Joseph Kerr Middle School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Aaron Munoz

County-District-School (CDS) Code: 34673146061808

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 646)

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.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

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

Gathering of input began in January of 2024 and is an on-going process.

Input has been gathered at School Site Council, Staff Meetings (2/21/24, 3/27/24, 4/17/24) Leadership Team

Meetings (8/7/23, 8/28/23, 9/25/23, 10/30/23, 11/27/23, 1/2/24, 2/26/24, 4/1/24, 5/13/24) and via Parent, Student, and Staff Surveys.

Input gathered during School Site Council meetings from teachers, other school personnel, parents and students on January 8, April 15, and May 13, 2024. Further input will be provided as necessary at later SSC meetings.

Input gathered during Student, Staff, and Parent survey given throughout the month of April of 2024.

Input gathered during Regional ELAC Meetings with EGHS which are scheduled throughout the 24-25 school year (11/2/23,12/11/23, 2/22/24, 4/25/24).

Input gathered during Staff Meetings, weekly Department chair meetings, and monthly EGEA Union rep meetings on an on-going basis during the 2023-24 school year.

2. Impact of LCAP and Annual Update

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

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

Resource Inequities (ATSI and CSI designated schools only)

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

Not listed as an ATSI school for 24-25

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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**

Site Goal 1.1   (SiteGoalID: 7570) (DTS: 12/13/23)

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:

- According to California Dashboard Metrics, all students will increase by 7 percentage points to move from "orange status - below standard" to "yellow status - meets standard"
- According to California Dashboard Metrics, African American students will increase by 17 points from "yellow status - below standard" to "yellow status - meets standard"
- According to California Dashboard Metrics Students with Disabilities will increase by 14 percentage points in met or exceeded standards.
- According to California Dashboard Metrics Hispanic students will increase by at least 8 percentage points in met or exceeded standards.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

MATH:

- According to California Dashboard Metrics all students will increase by 18 percentage points in met or exceeded standards.
- According to California Dashboard Metrics African American students will increase by 10 percentage points in met or exceeded standards.
- According to California Dashboard Metrics students with disabilities will increase by 9 percentage points in met or exceeded standards.
- According to California Dashboard Metrics Hispanic students will increase by 10 percentage points in met or exceeded standards.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

SCIENCE:

- According to CAST Metrics, all students will increase by 16 percentage points from 34% to 50%.
- According to CAST Metrics, African American students will increase by 21 percentage points from 19% to 40%.
- According to CAST Metrics, Students with disabilities will increase by 25 percentage points from 10% to 35%.
- According to CAST Metrics, Hispanic students will increase by 31 percentage points from 19% to 50%.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

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

Action 1.1.1   (SiteGoalID: 7570) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **PLC Work:** Core content teachers will work collaboratively during planed release days and after school hours during PLC time 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: 1) Identification of essential standards 2) Drafting Learning targets for essential standards (unpack) 3) Identify success criteria specific to each learning target 4) Develop common assessments that assess learning targets 5) Develop common strategies to extend or intervene based on results of assessments. 6) Consult with Instructional Coaches during PLC/Department meetings. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** 1.PLC Team leads will share PLC Agendas with administration before and after meetings which will contain plans for implementation as we as next steps. 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. 3.Teachers will create and share success criteria specific to drafted learning targets, as well as relevant data (to be documented in Team PLC Agenda being submitted to admin.) 4.Departments will work towards creating forms of common assessment (if not already in place) and data will be shared at PLC meetings. 5. Monitoring progress on Illuminate interim assessments throughout the year in applicable subject matters. Will be comparing data to previous year's interim assessments. 6.Discussion with Department chairs and team leads on effectiveness of PLC's and supports needed. 7. Looking at CAASP Data to monitor student growth.	**Evaluation**

