Elizabeth Pinkerton Middle School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: CHANDRA VICTOR

County-District-School (CDS) Code: 34673140116871

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?
During the 2020-21 school year, the EPMS School Site Council met on September 14, November 2, February 1, and April 26. The SSC provided feedback into the 2021-22 LCAP and assisted with goal development on November 2, February 1 and April 26.   In March and April 2021 staff, students, and parents of EPMS has the opportunity to provide their feedback into the 2021-22 LCAP.   On February 1, 2021, LCAP Metrics were shared with the School Site Council and on October 1 with the Site Leadership Team.   In October 2020 and February 2021, Principal Victor held "Chats with Principal Victor" where the LCAP Metrics were discussed and parents had the opportunity to provide input into the LCAP.   In April 2021, the EPMS Leadership Team provided input in the 2021-22 LCAP to continue the work with PLCs, PBIS, and Equity that was started prior to the pandemic.   The EPMS ELAC Committee met in May 2021 and was provided with the opportunity to provide their input into the LCAP.   In March 2021, the EPMS staff had the chance to submit budget requests related to the four strategic goals of the LCAP.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
All data was compiled and much of it confirms that stakeholders want us to continue with the high quality program we are currently delivering, but with an added emphasis on subgroups that are performing below where they should be. We will continue to make EPMS a school where high quality instruction driven by assessment is the norm to best support our students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
We want to make sure that all students and staff have access to the technology they need. For teachers, they need up to date technology to effectively teach their students. For students, we want to make sure that our District is 1to1 with technology to give all a level playing field with access to the internet.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1	

ELA, Math, and Science: Increase the percentage of all students and students in our Principally Targeted Subgroups (PTSGs) with Red or Orange Designations in met or exceeded standards as measured by CAASPP data aggregated by student group and by the 2019-20 California Dashboard.

English Language Arts (ELA)

- All students will increase from 71% to 75% in met or exceeded standards.
- English Learners (ELs) will increase from 16% to 20% in met or exceeded standards. (Orange Designation)
- Students with Disabilities (SWDs) will increase from 17% to 21% in met or exceeded standards. (Orange Designation)

Math:

- All students will increase from 60% to 64% in met or exceeded standards.
- Students with Disabilities (SWDs) will increase from 12% to 16% in met or exceeded standards. (Red Designation)
- African American Students will increase from 31% to 35% in met or exceeded standards. (Orange Designation)

Science is a baseline year.

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
PLC Department Work Core content teachers will work collaboratively during release days and during after school hours to align curriculum to content standards and provide students High Quality instruction aligning to the Framework for High Quality Instruction (FHQI). This will include work for both general education and honors courses. The work will be driven by the four PLC guiding questions and the following actions: 1. Identification of essential standards. 2. Unpacking essential standards and identifying learning targets. Continue the work to other standards as well. 3. Identify success criteria specific to each learning target. 4. Develop common assessments to assess learning targets. Teachers will use Illuminate to give and analyze common assessments. 5. Develop common strategies to extend learning or intervene based on results	Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. Moss, C., & Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), *Ahead of the Curve: The power of assessment to transform teaching and learning* (pp.59-76). Bloomington, IN: Solution Tree Press. Wiggins, G. & McTighe, J. (2005) Understanding by Design. Upper Saddle River, NJ: Pearson.	1. Essential standards will be identified on a curriculum map developed by the department or singleton teacher. 2. Learning targets will be identified on curriculum maps with the associated standard or LTs will be identified on common assessments. LTs will also be shared with students during the lesson. 3. Teachers will have success criteria for their learning targets as appropriate to the course. 4. Common Assessment Data for essential standards - teachers will have at least 80% of their students meeting each essential standard. (Data Source: Assessment data reported by departments) Data analysis can be done using Illuminate. 5. The percentage of students who pass their essential skill after the second assessment will increase by 10% percent. By utilizing the PLC model, we are aiming for:

of assessments.

Each of these steps helps teachers stay focused on academic achievement and to focus on using data to drive their instruction.

