



James Rutter Middle School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Andrew Johnson

County-District-School (CDS) Code: 34673146059174

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

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

IV. Goals, Action Plans and Progress Monitoring

James Rutter Middle School | Focused Work: 2024-2025

Goal Setting (Icapid: 648)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

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

Stakeholder involvement in the JRMS LCAP was provided in the following meetings/venues:

- Gathering of input began in the fall (Nov) of 2023 and is on-going

- Stakeholders were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments and at the following meetings:
 - Site Perspective Survey (Staff, Students and Parents) April 2024
 - English Learner Advisory Council-September 13, 2023
 - English Learner Advisory Council-December 6, 2023
 - English Learner Advisory Council- April 18, 2024
- - English Learner Advisory Council - May 1, 2024
 - School Site Council Meeting - September 13, 2023
 - School Site Council Meeting - October 11, 2023
 - School Site Council Meeting - November 15, 2023
 - School Site Council Meeting- March 13, 2024
 - School Site Council Meeting-April 10, 2024
 - School Site council Meeting- May 8, 2024
 - Site Leadership Meeting - March 19, 2024
 - Site Leadership Meeting- April 16, 2024
 - Site Leadership Meeting- May 21, 2024
 - Staff Meeting-March 6, 2024
 - Staff Meeting-May 1, 2024
 - Professional Development-Staff Early Release-March 28, 2024
 - Regional Principals PD-April 2, 2024
 - Upcoming Summer Leadership Retreat-May 28, 2024
- Teachers, parents, students and administration were engaged in the Site Perspective and Prop 28 surveys in April 2024.
- The JRMS staff began an evaluation of the 23-24 of the LCAP on March 6, 2024 followed up with a staff Professional Development early release on March 28 in which they analyzed student and staff data including PIC, CA DASHBOARD, ATSI and LCAP METRIC data. Groups looked at previous data, current data and identified areas of growth and strength and identified where they are, or should be, identified in the 24-25 LCAP.
- School Site Council chose to analyze our 23-24 attendance data, tracking it monthly for the entirety of the school year. During an additional meeting on March 13, 2024, we collaborated to write a Goal addressing attendance, both Chronic Absenteeism and monthly attendance percentage for the 24-25 school year.

2. Impact of LCAP and Annual Update

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

Stakeholder meetings and surveys indicated a need in the following areas:

- Increased Community and Family Engagement.., Coffee with the Counselors, Push for home visits for high needs students.
- Instructional support – CCSS, ELD, Special Education: materials, professional learning/coaching, technology, assessments
- Expanded learning: before/after/intersession/summer, includes tutoring, remediation program (move from online platform and restructure targeted tutoring program) CALSOAP mentoring/Tutoring
- EL support: student, staff and parent support services.., EL Bootcamp prior to ELPAC testing. EL training
- Behavioral support: counseling (individual & group), Wellness Counselor/Center. RP training. De-Escalation Training/Trauma Informed Care training. Proposed Training for Safe School Ambassador program.
- Safe, secure and well maintained facilities/learning environments: staff, buildings, equipment; Tech Up grade in J-40, MP room and Library.
- College and career preparation: GATE/Honors, course access, Linked Learning, AVID, field trips (AVID/EL, GATE, EAOP)
- Professional learning: certificated, classified and leadership--SEL (Restorative Practice Site Training Nov/Jan). Leadership Retreat May 28th. Instructional Rounds -Focus and Planning

- i. Technology and related training to support teaching and learning for students, staff and parents. Parent VUE push
- j. Educational equity – focused efforts to reduce opportunity and achievement gaps (ATSI subgroups)-- Implementation of the Student Equity Council and Leadership Equity Team
- k. Enrichment opportunities through clubs, after school program. Soccer, Elite Soccer, introduced Hip Hop, Music, Asian Club, Rainbow Club, Student Equity Club.

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.

As of the Spring of 2024, JRMS had the following sub-groups enter into ATSI:

[ATSI DATA](#)

Throughout our JRMS LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

Site Goal 1.1 (SiteGoalID: 7588) (DTS: 12/13/23)

Increase the percentage of ALL students and students within our ATSI targeted subgroups who meet or exceed standards in English language Arts, Mathematics and Science as measured by the California Dashboard. (CAASPP Data)

Increase ALL students who meet/exceeds from 26% to 28% in ELA and from 16% to 18% in Math.

Increase African American students who meet/exceed from 18% to 20% in ELA and from 9% to 11% in Math.

Increase English Learner students who meet/exceed standards from 7% to 9% in ELA and from 5% to 7% in

Math.

Increase Hispanic students who meet/exceed standards from 19% to 21% in ELA and from 11% to 13% in Math.

Increase SWD students who meet/exceed standards from 3% to 5% in ELA and from 3% to 5% in Math.

Increase SED students who meet/exceed standards from 26% to 28% in ELA and from 16% to 18% in Math.