Action 1.1.2   (SiteGoalID: 7570) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Instructional Rounds:** 1. School will provide support for teachers in the form of release time to observe colleagues delivering lessons, learning target and success criteria implementation, as well as best practices at JKMS. These instructional rounds will be lead by District Coaches. The expected outcome is to improve frequent and high quality instruction at JKMS through mentor teacher modeling and observation. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** 1. Participating teachers will participate in a collaborative Team share out during Staff Meetings relative to their specific observation(s). They will share realizations, best practices, and any deliverables developed as the result of the observation process. Staff meeting agenda will reflect teacher presentation(s). Admin will create agenda and share with staff. In addition, teachers will share their findings during PLCs.	**Evaluation**

Action 1.1.3   (SiteGoalID: 7570) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Professional Learning:** 1. Provide opportunity for teachers to attend professional learning and conferences that promote instructional excellence. 2. Provide opportunity for teachers to increase frequent high quality instruction by attending Professional learning relative to Learning Targets and Success Criteria, student engagement, student talk, and other components of FHQI. Action to include funding for registrations, timesheets, meals, supplies and travel/transportation as necessary. Action designed to increase frequent high quality classroom instruction.	**Progress Monitoring** 1. Teachers will share with site administrators and staff takeaways during staff meetings. Admin will create agendas to be shared with staff prior to scheduled staff meetings. 2. a. Teachers will report takeaways directly to administration and how what was learned at the professional development will be implemented into the classroom. 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.	**Evaluation**

Action 1.1.4   (SiteGoalID: 7570) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

INTERACTIVE TECHNOLOGY/COLLEGE AND CAREER READINESS:
 	
1. Provide support to students via the Library and classroom in the form of library books and resources which prepare students for college, career, and other post-secondary opportunities and life readiness.
 	
- Students will benefit from instruction utilizing interactive technologies such as NoRedInk, PearDeck Pro, Near Pod, Kahoot Premium, Quizzizz Super Account program and additional programs not listed.
- Students will benefit from departmental subscriptions, equipment, and supplies designed to supplement existing curriculum and improve academic achievement in ELA, Math, Science, Social Science, PE, EL and Special Education.
- Students will benefit from supplementary subscriptions to such items as Newslea, and AVID weekly (In accordance with BP/AR 6161.1 no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption)).
 	
We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.
	1. This action will be measured by tracking increases/improvements in the following:
	    a. Yearly Student School Climate Survey Results as well as Rapid Cycle Measure surveys given throughout the year. Admin will collect data and share with staff and SSC during staff meeting and SSC meeting.
	    b. Yearly Teacher School Climate Survey Results and Rapid Cycle Measures. Admin will collect data and share with staff and SSC during staff meeting and SSC meeting.
	    c. Monitoring the Average age of our Library as the average age is currently 2003. In addition, our librarian will monitor the number of books checked out compared to previous years as we continue to update our reading options.	

Action 1.1.5   (SiteGoalID: 7570) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **VAPA:** Purchase instructional supplies, instruments, supplemental books, equipment repair, paper for duplicating supplemental workbooks, field trips, and other VAPA and Science consumables as appropriate. 1. Support VAPA instruction by providing/purchasing consumable materials and supplies, equipment and furniture repair/replacement, and VAPA related Instructional Technology: Student Fees allocations will be applied to support instruction in Woodshop, Science, Art, and Music classes as outlined in separate 2019-2020 Student Fees Allocation Budget. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** 1. Action effectiveness will be measured by: student program evaluation, purchase invoices, field trip participation/sign in sheets, and student course requests in particular elective courses. 2. Teachers will maintain and submit field trip attendance and accounting as part of the required field trip paperwork to be approved and submitted by administration. 3. Parent/student feedback as provided through surveys.	**Evaluation**