- 80% of students will have at least a 3.0 GPA at each grading period. (Data Source: Synergy reports)
- Our Climate of Support for Academic Learning will increase from 79% to 85%. (Data Source: SEL and Culture/Climate Student Survey)

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$1400	Materials/Supplies/Equipment	Edit	Delete
PreAP Training (7218/0000)	$5000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$38745	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teacher Support 1. Increase the quality of instruction students receive through providing teachers with professional development through local training, attendance at conferences, and book studies. 2. Provide on-site professional development around four practices in the Framework for High Quality Instruction (FHQI). PD will be around student talk, active participation, learning targets and success criteria, and formative assessment and feedback. Teachers will implement new learning in their classrooms. 3. Increase the quality of teacher's instructional delivery and counselors ability to provide support through the implementation of technology (Chromebooks and Smartboards) and software that enhances student engagement and teacher/counselor effectiveness. Engagement is a focus of our school based upon an analysis of 2.0 and below data and the overrepresentation of our African America, Hispanic, and Special Education students in the data. We need tools to engage them in the curriculum and software/platforms can help teachers incorporate strategies to enhance engagement. 4. Increase the quality of instruction and curriculum through securing supplies and furniture. This includes supporting all areas of our campus that support curriculum such as counseling and the library. 5. Continue to improve the quality of Pinkerton's programs (Schools to Watch network) through an Institutional membership with the California League of Schools (CLS).	Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. Teacher's professional development will be measured through sign-in sheets, conference reports, products produced, and staff survey. 2. Using FONT data, each practice will score at least 75% for its implementation level. 3. Teachers and/or staff will have the necessary technology and software they need to deliver the curriculum to students and support their learning. 4. Teachers and/or staff will have the necessary supplies they need to deliver the curriculum to students and support their learning. 5. Maintain our connection with outside institutions and to maintain our connection with other Schools to Watch schools through the CLS network. 6. Admin will monitor safety on campus and the response times to teachers in need.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$12431	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$6995	Contracts/Services	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Instructional Support 1. Provide time for new and veteran teachers with opportunities to observe in other teachers' classrooms. If needed an administrator or curriculum coach will partake in the observations. 2. Teachers will have opportunities to participate in Instructional Rounds to learn more about their practices and to reflect on their approach to student learning.	Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. The administrator will look for new instructional practices implemented in the classroom with effectiveness. (Data Source: walkthrough data) Discipline data can be used as a measure if classroom management is a concern. (Data Source: Synergy Reports) 2. Teacher effectiveness will improve based upon new strategies being implemented based on Instructional Rounds observations. Administrators will either observe these strategies and determine the effectiveness or it will be reported by the teacher in follow-up conversations. (Data Source: walkthrough data)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2009	Certificated Salaries	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
English Learners in ELA 1. English Learner (EL) students will be enrolled into an English Language Development (ELD) course that will specifically support their assessed level of the English Language as determined by the English Language Proficiency Assessments for California (ELPAC). L1 (newcomers) and L2 students will have an ELD teacher for one period per day and the course will serve as their Humanities class. L3 and L4 students will be enrolled into a standard Humanities course and an ELD support class will serve as the student's elective course. Course offerings use adopted core curriculum therefore are not tied to the EL Supplement Source. 2. After school tutoring program run by site	Echevarria, Jana, et al. *Making Content Comprehensible for English Learners: the SIOP Model*. Pearson, 2017. August, Diane, et al. *Improving Education for English Learners: Research-Based Approaches*. 2010. Zwiers, Jeff, and Ivannia Soto. *Academic language mastery: Conversational discourse in context*. Corwin Press, 2016. Olsen, Laurie. "Reparable Harm Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learner s." (2010).	1. EL students will show academic growth in English Language Development as measured by standardized summative assessments within the designated core curriculum, Inside Curriculum for our L1-Newcomer students and designated core curriculum, English 3D for our L 2-4 students. 2. Increase attendance of EL students to after school tutoring program by 30% from the 2020-21 school year. GPA data will be used as a measurement of improvement. 3. Increase EL student enrollment into Honors Humanities courses by 5% using data from 2020-21 school year. (Data Source: Honors Enrollment Data) 4. Site Administrators will observe new/refined instructional practices as result of

EL Coordinator and mentor students from COHS will be offered two days per week to assist EL students with academic support across all subject areas.