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

Action 1.1.1 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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?	<ul style="list-style-type: none">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?
<p>Action Plan</p> <p>1. Teachers and Counselors will attend conferences, workshops, training, and professional development for the purpose of learning new teaching practices and strategies to improve student academic outcomes.</p> <ul style="list-style-type: none">Associated costs may include registration, travel expenses, substitute teachers, and any other costs associated with the professional development.Conferences may include but not limited to CAPHERD, AVID, SCOE, CADA, CLMS, CABE, AREA 3 Writing Project, CIRC, and Google training. Teachers will attend training for Honors classes.Priority for conferences and training will be those that	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none">Aligned Curriculum MapsSite developed common assessments via IlluminateProfessional Development<ul style="list-style-type: none">Agendas & Minutes from trainings/ meetingsDistrict benchmarksContent standards implementationAdministration will track student acquisition of LEARNING TARGETS and STUDENT TALK via FONT.Comparative data analyzing growth of students receiving Soliday support to those in Word Training. <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none">Reviewed at bi-monthly PLC meetingsAssessments reviewed in monthly PLC meetings.	<p>Evaluation</p>

focus on success of ATSI students.

- 15K Title (contract services)
- 5k Supp Con (contract services) CADA

2. A group of teachers (trained in the Spring of 24 (**SONDAY**)) will participate in an ELA early literacy cohort for 24-25. Targeted for highly at risk students.

- 7/29/24 Two Day Kick off Training (Secondary)
- Follow up Training 9/17
- Work directly with ELA instructional coach 1st semester
- Specific early literacy assessments to track student growth
- Impact cycle #1: Lesson Pacing
- Impact Cycle #2 Error Correction/Assessments
- Observation Day January 23rd or February 13th
- Follow-up Training April 16th
- Track specifically: When pulling students off Word Training and placing them on **Sunday**-do we see growth compared to students only receiving Word Training on a computer.

3. In collaboration with Math Coach, training will be provided specific to Math Focus 7 and Math Focus 8 cohort teaching teams.

- aligning of curriculum calendars
- development of common, standards based, formative and summative assessments
- Monitoring student performance data on standard based assessments. upon completion of unit.
- Summer and 24-25 release provided for planning and assessment.

4. Provide certificated staff release/collaboration time.

- Monthly Instructional Rounds
- Monthly CST meetings
- FONT data presented, in collaboration with instructional coaches, at staff meetings.

Data Review and Dissemination

- Faculty Meetings
- Department Meetings
- Curriculum Leaders Meetings
- School Site Council Meetings

- Implementation of school-wide strategies
- Administration will track student acquisition of LEARNING TARGETS and STUDENT TALK via FONT. (school wide focus (1.3.1)
- Summer Leadership Planning.
- Improved academic achievements and instructional strategies
- Site Planning/ Department/Curriculum Team Release Time
- Vertical Articulation
- Departmental Summer Planning
- Implementation of FHQI strategies
- Creating differentiated lesson plans
- Formative Assessments
- Implementation of EL Instructional Strategies
- Walk-throughs & Instructional Rounds
- PLC Meetings
- Placement Testing-Incoming Students
- 45 K cert timesheets

The action includes funding for time sheets, substitutes, release time.

5. New teachers will participate in a New Teacher Cohort/ Mentoring Program. Topics may include:

- Synergy
- Google Classroom
- PBIS/Tier I Strategies
- FHQI-Best Practices
- Social Emotional Learning
- 5k cert timesheets

Associated cost may include: Certificated Time sheets, supplemental materials and text resources.

Action 1.1.2 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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 <p>1. Tutoring will be provided for at risk students beyond the school day.</p> <ul style="list-style-type: none"> In Lieu of Math/ELA Remediation offered in 23-24, (Engenuity) targeted standards based tutoring will be structured through the after school program. 22.5 hr of targeted tutoring would equate to accrued credit. Planning of restructured tutoring program to take place during Leadership retreat 5/28. <p>1. Action Item to be updated as program planning takes place</p> <ul style="list-style-type: none"> Identification of target students (counselor, Admin, APC) communication to parents data analysis (frequency and data points) 5Star training 	Progress Monitoring <p>Progress Data:</p> <ul style="list-style-type: none"> Interim and formative assessments Progress Report Term grades Attendance tracking via 5Star sign-in Formal and Informal assessments in targeted tutorial subject <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> Quarterly Progress Report Quarterly Term Grades Weekly progress Report <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> Head Counselor Alpha counselor After School coordinator Administration 	Evaluation

Action 1.1.3 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • Two or More • White

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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 1. Purchase technology for enhanced student learning. <ul style="list-style-type: none"> Purchase enhanced technology, including, but not limited to laptops for teachers and stylus's for teachers Purchase associated supplies, including, but not limited to headphones, and computer mice for students Provide maintenance on existing technology Purchase software subscriptions, including, but not limited to NO RED INK, NEARPOD, PEARDECK, NEWSOLA, BLOOKET, QUIZZIZ, JR GUILD, ZOOBEAN/BEANSTACK. Provide training to teachers for use of software programs to assist in student learning 	Progress Monitoring Progress Data: <ul style="list-style-type: none"> Student Projects and research papers. <ul style="list-style-type: none"> Computer-based assessments Technology surveys Student/ Staff surveys Review Frequency: <ul style="list-style-type: none"> Reviewed at the end of each grading period by school counselors. Mid-quarter Progress Reports Quarter Report Cards Curriculum Department meetings Dissemination Method: <ul style="list-style-type: none"> School Site Council Leadership CST Faculty Meetings 	Evaluation