Action 1.1.6 (SiteGoalID: 7570) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **CAREER TECHNICAL EDUCATION:** Provide the following for our Agricultural Science, and Paxton Patterson College and Career Ready Labs CTE courses in alignment with Elk Grove High Schools Agricultural Academy, Culinary Academy, and Technology and Digital Arts Academy: 1. Consumable supplies 2. Instructional materials and equipment as necessary and as approved and listed on EGUSD adopted curriculum list**.** 3. Field trips related to the career theme or post secondary preparation 4. Professional development related to instructional methodology or staying current with industry trends. 5. Purchasing of new Future Quest Modules as necessary We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** Primary effectiveness will be measured by strong student enrollment (25-35 students per class). Other measures will include: 1. Administrative walkthroughs as documented through FONT 2. Write-ups from teachers that attend professional development opportunities. 3. Field Trip Participation-- Teachers will maintain Student Attendance Roster(s) as part of the required documentation to be signed and submitted by site Admin. 4. Student course selection for Future Quest. Specifically looking at the number of student that take Future Quest 7 and want to continue into Future Quest 8. 5. Student literacy - Students that participate in Paxton Patterson Modules should increase reading literacy skills. Building in time for Future Quest teachers to meet with EL Coordinator and EL Lead for ways to support literacy through their course.	**Evaluation**

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:

- According to California Dashboard Metrics, African American students will increase by 17 points from "yellow status - below standard" to "yellow status - meets standard"
- According to California Dashboard Metrics, Students with Disabilities will increase by 14 percentage points in met or exceeded standards.
- According to California Dashboard Metrics, Socially Economic Disadvantaged students will increase by 10 points in met or exceeded standards.
- According to California Dashboard Metrics, English Learner students will increase by 10 percentage points in met or exceeded standards.
- According to California Dashboard Metrics Hispanic students will increase by at least 8 percentage points in met or exceeded standards.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

MATH:

- According to California Dashboard Metrics African American students will increase by 10 percentage points in met or exceeded standards.
- According to California Dashboard Metrics students with disabilities will increase by 9 percentage points in met or exceeded standards.
- According to California Dashboard Metrics, Socially Economic Disadvantaged students will increase by 10 percentage points in met or exceeded standards.
- According to California Dashboard Metrics, English Learner students will increase by 10 percentage points in met or exceeded standards.
- According to California Dashboard Metrics Hispanic students will increase by 10 percentage points in met or exceeded standards.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

SCIENCE:

- According to CAST Metrics, African American students will increase by 21 percentage points from 19% to 40%.
- According to CAST Metrics, students with disabilities will increase by 25 percentage points from 10% to 35%.
- According to CAST Metrics, Hispanic students will increase by 31 percentage points from 19% to 50%.
- According to CAST Metrics, English Learner students will increase by 10 percentage points from 5% to 15% in met or exceeded standards.
- Formative assessments through Illuminate will be given throughout the year to monitor ongoing progress.

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

Action 1.2.1   (SiteGoalID: 7573) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
English Learners: 1. Support EGUSD EL professional development opportunities to be incorporated into core classes. EL Coordinator and Coach to offer EL support to site teachers throughout the school year, as well as staff development opportunities provided. 2. Allow for EL coordinator and EL Lead Teacher to meet with different departments during PLC time. 3. EL Coordinator to monitor EL/RFEP 1st and 3rd quarters, as required by EGUSD. 4. Purchasing supporting subscriptions/services to aid in language development. 5. Purchase translation devices as necessary. 6. Fund EL Coordinator. 7. Fund support staffing for ELPAC testing, and to support EL students during testing as necessary. 8. Provide EL strategy instruction/professional development to teachers. 9. Fund regional ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings). 10. Fund translation/interpretation needs.	• ELPAC results as shared in LCAP metrics by Admin in Staff meeting and scheduled SSC meeting. • Common formative, interim, and summative assessments. EL student progress monitored by teachers via access to Illuminate interim assessments in Math and English, common formative assessments shared by teachers in PLC 's and shared with Admin, summative assessment results designated as State testing results reviewed in LCAP metrics with teachers in Staff Meeting and SSC. • Grades will be reviewed quarterly by assigned counselors and shared with Admin. • EL Student attendance in after school tutoring. Attendance rosters will be maintained by teachers and shared quarterly with Admin. • EL student attendance rate. Will work with District RAIT and EL coordinator to monitor attendance. • Student/staff/parent engagement using translation devices. • Successful and timely completion of all mandatory testing. ELPAC testing completion data will be collected by EL Coordinator at the conclusion of testing and	

11. EL Conferences/Professional development to support staff development. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	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.	