3. Increase EL enrollment in honors classes and recruit students for Honors Humanities as they make the transition from 7th to 8th grade.

4. Professional development opportunities for teachers taught by EL coach or other District EL staff member through release days or after school hours. Teachers will gain skills/teaching strategies to effectively EL students.

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

6. EL Coordinator will monitor EL student progress in all courses and find additional support for students if needed. Additional supports are outlined above.

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

8. EL Coordinator and support EL certificated staff members will attend site and district level student recognition events to represent EPMS and support families.

9. Translation and interpretation services will be used to support home to school connection through phone calls home and support at ELAC meetings.

professional development. (Data Source: Walkthrough data) Teacher participation in professional development will increase by 10%. (Data Source: PD sign in sheets)

5. The Administrator over EL will meet monthly with the EL Coordinator to ensure that job duties are being fulfilled.

6. All EL students will have a GPA above a 2.0 and will be monitored after each grading period. (Data Source: Synergy Reports) ELPAC scores will show growth on English Learner Progress Indicator (ELPI) from 54% to 57% for the 2020-2021 school year. (Data Source: 2018-2019 ELPI; Percent increased ELPI Level or Remained at Level 4).

7. Teachers and/or staff will have the necessary supplies they need to deliver the curriculum to students and support their learning.

8. EL Coordinator and supporting EL staff members participation at site and District level EL recognition events

9. Translation and interpretation services will increase home to school connection with families by increasing attendance to ELAC meetings and overall school engagement.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$10378	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$2083	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students with Disabilities in Math and ELA 1. RSP Math, RSP Humanities, TransMath, and Language Literacy will be provided to students who demonstrate the need for courses that provide more support than the general education setting. Teachers will use strategies and pace curriculum in such a manner that is scaffolded to help students be successful in these courses.	Fisher, D., Frey, N., & Quaglia, R. (2018) *Engagement by Design: Creating Learning Environments Where Students Thrive.* Thousand Oaks, CA. Corwin.	1 and 2. GPAs and specific course grades of Special Education Students will be monitored starting at the Term 1 Progress Report. Progress will be tracked. (Data Source: Synergy Reports) 2. 80% of special education students will meet their Math or ELA IEP goals established by the IEP Team. (Data Source: Google Doc created by Case Managers)

2. Case Managers will monitor students progress in these courses and consult with the teacher on appropriate strategies for the student.

Funding Source	Amount	Description of Use		

Actions/Services 1.1.6

Principally Targeted Student Group

• Black or African American

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Black or African American Students and Math 1. Infuse equity work into our PLC and PBIS work to ensure that there is a focus on implementing culturally responsive teaching strategies into our work with students. Staff will receive training in and/or share best practices for reaching African American students in staff meetings or through other professional development avenues. 2. Identify specific African American students who are earning D's or F's in Math. Teachers, administrators, and counselors will conduct check-ins with these students and make contact home.	Blankstein, A. & Noguera, P. (2015) *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student.* Alexandria, VA: ASCD Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin Lindsey, R., Robins, K., & Terrell, R. (2009) *Cultural Proficiency: A Manual for School Leaders.* Thousand Oaks, CA: Corwin Buffum, A., Mattos, M., & Malone, J. (2018) *Taking Action: A Handbook for RTI at Work*. Bloomington, IN. Solution Tree Press Fisher, D., Frey, N., & Quaglia, R. (2018) *Engagement by Design: Creating Learning Environments Where Students Thrive.* Thousand Oaks, CA. Corwin.	1a. Climate of Support for Academic Learning for African American students will increase from 76% to 80%. (Data Source: SEL and Culture/Climate Student Survey) 1b. "My child is excited about and engaged in lessons at their school" will increase from 60% to 70% (Data Source: Parent Survey) 2a. D/F Grades: At the end of Progress Reports Term 1, African American student progress in math will be monitored for each subsequent grading period. (Data Source: Synergy GPA Reports) 2b. The number of check-ins per student will decrease over the year because grade in Math will increase. (Data Source: Google Document of students being monitored)

Funding Source	Amount	Description of Use		

Actions/Services 1.1.7

Principally Targeted Student Group

• Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Foster Youth EPMS Counselors will monitor the progress of our foster youth students in both academics and attendance. • If the student has an IEP, the case manager will assist with this as well. • If needed, our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care.	Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin	• Foster youth students will attend school 90% of the school year. (Data Source: Synergy reports). • Foster youth will maintain a GPA of a 2.0 or higher. At the end of each grading period, their progress will be monitored. (Data Source: Synergy Reports)

- For foster youth with academic or attendance concerns, phone calls will be made to the foster family to share the supports EPMS can provide.