Action 1.1.4 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at- 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired
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risk students.	<ul style="list-style-type: none"> • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>outcome?</p> <ul style="list-style-type: none"> • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Provide resources for Visual and Performing Arts to purchase sheet music, purchase band instruments, repair band instruments, and purchase art classroom supplies.</p> <p>2. Provide materials and supplies for science gardening class and for science labs.</p> <p>3. Provide resources for student & teacher licenses for music classes and performances.</p> <p>4. Provide field trip transportation for art museum tour, and band and choir field trip transportation to competitions and performances.</p> <p><u>Student Fees</u> \$10,000</p> <ul style="list-style-type: none"> • Science Lab \$1000 • Equipment purchase & repair \$4000 • Art supplies \$2000 • Music supplies \$2000 • Gardening class \$1000 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • Increased GPA • VAPA enrollment • Instrument Repair • Gardening Class Enrollment <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Student GPA • Progress Report • Term Grades <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • Electives Dept. Chair • School Site Council • Leadership • Department Meetings • Counseling Team • Staff Meetings 	<p>Evaluation</p>

Action 1.1.5 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> 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? 	<p>Evaluation</p> <ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>1. Additional staff will be funded in order to assist with the areas of need indicated in the Needs Assessment.</p> <ul style="list-style-type: none"> .5 FTE Vice Principal, in Supplemental Concentration, Kyle Harrison 1.0 FTE Wellness/SEL Counselor, Lisa Mehl, in Title I <p>2. Staffing will be funded for those students identified as needing ELA and Math Intervention.</p> <ul style="list-style-type: none"> 1.0 FTE ELA Intervention Teacher (.2 FTE Leshner, .4 FTE Mangrum, .4 FTE Lee), in Title I 1.0 FTE Math Intervention Teacher (.6 FTE Paull-Title I .4 FTE Frankina), in Supplemental <p>3. Staffing will be funded for EL students in Science identified as requiring Newcomer or L1/L2 supports.</p> <ul style="list-style-type: none"> .4 FTE EL Science (Verduzco) in Supplemental 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> Decreased D/F data ELPI data Suspension Data Chronic Absenteeism Data Wellness center data-conflict mediation data CICO data Small Group data Font data-Walkthrough "Favorable" Climate Survey Results (staff) Student GPA Focus Math common assessment data AWFS data <p>2. Grade checks in IYT will determine if academic achievement is improving.</p> <ul style="list-style-type: none"> IYT will track attendance records and grades <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> Bi-weekly AIO attendance review Chronic Absenteeism Report Daily Wellness Center Data and Weekly Admin check-In Weekly suspension Data Student GPA D/F Data Quarterly Progress Report Quarterly Term Grades ELA/Math Intervention Progress and Term Grade <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> Counseling Team ELA Department 	<p>Evaluation</p>

	<ul style="list-style-type: none"> • Math Department • Administration • School Site Council • Leadership • Staff Meetings 	
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Action 1.1.6 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Purchase STEM enrichment equipment and supplies for Science and Math.</p> <ul style="list-style-type: none"> • Associated costs are materials and supplies for expanded labs, equipment and lab materials for Science • Math materials including, but not limited to, class sets of calculators and manipulatives. • Additional materials for Math intervention classes • 10k 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • ELPI data • Increased GPA • "Favorable" Climate Survey Results • Font data-Walkthrough • Planning of common grade level Science labs related to unit learning targets <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Quarterly Progress Report • Quarterly Term Grade <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • Science Department • Math Department • School Site council • Leadership • Staff Meeting 	<p>Evaluation</p>

Action 1.1.7 (SiteGoalID: 7588) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • 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? 	Evaluation <ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Provide opportunities for students to attend field trips to promote a college and career mindset, and to encourage STEM exploration.</p> <ul style="list-style-type: none"> • All students have an opportunity to attend at least one college/career or STEM field trip. • Associated costs include guest speakers and field trip costs • 5k Title Contract/Services • 5k Supp. Con Contract/Services 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • ELPI data • Increased GPA • "Favorable" Climate Survey Results • 24-25 Field Trip attendance <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Quarterly <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • Science Department • Math Department • School Site council • Leadership • Staff Meeting 	<p>Evaluation</p>

Action 1.1.8 (SiteGoalID: 7588) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative 	Evaluation <ul style="list-style-type: none"> • Are you making progress towards your desired outcome?
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	data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide opportunities for students to engage in academic competitions and in performance competitions with Band and Choir. <ul style="list-style-type: none"> • Associated costs are registration fees and transportation. • Academic Competition funding Source. 	Progress Monitoring Progress Data: <ul style="list-style-type: none"> • Increased enrollment rate from 23-24 (Band/Choir/Mathalets) • PBIS data • CHKS • LCAP Metric • School Climate Survey results Progress Monitor Frequency: <ul style="list-style-type: none"> • Quarterly Data Review and Dissemination: <ul style="list-style-type: none"> • Administration • Leadership • Department Meetings 	Evaluation

Action 1.1.9 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • 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? 	Evaluation <ul style="list-style-type: none"> • 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 1. AVID is an elective that can provide organizational and tutorial support for students. <ul style="list-style-type: none"> • Associated costs are supplies and materials, 	Progress Monitoring Progress Data: <ul style="list-style-type: none"> • The AVID coordinators will determine which staff members have received training in AVID. 	Evaluation

including postage (\$150) <ul style="list-style-type: none"> • Provide college and career field trip opportunities for AVID students including transportation, registration, mileage and substitute costs • Coordinator stipend (\$4000) • Cost of two CAL-SOAP Tutors • (\$ 10,000 max contract) Supplemental Concentration funding source 	<ul style="list-style-type: none"> • Coordinators meet regularly with the SCOE AVID Coordinator to assess AVID implementation, staff trained, and student progress • AVID Coordinators do an annual assessment of demographics and determine how to correct inequalities. • CAASPP data • CHKS • PBIS • Attendance data • LCAP Metric • School Climate <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Quarterly Progress Report • Quarterly Report Card • Yearly Survey Data • Yearly AVID Implementation assessment <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • AVID Coordinator • Administration • Leadership • Department Meetings 	
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Action 1.1.10 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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
1. This goal is for GATE students, but all students have the ability to apply for GATE. Purchase	Progress Data:	