Action 1.2.2   (SiteGoalID: 7573) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **TUTORING AND COUNSELING SUPPORT:** Provide counseling team support	**Progress Monitoring** 1. Teachers will retain/maintain student tutoring sign-in roll	**Evaluation**

as well as teacher tutoring support before and/or after school.

1. Teachers will offer extended day tutoring before/after school to assist students struggling to access curriculum.
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. Allocate additional time as needed for counselors to contact home/work with students.
3. Counselors continue, via Honors/AP Management Plan, to identify underrepresented excelling students to encourage Honors classes
4. Parent Outreach--support students below 2.0 GPA, and encourage those qualified to enroll in Honors.

*Extended Day budget will be allocated to tutoring program. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

sheets to be shared with Administration quarterly.
2. Increase in students' GPA's
3. Increase in enrollment of PTSG's in Honors/accelerated courses
4. Counselors monitoring and recording student they speak with and the targeted supports provided.

Action 1.2.3   (SiteGoalID: 7573) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
AVID: 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. 1. AVID classes taught by core content teachers. 2. 4 staff members will attend the AVID Summer Institute to increase the number of staff proficient in AVID strategies and improve school-wide integration. 3. Students will participate in field trip(s) to Colleges/Universities to better understand college attendance as well as gain knowledge about various schools, facilities and standards for admission and college life. 4. Release day for AVID teachers/coordinator to recruit students from Feeder elementary schools/observe practices at other sites. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	Measures of effectiveness will include: 1. AVID teachers will share AVID best practices for ALL students at staff meetings as indicated on staff meeting agendas. 2. Teachers will share take aways and strategies with staff at staff meetings as indicated on staff meeting agendas. 3. Student attendance/participation in college field trip(s) as indicated by permission forms and attendance rosters. 4. Student course enrollment requests from students in AVID. Looking to increase interest from 7th grade to 8th grade.	

Site Goal 1.3   (SiteGoalID: 7886) (DTS: 05/09/24)

Implementation of effective active participation will increase from 67% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

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

Metric: Other

Action 1.3.1   (SiteGoalID: 7886) (DTS: 05/09/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Instructional rounds to be used to support new and veteran teachers on implementing effective practices for quality student talk opportunities. Administration to complete regular FONT walk throughs of classrooms to monitor progress.	**Progress Monitoring** Feedback from instructional round participants. Teachers to share out findings in staff meetings and highlight successful practices. Administration to meet quarterly to evaluate FONT data to monitor progress. Administration to analyze end of year survey data to monitor progress after a full year of focusing on student talk.	**Evaluation**

Funding Sources for District Goal 1 (DEV - LCAP ID: 646)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	16340	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries

Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5778	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	20000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	2864	Certificated- Salaries
EL Supplemental (7250/0000)	1700	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	3000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	3000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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: 7576) (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: 7576) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ILLUMINATE ASSESSMENTS:** 1. Teachers will administer Illuminate Assessments to all students as calendared and communicated by Curriculum and Professional Learning. 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. Teachers will also compare results to previous year and engage in discussions with Administration. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** • Site Administration will run Illuminate reports to ensure 95% of students have taken the mandated assessments. • Teachers will access student Illuminate data to understand existing challenges as well as successes and to plan next steps to guide student learning. • Teachers will provide Administration with PLC agendas, discussing how data was used. • Teachers to meet with Administration to explain how data is used to impact instruction.	**Evaluation**

Funding Sources for District Goal 2 (DEV - LCAP ID: 646)		
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)	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

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1   (SiteGoalID: 7571) (DTS: 12/13/23)

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
- Continue to refine, define, and deeply establish the work of the PBIS Tier 2 Team.