Funding Source	Amount	Description of Use		

Actions/Services 1.1.8

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
EL Students: Tutoring, Maker Spaces, and Recreational Reading In order to support programs specifically targeting the increased usage of the library for our ELL students, and to improve their language development outcomes, the EPMS Library will access funds to provide for tutoring areas, maker spaces, and recreational reading areas. We will create flexible, physical learning environments to support academic and personal interest opportunities for our EL students.	Murph, P. H. (2018). SCHOOL LIBRARIES ADDRESSING THE NEEDS OF ELL STUDENTS: Enhancing Language Acquisition, Confidence, and Cultural Fluency in ELL Students by Developing a Targeted Collection and Enriching Your Makerspace. *Knowledge Quest*, *46*(4), 60–65.	• Track the number of EL students that sign up for peer tutoring in the library. • Assess the number of ELL students who have checked out books for pleasure reading yearly to measure for growth in the percentage of ELLs using the library on their own accord. • Language Goal: 　○ EL students will develop fluency and systematic vocabulary development through independent, recreational reading. 　○ We will pull CAASPP data to measure the effectiveness of our program using the 2021-22 school year as a baseline • Sign-in sheets to track who is using these areas and resources the most. • Goals: 　○ Increase EL/newcomer recreational use and library book check-outs to 50% for the 2021-2022 school year. 　○ Increase EL/newcomer recreational use and library book check-outs to 75% for the 2022-2023 school year.

Funding Source	Amount	Description of Use		

Site Goal 1.2

Increase student proficiency in Physical Education and Electives Courses.

- For the 2019-20 school year, 6% of students earned a D or F in an electives course during Terms 1, 2, and 3. For the 2021-22 school year, this will decrease to 4%. (Did not use the 2020-21 school year data due to the change to distance learning)
- For the 2019-20 school year, 81.6% of students passed 5 or more fitness standards for PE. For the 2021-22 school year, this will increase to 85%. (Did not use the 2020-21 school year data due to the lack of fitness testing)

Metric: Other (Site-based/local assessment)	

Actions/Services 1.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Instructional Support • Provide PE equipment, supplies, late start, release days, after school hours, or attendance at conferences for teachers to plan curriculum, work in a PLC setting when possible, and to align with the work around essential standards and learning targets. This may include time for teachers to collaborate with teachers at other school sites as they may be a singleton in their department. • Continue our work to align courses with CTE pathways at the high school level. • Begin/continue the implementation of essential standards, learning targets, success criteria, and assessment analysis to improve student achievement. We will also continue our work around the four principles from the FHQI.	Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. Moss, C., & Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), *Ahead of the Curve: The power of assessment to transform teaching and learning* (pp.59-76). Bloomington, IN: Solution Tree Press. Wiggins, G. & McTighe, J. (2005) Understanding by Design. Upper Saddle River, NJ: Pearson.	• Through classroom observations and teacher reflection, the use of essential standards, learning targets, success criteria, and assessment analysis will be a focus in the classroom and in teacher planning. (Data Source: Admin walkthrough data)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$4761	Certificated Salaries	Edit	Delete
Student Fees (2312/0000)	$10100	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$500	Contracts/Services	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
AVID 1. Continue to offer AVID to both 7th and 8th graders. 2. Secure AVID tutors through SCOE to support students academically. 3. Increase the quality of AVID instruction through professional development designed to improve the AVID teachers practice. 4. AVID coordinator will lead the AVID site team and provide schoolwide AVID professional development to the staff. 5. Expose AVID students to a variety of college orientated opportunities (field trips, guest speakers, etc.). 6. Train whole staff on AVID strategies.	Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge. Fisher, D., Frey, N., & Quaglia, R. (2018) *Engagement by Design: Creating Learning Environments Where Students Thrive.*Thousand Oaks, CA. Corwin.	1. Monitor AVID enrollment for both 7th and 8th grade students. All sections should have at least 30 students enrolled. 2. Student Grades will be monitored and 90% of students will be above a 2.0. (Data Source: Synergy Reports) 3. Observe AVID practices being implemented during Administration walk-throughs. 4. AVID site team minutes & agendas and Professional development surveys. 5. Students will be exposed to a minimum of one college orientation experience throughout the school year. 6. Staff meeting agenda and teacher observations.