<p>necessary supplies and materials to test students and assist students in the GATE application process.</p> <ul style="list-style-type: none"> • Associated costs are materials and supplies <p>2. The GATE Coordinator will take special care to ensure all students have equal access and extra support in the application process</p> <p>3. GATE Coordinator Stipend</p> <ul style="list-style-type: none"> • Gate funding source • 5K 	<ul style="list-style-type: none"> • Increased percentage of students in GATE • PBIS data • CHKS • LCAP Metric • School Climate Survey results • Increased GPA • CAASSP test data <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Quarterly Progress Report • Quarterly Report Card • Yearly Survey Data <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • Gate coordinator • Administration • Leadership • Department Meetings 	
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Action 1.1.11 (SiteGoalID: 7588) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>Future Quest with Paxton Patterson modules. Future Quest is a career exploration course that uses career themed modules to increase students engagement, reading comprehension, technical reading, problem solving as well as student talk.</p> <ul style="list-style-type: none"> • Associated costs may include materials or modules 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • Semester Course registration • Progress Report and Quarter Grades • Student completion of Future Quest Modules • Student Exit Survey upon completion of Future Quest semester 	<p>Evaluation</p>

not funded by CTE <ul style="list-style-type: none"> • PD for Future Quest provided through CTE • 10k Supp. Con-Material 	Progress Monitor Frequency: <ul style="list-style-type: none"> • Quarterly Progress Report • Quarterly Report Card • Semester Registration Data Review and Dissemination: <ul style="list-style-type: none"> • Administration • Future Quest staff • Counseling Team 	
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Site Goal 1.2 (SiteGoalID: 7589) (DTS: 12/13/23)

English Learner students will increase their ELPI levels from 50.4% to 55%.

Increase English Learner students who meet/exceed standards from 7% to 9% in ELA and from 5% to 7% in Math.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1 (SiteGoalID: 7589) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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
1. EL support classes (Newcomer) are offered in	Progress Data: (LTEL, Newcomer, Dually Identified)	

Science, Math, Social Science and ELA for identified students.

- Purchase of additional curriculum; associated costs include materials and/or online subscriptions

2. AVID Excel 7 and 8 are electives for long term English Learners and struggling RFEP students.

- Training for teachers and administrators
- Materials for Section needs
- Release time for Curriculum Planning and collaboration ie., adaption of district curriculum for New Comer language access.

3. ELPAC Initial and Summative Testing

- EL monitoring, ELPAC coordination, initial testing and placement managed by **ESSER funded EL coordinator position.**
- Associated costs are materials, timesheets for proctors, and training for staff providing testing.
- Provide EL "Boot Camp" for EL students not registered in an "EL Elective" leading up to the ELPAC testing.

5. Contract classified Teaching Associate- Bilingual Translator/Interpreter (BTATI) for support in EL newcomer courses. The goal is one full time Teaching Associate to work with lead teachers to support under-performing and below grade or proficiency levels students by. (Farsi/Darsi/Pashtu) (**should funding permit**)

- Providing academic interventions during the school day.
- Assist teachers with lesson preparation and getting supplemental materials ready.

- Grade point average for English Learners
- Reduced D/F data
- CAASSP data
- Improved ELPAC test performance
- Illuminate Data: Interims (ELA/Math)
- ELPI data (Increase to 55%)
- Teaching Assistant phone logs
- Attendance data

Progress Monitor Frequency:

- Progress Report goal setting (Advisory Lesson) quarterly
- Quarterly Transcript Review
- Yearly ELPI data
- Daily Attendance

Data Review & Dissemination:

- EL team and EL coordinator
- Administration
- Counseling
- Curriculum Teams
- Leadership
- Staff Meeting

<ul style="list-style-type: none"> • Maintaining and tracking data on student performance levels in core courses. • Revise lesson material with students individually or in small groups. • Collaborate with EL Team teachers to recognize issues students are facing and recommend solutions. • Document student progress and communicate with parents to keep them informed. 		
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Action 1.2.2 (SiteGoalID: 7589) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Provide quality and relevant professional development on research-based strategies to support student growth in academic vocabulary and academic discourse, supporting a schoolwide focus on literacy standards across all content areas. Support EL Coordinator and EL Team in attending training, workshops, and collaborative meetings.</p> <ul style="list-style-type: none"> • Instructional Rounds (1.3.1 supported) • Materials and supplies • Timesheets to compensate teachers working on their prep period 	<p>Progress Monitoring</p> <p>Progress Data: (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> • Grade point average for English Learners • Reduced D/F data • CAASSP data • Improved ELPAC test performance • Illuminate Data: Interims (ELA/Math) • ELPI data (Increase to 55%) • Teaching Assistant phone logs • Attendance data • ELAC attendance • Parent Survey (FACE) 	<p>Evaluation</p>