Metric: Social Emotional Learning - Average

Action 3.1.1   (SiteGoalID: 7571) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS):** 1. Prepare incoming 7th grade students for Middle School and Schoolwide expectations through Jump Start. 2. Teach students clear expectations on campus through the PBIS Kick Off. 3. Reinforce explicit student expectations through ongoing Advocacy Booster Lessons developed and disseminated by the PBIS Committee (Character Strong). 4. Continued focus on building a positive school climate and culture through PBIS Tier 1 Committee work. 5. Continue PBIS Tier 2 Intervention work, SRT Team Meetings and MTSS Form submission review. 6. Coordinate the work of the PBIS committee with the work of Student Activities and PBIS coordinator to provide synergy and	**Progress Monitoring** 1. Increase in student favorable responses on the School Student Climate Survey/Rapid Cycle Measure surveys relative to understanding expectations and clear and fair consequences. 2. Increase in student favorable responses to understanding of discipline expectations on campus as measured by the School Student Climate Survey/Rapid Cycle Measure Surveys 3. Increase in favorable responses on the Student/Staff/Parent School Culture and Climate Survey. 4. MTSS submission data, SRT meeting agendas, group data and survey results. 5. Activities Director will attend PBIS Tier 1 Meetings. (Agenda/sign in forms). 6. PBIS Team will share takeaways from PD with staff (Staff Meeting Agendas). 7. PBIS Coordinator/Activities Director feedback on 5 star program effectiveness.	**Evaluation**

coherence to the programs school-wide.

7. PBIS Team will attend professional development and Conferences to deepen understanding and improve practice.

8. Increase positive supports for students through implementation of 5 Star system. PBIS Site Coordinator to assist with implementation, follow-up, and school wide evaluation

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

Action 3.1.2   (SiteGoalID: 7571) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Positive Messaging: The deeper implementation and innovation relative to positive messaging for all stakeholders on campus will contribute to a positive school climate and culture. 1. Implement Kerr Kudos on campus. 2. Implement Knights Watch on campus.	• Knights Watch staff communication documents. Knights Watch to be submitted to site Admin and shared with staff weekly. • Kerr Kudos data collected monthly and shared with staff during Staff Meetings by PBIS Coordinator. • Monitor number of Kerr Kudos received at monthly Kerr Kudos Store.	

3. Increase positive messaging on campus, as well as notification of upcoming events through Talking Points. 4. Purchase supplies and materials necessary for successful and ongoing implementation of PBIS. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	• Purchase and display Kindness, Effort, Respect, and Responsibility flags on new light posts in the quad, and other areas as construction finishes. • Monitoring new items specifically for the purpose of promoting Kerr PBIS Motto. • Increase the amount of Kindness, Effort, Respect, Responsibility signage in multiple locations around campus. • Monthly student recognition. Teachers send information monthly. PBIS Coordinator creates awards. • Monitoring Parent donations for Kerr Kudos store, as more donations supports parental belief in system.	

Action 3.1.3   (SiteGoalID: 7571) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Enrichment Via GATE/Academic Competitions:** 1. Create GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students. 2. Expand GATE opportunities	**Progress Monitoring** 1. Increase in number of GATE identified students. GATE Coordinator to track students designated as GATE and share with staff at Staff Meeting. 2. Increase in GATE portfolio submission numbers. GATE Coordinator to track students	**Evaluation**

3. Plan and execute 2 field trips for GATE students.
4. Provide support by way of funding for academic competitions such as Matheletes, Spelling Bee, Geography Bee and others.

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

designated as GATE and share with staff at Staff Meeting.
3. Attendance/participation in GATE activities/field trip. GATE Coordinator to maintain field trip paperwork including student attendance. Site admin approves paperwork.
4. Increase Academic Competition registrations, and participants. Teacher in Charge will keep record of registrants to share with site Admin.

Site Goal 3.2   (SiteGoalID: 7574) (DTS: 12/13/23)

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

Action 3.2.1   (SiteGoalID: 7574) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Equity/Implicit Bias Work: 1. Staff is completing 28 hours of DEI work. Supporting discussions, workshops, and opportunities to be provided on site through Equity coach. 2. Site Administration will work students to have representatives on the School Site Council to provide a student voice to expenditures. 3. Site Administration/teacher representative(s) will apply for equity grant and utilize funds to provide the library with more books that represent our diverse population. 4. Administration Team looking to participate in trainings around Equity and Restorative practices. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	1. Administration will monitor staff progress towards the completion of 28 hours. 2. Successfully having a wide array of student voices on School Site council as well as opportunities for students to voice their concerns directly to administration. 3. Successful procurement of Equity Grant. • Purchasing of new books that appeal to a wide variety of readers 4. Administration Team able to report what was learned from trainings and how it will be implemented on campus. The measure of effectiveness for the above may include School Climate Student Survey: School Connectedness will increase by 5% for sub groups listed above.	