Funding Source	Amount	Description of Use		
AVID (7233/0000)	$5257	Certificated Salaries	Edit	Delete
AVID (7233/0000)	$266	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	$2711	Contracts/Services	Edit	Delete

Site Goal 1.3

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

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Career Technical Education 1. Purchase equipment and supplies for Information and Communication Technology instruction in Computer Technology and Introduction to Robotics. Purchase a yearly software subscription for Robotics. 2. Purchase equipment for Engineering and Architecture in Exploring Science.	National Research Center For Career and Technical Education https://blog.ed.gov/2011/10/national-research-center-for-career-and-technical-education/ Career and Technical Education: Preparing Students For College and Career Success Lbogle - https://www.air.org/resource/career-and-technical-education-preparing-students-college-and-career-success Why Career & Technical Education Is So Important https://www.decadirect.org/2018/01/23/career-technical-education-important/ These actions will support Element 2 – High Quality Instruction – and Element 9 – Skilled Faculty – of the 11 Elements of High Quality CTE Pathways. https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf	1. Increased instructional supplies and equipment will allow students more hands on experiences and better prepare them to align with the Industrial Technology Education (ITE) pathway at COHS. 2. A decrease in production time due to more readily available equipment will allow a higher completion rate of projects for all students.

Funding Source	Amount	Description of Use		
CTE (7235/0000)	$5000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$1400	Contracts/Services	Edit	Delete

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:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1	

Utilize PLCs to plan, implement, and calibrate common assessments to inform instruction.

Increase the percentage of students who scored either met or exceeded standards in ELA, Mathematics, and Science as measured by CAASPP data aggregated by student group and by the California Dashboard.

English Language Arts (ELA)

- All students will increase from 71% to 75% in met or exceeded standards.
- English Learners (ELs) will increase from 16% to 20% in met or exceeded standards. (Orange Designation)
- Students with Disabilities (SWDs) will increase from 17% to 21% in met or exceeded standards. (Orange Designation)

Math:

- All students will increase from 60% to 64% in met or exceeded standards.
- Students with Disabilities (SWDs) will increase from 12% to 16% in met or exceeded standards. (Red Designation)
- African American Students will increase from 31% to 35% in met or exceeded standards. (Orange Designation)

Science is a baseline year.

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will work collaboratively through the PLC process. 1. Departments will either develop a SMART goal for one essential skill or for ELA and Math an area of the CAASPP testing or Illuminate assessment that is low for the majority of students. This SMART goal will include a timeline, the common assessment, and the definition of success. It will be followed up with a plan for extension and enrichment. 2. Teachers will collaboratively plan formative and summative common assessments. At least four of the common assessments will relate to department-determined essential skills. 3. Teachers will give the common assessment, analyze results and use this data to inform instruction. 4. For one essential standard per term, teachers will intervene or provide for enrichment activities on that essential standard. Site Goal 2 is very closely tied into Site Goal 1. It is financially supported through the funding in Actions/Services in Site Goal 1.	Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge. Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), *Ahead of the Curve: The power of assessment to transform teaching and learning* (pp.59-76). Bloomington, IN: Solution Tree Press.	1. SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration. (Data Source: SMART Goals Worksheet) 2. Teachers will have common assessments that are used regularly and could provide these when asked for them. 3. Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice. 4. Common Assessment Data for essential standard - teachers will have at least 80% of their students meeting each essential standard. (Data Source: Assessment data reported by departments) As a result of these actions: • 80% of students will have at least a 3.0 GPA at each grading period. (Data Source: Synergy reports) • Our Climate of Support for Academic Learning will increase from 79% to 85%. (Data Source: SEL and Culture/Climate Student Survey)

Funding Source	Amount	Description of Use		

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

Site Goal 3.1

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

Suspension Rates will drop. (Data Source: Synergy Report U-IDS 1608)

- From 7.1% to 5.0% for all students.