<ul style="list-style-type: none"> • EL team release days • Registration fees, travel, and lodging associated with workshops, training, and conferences <p>2. Support ELAC meetings, held at least four times a year.</p> <ul style="list-style-type: none"> • Cost of BTA for translation services. • Light refreshments, materials, and necessary resources <p>EL Supplemental Funding Source</p> <p>Title I funding would include certificated timesheets to support Instructional Rounds (EL Coordinator included into the planning) (1.3.1) and Translation Services in support of school wide events.</p>	<p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Progress Report goal setting (Advisory Lesson) quarterly • Quarterly Transcript Review • Yearly ELPI data • Daily Attendance <p>Data Review & Dissemination:</p> <ul style="list-style-type: none"> • El team and EL coordinator • Administration • Counseling • Curriculum Teams • Leadership • Staff Meeting 	
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Action 1.2.3 (SiteGoalID: 7589) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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
<p>1. The Library and classroom teachers will purchase new books for enrichment and dictionaries for EL students and ATSI targeted students. Books will be purchased to represent various cultures and languages present on campus and cover a variety of reading levels.</p>	<p>Progress Data: The Librarian and English Teachers will survey students at the start of the school year to determine interest in genres and authors</p> <ul style="list-style-type: none"> • The Librarian and English Teachers will monitor books 	

<ul style="list-style-type: none"> Associated costs are books <p>2. Students will benefit from books and dictionaries in at various reading levels and in Home Languages</p> <ul style="list-style-type: none"> 23 different languages are spoken on campus. Books should be ordered that represent the majority of these different languages By providing books at various levels, more students will have access to reading books and this will improve their academic reading 12k Title material 	<p>checked out to look for increased numbers</p> <ul style="list-style-type: none"> Data will include CAASPP data, Illuminate reports, benchmark assessments, formative and summative assessments. <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> Quarterly Progress Report and Final Grade Review <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> El Coordinator El Team Librarian Teaching Staff 	
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Action 1.2.4 (SiteGoalID: 7589) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>1. This action/service is only for English Learners. EL students will have an opportunity to take field trips to colleges or museums to enhance their learning.</p> <ul style="list-style-type: none"> Field trip will be geared toward the language level of students Associated costs include transportation, admission fees, substitute costs for 	<p>Progress Monitoring</p> <p>Progress Data: (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> Attendance of EL students on 24-25 Field trip. Attendance data <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> 24-25 year long Field Trip attendance 	<p>Evaluation</p>

chaperones, and BTAs attending for translation assistance <ul style="list-style-type: none"> • 2k Supp Con-Contracts/Services 	Data Review & Dissemination: <ul style="list-style-type: none"> • EI team and EL coordinator • Administration • ELAC • SSC meetings • Leadership 	
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Site Goal 1.3 (SiteGoalID: 7819) (DTS: 04/24/24)

FLORIN REGION GOAL: STUDENT TALK

Implementation of effective student talk will increase from **61.3%** to **66.0%** by the end of the year as measured by the Teaching and Learning Implementation Continuum. (PIC)

- Student survey data regarding whether their teacher provides opportunities to work and communicate with classmates will increase from 74.8% to 80%.
- Student survey data regarding whether their teacher guides/supports student discussion will increase from 69.9% to 76%.
- Teacher survey data regarding current level of implementation of student talk will increase from 77.1% to 80%
- FONT implementation data will increase from 31.2% to 40%.

Metric: Other

Action 1.3.1 (SiteGoalID: 7819) (DTS: 04/24/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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
1. In collaboration with Site Coaches (ELA, Math, PBIS and	Progress Data:	

Equity), the EL Coordinator, CST and Administration, Instructional Rounds will be implemented with a focus on Learning Targets and Student Talk.

- Summer Leadership Retreat to plan coordination and focus (May 28)
- FONT calibration among Admin.
- Staff Professional Learning centered Learning Targets and Student Talk (August Staff Meeting, Sept Professional Learning)
- Description of Practice tool introduced
- Calibration with staff, utilizing FONT, FONT feedback as coaching tool
- 5k Title Certificated Time Sheet

Associated funds may include certificated timesheets release time and necessary materials

- **Walk Through Data (FONT)**
- **Instructional Rounds data**

Progress Monitor Frequency:

- Monthly CST
- Monthly Staff meetings
- 9/19/24 Early release PD

Data Review & Dissemination:

- CST
- Administration
- EL Coordinator
- Site Coaches

Funding Sources for District Goal 1 (DEV - LCAP ID: 648)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	300872	Certificated- Salaries
Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	15000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	123423	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)	22500	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	12581	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	39226	Certificated- Salaries
EL Supplemental (7250/0000)	4500	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	1000	Classified- Timesheets
EL Supplemental (7250/0000)	2029	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	1500	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: 7592) (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: 7592) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>1. Teachers will administer EGUSD assessments in Math & ELA. Actions include:</p> <ul style="list-style-type: none"> Release time (Timesheet) to pull students absent during benchmark testing. Teachers will meet during PLC release days and calendared PLC professional development time to analyze and discuss student progress using the data rendered by Illuminate assessments. 3K Title-Certificated Time Sheets 	<p>Progress Monitoring</p> <p>Data Collection</p> <ul style="list-style-type: none"> Department chairs and administration will run Illuminate reports to ensure that 100% of students have taken the interim Illuminate assessments. Teachers will provide administration with PLC agendas, deliverables and minutes. Teachers will access student data via Illuminate to increase understanding of student progress. <p>Review Frequency:</p> <ul style="list-style-type: none"> Reviewed at PLC meetings Quarter Illuminate Interim Assessments <p>Dissemination Method:</p> <ul style="list-style-type: none"> Faculty Meetings Curriculum Leaders Meetings 	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 648)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1928	Certificated- Timesheets

Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

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: 7586) (DTS: 12/13/23)

School climate will promote a respectful, responsible safe and kind learning environment. Encouraging positive connections through the full implementation of Positive Behavior Intervention and Supports. (PBIS)

School climate survey data will show a 75% "Favorable" satisfaction rate, up from 69%.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7586) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Support PBIS Tier I and Tier II and restorative practices by training staff, staff collaboration, and tracking the effectiveness of the programs</p> <ul style="list-style-type: none"> • Associated costs include registration for training, supplies, timesheets for teacher work and collaboration, substitutes, and classified work for data tracking <p>2. Staff will develop these approaches through training on</p>	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • PBIS data • Suspension Data • LCAP Metric • School Climate Surveys • RFA data • Attendance data • Incentive Program participation-(Rutter Buck distribution) • Wellness Center/Restorative Practice Center data • SDMR data • Referral data • GPA data 	<p>Evaluation</p>

restorative practices and culturally relevant training. <ul style="list-style-type: none"> • Timesheets for teachers being trained outside of contract time • Wellness-related topics include Social Emotional Learning, Trauma-Informed Care, Restorative Practice (Nov & Jan early release PD), • Associated costs are registration fees, travel costs, substitute costs 8k Supplemental Concentration <ul style="list-style-type: none"> • cert timesheets (3k) • contracts/services (5k) 	<ul style="list-style-type: none"> • D/F list data Progress Monitor Frequency: <ul style="list-style-type: none"> • Tier II Team review of RFA data bi weekly • Wellness center data bi-weekly • PBIS data monthly review • Bi Weekly attendance review Data Review and Dissemination: <ul style="list-style-type: none"> • PBIS team • Tier II team • Counseling Team • Admin team • Leadership • Department/Curriculum Team • Staff meetings 	
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Action 3.1.2 (SiteGoalID: 7586) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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
1. The District will purchase Social Emotional Learning curriculum for Advisory sessions. (Character Strong) <ul style="list-style-type: none"> • Supplement the curriculum with any needed materials to support teachers with Advisory. 	Progress Data <ul style="list-style-type: none"> • Student, parent, and staff surveys • California Healthy Kids Survey (CHKS) • Social Emotional Learning Culture and Climate Survey • Student responses to Advisory lessons • D and F list 	

<p>2. Staff will support all students by providing culturally relevant lessons through Advisory.</p> <ul style="list-style-type: none"> CASEL <p>3. Advisory lessons, in support of academic conferencing, will be presented quarterly.</p> <ul style="list-style-type: none"> To include: Goal Setting, Progress Report Review and Transcript Review. <p>Associated Cost may include materials for transcript review after QT 1, 2, 3 and Progress of QT 4</p>	<ul style="list-style-type: none"> Wellness center Data <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> Progress Report Goal Setting Quarterly Transcript Review Yearly survey result analysis Quarterly Wellness Center Data collection Weekly Advisory Lessons <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> Counseling team Staff Advisory lesson quarterly (Goal setting/transcript review) Tier II team review of SAEBERS data (OCT) Leadership Staff Meetings 	
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Action 3.1.3 (SiteGoalID: 7586) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>1. Positive Reward System promoting conduct aligned to the JRMS 4B's and beneficial to all site stakeholders.</p> <ul style="list-style-type: none"> Associated costs include signage, nominal incentive items available for all students to earn, advertising, assemblies, and student activities. 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> Student, parent, and staff surveys California Healthy Kids Survey (CHKS) Social Emotional Learning Culture and Climate Survey Student responses to Advisory lessons D and F list 	<p>Evaluation</p>

<ul style="list-style-type: none"> • Provide funding for professional speakers • 1* of Separation Assembly • Continue to track the School Wide distribution of Rutter Bucks. "Reward for positive behavior" • 5Star student engagement program. <p>10 k Supp Con-Contracts/Services</p>	<ul style="list-style-type: none"> • Wellness center Data <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Progress Report Goal Setting • Quarterly Transcript Review • Yearly survey result analysis • Quarterly Wellness Center Data collection • Weekly Advisory Lessons <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • Counseling team • Staff Advisory lesson quarterly (Goal setting/transcript review) • Tier II team review of SAEBERS data (OCT) • Leadership • Staff Meetings 	
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Action 3.1.4 (SiteGoalID: 7586) (DTS: 04/30/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Provide opportunity for incoming 7th grade students to visit the school for orientation, spend time in classrooms, and meet counselors and administration.</p> <ul style="list-style-type: none"> • Associated costs include transportation, substitutes, 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • Open enrollment numbers • 7th grade enrollment numbers • Survey students on the electives they found most interesting or would want to take • Data includes LCAP Metric - School Climate, CHKS data, PBIS data 	<p>Evaluation</p>

<p>and materials needed for orientation.</p> <p>2. 8th grade students will travel to Florin High School for Panther Kick-off orientation</p> <ul style="list-style-type: none"> Associated costs are substitute coverage needed for teachers to chaperone. <p>3K Title</p> <ul style="list-style-type: none"> 2K Contracts/Services 1K Cert Timesheets 	<p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> Yearly registration numbers Yearly survey results <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> Counseling Team Administration Feeder school articulation 	
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Site Goal 3.2 (SiteGoalID: 7810) (DTS: 04/21/24)

Reduce the school-wide suspension rate of students who received at least 1 suspension from 18% to 15% school wide and within specifically within targeted subgroups, by providing SEL instruction, intervention, restorative practices and PBIS.