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
.2 Intervention Counselor: In Collaboration with site administration, Counseling Department, School Site Psychologist, PBIS Coordinator	1. Targeted student groups success will be monitored and determined based on the following: a. Pre and Post Surveys for all Groups.	

and SRT Team, design and implement small group programs to address the varied social emotional, behavioral, attendance, and other challenges creating barriers to at-risk student success.

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

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

b. Pre and Post Student Rating Scales for all groups.
c. Baseline data collected on students in groups prior to enrollment. Data may include grades, attendance, discipline and student surveys.
d. Data collected, reviewed and analyzed at completion of groups.
e. Student exit survey.
f. Data received from Social Worker and Behaviorist

Action 3.2.3   (SiteGoalID: 7574) (DTS: 12/13/23)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
SPECIAL EDUCATION: Staff will support Students with Disabilities to ensure their needs are being met in the classroom 1. SPED teachers will attend professional development, professional learning conferences to acquire, refine and implement latest research based teaching strategies and supports for students	Measures of effectiveness will include: 1. SPED teachers will share take aways with their team at department and PLC meetings (department/PLC meeting agendas and deliverables.) 2. SPED teachers/Case Managers	

with disabilities. Action includes funding for registration, substitutes, travel, and meals. (Supplementary/Concentration)
2. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.
3. Staff will use best practices as outlined in IEP's, BIP's and BSP's to address the needs of SWD and provide measured and equitable responses to behavior in the classroom setting.
4. Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations.
5. Special Education students who are non-responsive to progressive discipline will be referred to the MTSS process and student groups with counselors, school site psychologist, and social worker, as appropriately assessed.
6. Special Education students will be scheduled for regular check-ins with Case Managers to provide consistent feedback to students, parents, and teachers.
7. Students will be appropriately placed in TransMath, ELA Literacy, and Math Lab as necessary for student success.

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

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

Action 3.2.4   (SiteGoalID: 7574) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Student Intervention Groups:** Principally targeted subgroups are determined through the MTSS process combined with PBIS 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. 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. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** Measurements of effectiveness will include: 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. 2. PBIS Tier 2 team and administration will monitor grades and behavior data over the course of the year to monitor impact of groups on student behavior.	**Evaluation**

Action 3.2.5   (SiteGoalID: 7574) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ADVOCACY AND SEL:** 1. Continue an Advocacy program on campus. 2. Advocacy team will create SEL lessons, strongly supported by Character Strong, to be taught by Advocacy teachers. 3. Teachers will provide quarterly feedback on successes/challenges. 4. Options for supplemental curriculum such as Character Strong to be explored and implemented. 5. Students will benefit from speaker engagements designed to reinforce good citizenship, Kindness, Effort, Respect, and Responsibility. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** 1. Monitoring number to student disciplinary incidents via synergy as well as teacher feedback. 2. Team of teachers, counselors, and administrators will create Advocacy lessons for use in the classroom. Monthly meetings to be scheduled. 3. Progress survey will be sent out to teachers quarterly to monitor program implementation. 5. Guest speaker survey feedback.	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 646)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	27580	Certificated- Salaries

Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	2000	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

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1   (SiteGoalID: 7572) (DTS: 12/13/23)

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: Attendance Rate

Action 4.1.1   (SiteGoalID: 7572) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Provide increased opportunities for parents to come onto campus: • AVID Family Nights • 2 Bring Your Parent to Lunch Days. • School Site Council. • Back to School Nights. • Incoming 7th Grade Parent Night. • Incoming 7th Grade Ice Cream Social • Departmental Information Nights. • ELAC • School Dances, Renaissance Festival, Fall Festival, Country Club Lanes, Gate field trips, Renaissance Field Trip, AVID field trips. • Home Visits (Parent/Teacher) We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** • Sign-in sheets. Collected after events and shared with Admin. • Increase attendance at events listed in Actions. Collected after events and shared with stakeholders, send information via Talking Points so it is sent home in native language. • Increase participation in ELAC (by combining with EGHS) and SSC. Participation numbers shared with ELAC and SSC during meetings. Shared with teachers during staff meetings. • Parent Surveys. Participation rates collected after survey results are in. Shared with Administration and parent community.	**Evaluation**