Suspension Rates will drop for the following groups with a California Dashboard red designation:

- From 19.6% to 10.0% for African American students.
- From 10.5% to 6.0% for Hispanic students.
- From 12.9% to 9% for Socioeconomically Disadvantaged students
- From 22.7% to 19% for Students with Disabilities

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Relationship Building Staff will work to be proactive with students who are exhibiting disengagement from school. 1. Opportunities to provide connections and relationship building between students and teachers, such as: Student of the Month lunches, student incentives, the Positive Phone Call Challenge and multiple spirit weeks. 2. During weekly team meetings with admin and counselors, teachers will discuss struggling students and how to support them. Teams will use a common spreadsheet to track specific student's needs that were discussed and actions taken, such as a PTC, SST, testing or MTSS referral. 3. Provide support for teachers who struggle with management and relationship building as a way to build student engagement and connectedness. 4. Provide support for our new Activities Director by paying the conference fee for CADA.	Blankstein, A. & Noguera, P. (2015) *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student.* Alexandria, VA: ASCD Lindsey, R., Robins, K., & Terrell, R. (2009) *Cultural Proficiency: A Manual for School Leaders.* Thousand Oaks, CA: Corwin Fisher, D., Frey, N., & Quaglia, R. (2018) *Engagement by Design: Creating Learning Environments Where Students Thrive.* Thousand Oaks, CA. Corwin.	1. School connectedness will increase from 66% to 76%, knowledge and fairness of rules will increase from 82% to 90%, and safety will increase from 67% to 77% (Data Source: School Climate Student Survey). Staff will participate in a Positive Phone Call Challenge in August with a 60% of teachers participating and Student of Month lunches throughout the year with 90% of teachers participating (Data Source: phone call log). 2. Students that are discussed by the teams will show improvement in GPA, attendance, etc.) or a decrease in discipline based on the concerns brought forth by the team and the actions taken (Data Source: Synergy reports). 3. Students will be engaged behaviorally, cognitively, and emotionally. Teachers will reflect on their practice (Data Source: Walkthrough & discipline data). 4. Activities Director will form a better understanding of her role on campus.

Funding Source	Amount	Description of Use		

Supplemental/Concentration (7201/0000)	$1960	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Restorative Practices 1. Staff will be trained on using affective statements and facilitating circle groups during professional development. These tools will assist teachers in fostering safe and welcoming learning environments for all students, but especially our principally targeted student groups. 2. Staff will be trained in de-escalation techniques as well as other means of correction. The goal is to change behavior and use this as a chance to relationship-build with students. 3. Lead staff book study of "Don't Suspend Me: An Alternative Discipline Toolkit."	Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin	1. Feedback will be gathered from staff regarding their use of affective statements and circles in their classrooms (Feedback sheet). Student's perception of safety on campus will increase from 59% to 69% for African American students, 67% to 77% for Hispanic students, and 64% to 74% for low income students (Data Source: School Climate Student Survey). 2. Site collected discipline data will show a 10% decrease in suspensions, defiance and disrespect, and fighting/physical aggression categories. Site discipline data will be presented quarterly to staff for reflection and feedback (Data Source: Synergy reports IDS1608 and IDS601).

Funding Source	Amount	Description of Use		

Actions/Services 3.1.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Student Groups Selected students will work with EPMS staff (social worker, speech therapist, school psychologist and counselors) to develop their leadership skills, set goals for personal growth, or learn how to handle challenges and setbacks. 1. A variety of groups will be led on campus: Anxiety Group, Strong Kids, Grief Group, Lunch Bunch, Boys Group, and other groups as determined by the Tier 2 PBIS team through implementation of the MTSS process to meet the social emotional needs of students.	Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The Missing Piece: a National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. A Report for Casel*. Washington, D.C.: Civic Enterprises. Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. Pre- and post- assessments will be given to students to measure each group's effectiveness in meeting desired outcomes (Data Source: Strengths and Difficulties Questionnaire). Our school's Social Emotional Learning score will increase from 77% to 87% (Data Source: School Climate Student Survey).