The suspension rate of African American students will drop from 36.6% to 33%
The suspension rate of English Learners will drop from 16.4% to 13%
The suspension rate of Hispanic students will drop from 20.6% to 17%
The suspension rate o SWD students will drop from 25.6% to 22%
The suspension rate of SED students will drop from 20.1% to 17%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 7810) (DTS: 04/21/24)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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

<p>1. Through the collaborative effort of the ASB director, Wellness Counselor and the PBIS coordinator/site Behavioralist, the Safe School Ambassador Program will be implemented.</p> <ul style="list-style-type: none"> • Previously trained (Leadership) students (YAP) will receive training related to safe school ambassador program • Implementation of program rolled out through Leadership and Wellness Center 		
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Action 3.2.2 (SiteGoalID: 7810) (DTS: 04/30/24)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Implementation of a Student Equity Council to provide a forum for student voice surrounding site equity and culture.</p> <ul style="list-style-type: none"> • Monthly meetings • Leadership Equity Team and Administration presentations <p>2. Implementation of a Leadership Equity Team.</p> <ul style="list-style-type: none"> • Staff presentation on Equity related data 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • Meeting agenda and sign-in • Site Climate Survey data <p>Review Frequency:</p> <ul style="list-style-type: none"> • Monthly Student Equity Council • Monthly Leadership Equity Council • Monthly Leadership • Monthly Staff meeting 	<p>Evaluation</p>

<p>Associated costs may include timesheets for meeting time, materials and Student Equity team coordinator training/PD</p> <p>4 K Title-Cert Time sheets</p>	<p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • Student Equity Council • Leadership Equity Council • Leadership Team • Staff Meeting 	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 648)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	4000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	2000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	4000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	13000	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 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: <ul style="list-style-type: none"> • 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
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Site Goal 4.1 (SiteGoalID: 7587) (DTS: 12/13/23)

Provide opportunities for parents/guardians to engage in parent centered activities

Parent survey results with high importance and lower satisfaction included

- online tools/curriculum to support learning (Goal 1)
- good teachers (Goal 1)
- counselors to guide preparation for college and career (Goal 1)
- timely feedback to parents
- security staff on campus (Goal 3)
- a safe school (Goal 3)
- counselors to provide advice and personal support (Goal 3)
- transportation for students to get to school
- professional development to support student SEL (Goal 3)
- clean, well-maintained, inviting schools (Goal 3)
- bullying prevention (Goal 3)
- opportunities to get parents on campus
- opportunities to conduct home visits
- ideas/tips on how to support academics at home (Goal 1)

According to the Parent Survey Results:

- 58% feel the neighborhood is safe for their students (down from 66% in 2018 and 75% in 2017)
- 72% feel safe on the school grounds (down from 87% in 2018 and 91% in 2017)
- 65% of parents feel discipline is fair (down from 82% in 2018 and 85% in 2017)
- 82% of parents feel their child's background is valued (down from 86% in 2018 and 93% in 2017)
- 70% felt the school provided opportunities for parent input (down from 78% in 2018 and 82% in 2017)

- 70% felt the school supported parents to help meet child's learning needs at home (down from 79% in 2018 and 85% in 2017)

The goal is to increase each of these areas by 2% on the next survey results

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 7587) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<p>• Describe your step by step plan for intervention for at-risk students.</p>	<p>• How will you measure implementation?</p> <p>• How will you measure student improvement using formative data?</p> <p>• Who will collect the data, how often, and who will it be shared with?</p>	<p>• Are you making progress towards your desired outcome?</p> <p>• What is working or what is not working?</p> <p>• How will you modify your plan if you are not making progress?</p>
Action Plan	Progress Monitoring	Evaluation
<p>1. Provide events and opportunities for families to engage with teachers, staff, and students, including school site council, Jump Start, Open House, Back to School Night, (8th grade parent night), Award's night, Parent University and Bring Your Parents to Lunch (monthly event) and Parent Listening Nights (Town Hall) monthly Coffee with the Counselors.</p> <ul style="list-style-type: none"> • Associated costs include supplies, equipment and other resources for meetings <p>1. Increase Parent Engagement by creating postcards for positive messages home along with the postage to send the mailings home.</p> <p>2. Parent engagement strategies include sharing the positive, inviting parents to be partners, and building relationships</p>	<p>Progress Data:</p> <ul style="list-style-type: none"> • Open House • BSN • Parent University • Bring your Parent to Lunch • School Site Council <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • LCAP Survey • EGUSD Parent Survey • CHKS data • LCAP Metric • School Climate • FACE Parent survey <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • PBIS team • Parent Liaison/FACE Liaison • EL coordinator/Team • Leadership • Administration Team • Staff Meeting 	

