000		\$24000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$29000		\$11000	\$4600	\$44600

Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$12200	\$11300	\$2000	\$25500
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$18000	\$5322	\$1300	\$24622
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$7000			\$7000

### Justification of School-Wide Use of Funds

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

n/a

## V. Funding

### Joseph Kerr Middle School (422) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0.0000	\$0	\$73,066	\$73,066	\$73,066	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0.0000	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$118,722	\$118,722	\$59,200	\$0	\$51,622	\$7,900	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$12,419	\$12,419	\$12,419	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts	0.0000	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0



(VAPA) 0000 Unrestricted									
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$245,007	\$245,007	\$178,985	\$0	\$58,122	\$7,900	

<b>Fund Subtotals</b>	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$245,007

	<b>Signatures: (Must sign in blue ink)</b>	<b>Date</b>
<b>Principal</b>	<input type="text" value="Zachary Cheney"/>	<hr/>
<b>School Site Council Chairperson</b>	<input type="text" value="Bonnie Reed"/>	<hr/>
<b>EL Advisory Chairperson</b>	<input type="text" value="Gracia Apostol"/>	<hr/>