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Provide increased opportunities for parent communication and feedback: • Kerr Chronicle Newsletters • PTO Meetings • SSC • ELAC • School Messenger • Auto dialers as necessary • Social Media Accounts: Facebook, Twitter, and Instagram • Teacher communication via phone and email positive reinforcement • Parent/Student Surveys • Conversations at school events and meetings • Talking Points • Bridge Visits We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.	**Progress Monitoring** • Parent surveys • Kerr Chronicle Newsletters. Administration will retain record of emailed newsletters sent every Friday, each Friday of the school year except holidays. • Individual parent feedback via email and phone. • Social Media Postings. Activity Director will monitor for positive content on a weekly basis. • More parents participating in campus events and committees. Attendance records will be taken and shared with site administration following events. • Offering opportunities for staff to be trained on Bridge Visits. • Increased percentage of favorable responses from parents in the School Climate Survey. Data collected yearly upon receipt of survey results. Data will be shared with staff, SSC, and admin by Principal.	**Evaluation**

Site Goal 4.2   (SiteGoalID: 7575) (DTS: 12/13/23)

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

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7575) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Chronic Absenteeism:** 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. 2. Support Families and students through Parent/Teacher meetings as needed to see what resources our families need for students to be attending school regularly. 3. Targeting Chronically Absent Students through assigned staff working with Attendance Improvement Office. 4. Porch Visits w/ Regional Attendance Technician	**Progress Monitoring** • Regional Attendance Improvement Technician (RAIT) will collaborate with Admin and designated support staff to monitor attendance. • At the end of the first month of school, RAIT will provide an attendance report for these subgroups to identify students. • RAIT will reach out to guardians/families as needed to provide support. This will occur when RAIT is present on Kerr's campus working with attendance and Admin. Support on these calls and data provided will be supported by designated Kerr Staff. • Every two weeks, RAIT will run a new report to monitor students and/or to identify new students who are in need of check-in. • Data Source: Synergy Attendance Reports and	**Evaluation**

5. SOT Staffing: 0.25 FTE of staffing for SOT provides support for attendance and family outreach (2 hrs/day). The position provides indirect instructional intervention and support services to address attendance and school involvement. Actions of this position indirectly support instruction by reducing student chronic absenteeism and enhancing parent-school connectedness. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal	Dashboard Data. Data will be shared with Admin, counselors and teachers during staff meetings. Data will also be shared with LCAP metrics in SSC meetings. • Reduction in chronically absent students as measured by the CA Dashboard data. Data will be collected annually and shared with staff, SSC, and admin team by Principal.	

Funding Sources for District Goal 4 (DEV - LCAP ID: 646)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	18222	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	1000	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

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	$27580	$0	$27580
Certificated- Timesheets	$16340	$0	$1000	$1000	$18340
Classified- Salaries	$0	$0	$0	$18222	$18222
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$5778	$0	$5000	$2000	$12778
Materials/Supplies/Equipment	$20000	$0	$2000	$1000	$23000

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$2864	$0	$0	$0	$2864
Certificated- Timesheets	$1700	$0	$0	$0	$1700
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$3000	$0	$0	$0	$3000
Materials/Supplies/Equipment	$3000	$0	$0	$0	$3000

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) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$99,920	$42,118	$0	$35,580	$22,222	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$10,564	$10,564	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$110,484	$52,682	$0	$35,580	$22,222	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$0	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$110,484				

		Signatures: (Must sign in blue ink)	Date
Principal	Aaron Muñoz		
School Site Council Chairperson	Bonnie Reed		
EL Advisory Chairperson	Chelsey Fernandez		