Action 4.1.2 (SiteGoalID: 7587) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation</p> <ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>1. Family Resource Center. Along with access to technology in the Apollo Lab, families will be able to check grades in Synergy, access their ClassLink Portal to complete online homework assignments, families can access the internet to practice keyboarding skills, as well as resources for physical/mental health and well-being. Parents will receive specific training on how to access the Parent Vue for Synergy to monitor their students' grades, use Synergy mail to communicate with teachers, training on how to access the school and district websites, and how to take school and district surveys.</p> <p>2. The Parent Liaison position will engage with FACE to survey the JRMS community to solicit the services and supports that best serve our families. Coordination of school events, onboarding support with newcomer families and students.</p> <ul style="list-style-type: none"> • Associated cost is classified timesheet position-2hr daily 	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> • Open House attendance • BSN attendance • Parent University attendance • Bring your Parent to Lunch • School Site Council • LCAP Survey • EGUSD Parent Survey • CHKS data • LCAP Metric • School Climate • FACE Parent survey <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> • Yearly survey results • Monthly attendance • 1st Qt. BSN • 3rd QT Open House <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> • PBIS team • Parent Liaison/FACE Liaison • EL coordinator/Team • Leadership • Administration Team • Staff Meeting 	<p>Evaluation</p>

<ul style="list-style-type: none"> • 7k Supp Con-Classified Time Sheets <p>1. Provide funding for parent/staff to attend CAFE and Parent Teacher Home Visit conferences/Training.</p> <ul style="list-style-type: none"> • Associated costs are registration fees, travel, and substitute teacher • Teacher Home Visits are essential for connecting with parents and better understanding family needs and support • Associated costs are conference fees, travel, and substitute costs <p>6k Supp Con</p> <ul style="list-style-type: none"> • 4k Contracts/Services • 1k Cert Time Sheets 		
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Site Goal 4.2 (SiteGoalID: 7593) (DTS: 12/13/23)

Decrease Chronic Absenteeism and Increase overall Attendance percentage for all students and ATSI Identified students.

- Monthly attendance percentage will be at or above 94% (PIC data)
- School wide chronic absenteeism will decrease from 27% to 23% (Current Pic Data)
- Chronic Absenteeism of Hispanic students will decrease from 31% to 27%
- Chronic Absenteeism of EL students will decrease from 18% to 14%
- Chronic Absenteeism of SWD will decrease from 20% to 16%
- Chronic Absenteeism of SED will decrease from 28% to 24%
- Chronic Absenteeism of African American students will decrease from 42% to 38%

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7593) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>At risk students (chronic absenteeism) will be identified early through a coordinated effort involving Administration, office staff, AIO office, Parent Liaison and Face.</p> <ul style="list-style-type: none"> Administration and AIO regional liaison will continue to identify at risk students and coordinate on early outreach. I.E., phone communications, Home Visits, SART Meetings. Parent liaison will be utilized to conduct family communication with identified students. Parent Liaison will coordinate with FACE for parental and student outreach. Potential Porch visits will be coordinated through FACE Timesheet and mileage reimbursement for Porch Visits Good and improved attendance will be recognized quarterly. <p>Associated costs include timesheet for classified staff member to make early outreach, postage for mailing letters home, supplies for invitations to parent engagement opportunities.</p>	<p>Progress Monitoring</p> <p>Progress Data:</p> <ul style="list-style-type: none"> Bi weekly AIO attendance data Bi weekly SART data Identified students will be part of the early identification program. Parental communication log. AIO office, Administration, Parent Liaison Quarterly chronic absenteeism report. Data includes absence reports, chronic absenteeism, SART data, SARB data and Parent contact logs <p>Progress Monitor Frequency:</p> <ul style="list-style-type: none"> Bi Weekly Attendance Review (AIO & Admin) <p>Data Review and Dissemination:</p> <ul style="list-style-type: none"> AIO Office Liaison Attendance Administration Tier II team Counseling team Parent Liaison FACE 	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 648)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	619	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	7000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	3000	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)	3000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$300872	\$0	\$0	\$0	\$300872
Certificated- Timesheets	\$20000	\$1928	\$4000	\$0	\$25928
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$5000	\$5000
Contracts/Services/Subscriptions	\$10000	\$0	\$2000	\$5000	\$17000
Materials/Supplies/Equipment	\$15000	\$0	\$0	\$619	\$15619

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$123423	\$0	\$0	\$0	\$123423
Certificated- Timesheets	\$0	\$0	\$4000	\$1000	\$5000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$7000	\$7000
Contracts/Services/Subscriptions	\$22500	\$0	\$13000	\$4000	\$39500
Materials/Supplies/Equipment	\$12581	\$0	\$0	\$3000	\$15581

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$39226	\$0	\$0	\$0	\$39226
Certificated- Timesheets	\$4500	\$0	\$0	\$0	\$4500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1000	\$0	\$0	\$0	\$1000
Contracts/Services/Subscriptions	\$2029	\$0	\$0	\$3000	\$5029
Materials/Supplies/Equipment	\$1500	\$0	\$0	\$0	\$1500

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

James Rutter Middle School (438) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$364,419	\$345,872	\$1,928	\$6,000	\$10,619	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$190,504	\$158,504	\$0	\$17,000	\$15,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$51,255	\$48,255	\$0	\$0	\$3,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$606,178	\$552,631	\$1,928	\$23,000	\$28,619	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$364,419	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$241,759	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Andrew Johnson	_____	_____
School Site Council Chairperson	Kyle Maples	_____	_____
EL Advisory Chairperson	Meghan Maguire	_____	_____