Funding Source	Amount	Description of Use		

Actions/Services 3.1.4

Principally Targeted Student Group

• SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Special Education Staff will support Students with Disabilities to ensure their needs are being met in the classroom. 1. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup. 2. Staff will use best practices from the Crisis Prevention and Intervention (CPI) training to de-escalate Students with Disabilities as well as to produce equitable responses to behavior into their classrooms. 3. Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations. 4. Special Education students will be scheduled for regular check-ins during their Advocacy class to provide consistent feedback to students.	Maanum, J. L. (2009). *The general educators guide to special education*. Thousand Oaks, CA: Corwin Press.	1. Site collected discipline data will show a 10% decrease in suspensions, defiance and disrespect, and fighting/physical aggression categories for Students with Disabilities. Site discipline data will be presented quarterly to staff for reflection and feedback (Data Source: Synergy reports IDS1608 and IDS601). 2. Admin will track which staff has been trained with CPI and encourage all staff who work with Students with Disabilities to be trained (Data Source: Participation log). 3. Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for Students with Disabilities who are struggling with behavioral expectations (Data Source: PBIS TIPS and MTSS forms). 4. Self-contain classes and students in inclusive Special Education will utilize a daily communication log track behavior and inform families of progress (Data Source: Communication log).

Funding Source	Amount	Description of Use		

Actions/Services 3.1.5

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Safety Purchase safety equipment and provide money for site modifications to ensure a safe environment. This includes purchases for mounting projectors, radios, radio repair, ear pieces, transportation, golf carts and maintenance, and traffic materials. Provide for additional sidewalk near the MJ 1-4 building to ensure social distancing between students and to provide for a safe environment. The current sidewalk is too small and students are often walking in the bushes or slip off the sidewalk into the dirt/mud.	Twenty Simple Strategies for Safer and More Effective Schools Main Department of Education (2014)	• Safe School Report • Suspension Data • Attendance Data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$10000	Materials/Supplies/Equipment	Edit	Delete

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Site Goal 3.2

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

- 100% of staff will implement the 3 Be's in all aspects of our campus.
- The School Climate Survey will show an increase in overall culture and climate from 73% favorable responses to 83% favorable responses.

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

- From 77% to 87% for African American students.
- From 83% to 93% for Hispanic students.
- From 81% to 91% for Socioeconomically Disadvantaged students
- From 71% to 81% for Students with Disabilities

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Tier 1 PBIS Continue the work of PBIS Tier 1 committee who will meeting monthly during the school year. 1. PBIS Tier 1 coordinator and team will lead the staff through the beginning of the year PBIS Kick Off to teach students about school-wide expectations on campus. The PBIS Tier 1 coordinator and team will lead efforts to remind students of expectations through Booster Lessons during Advocacy throughout the school year. This will include the purchase of motivational videos from Life Changers. 2. In monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1 team. The goal is to present to staff the progress we've made in building positive culture on campus. 3. Analyze discipline data at the end of each term in addition to ongoing analysis. This will show us where gains were made as well as inform us what challenges PBIS will need to focus on. 4. Purchase supplies necessary for the implementation of PBIS. Supplies will be purchased to uses as incentives for positive student behavior. 5. Team training in the TIPS model for efficient meeting facilitation. 6. Train PBIS team members in SEL support programs through district or outside agencies. 7. Provide staffing for our coordinator to attend monthly district PBIS coordinator meetings.	Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. Teachers will report effective communication of the 3 Be's and that students are demonstrating an understanding of school-wide expectations (Data Source: PBIS Kick-off Survey). 90% of staff will use Be Bucks (Data Source: Staff survey). Admin will look for PBIS implementations and the reinforcing of the 3 Be's (Data Source: Walkthrough forms). 2. Feedback obtained at monthly staff meetings will give us a pulse on PBIS implementation successes and challenges (Data Source: Feedback Sheet). 3. Site collected discipline data will show a 10% decrease in suspensions, defiance and disrespect, and fighting/physical aggression categories (Data Source: Synergy reports IDS1608 and IDS601). 4. We will see an increase in overall culture and climate from 73% favorable responses to 83% favorable responses (Data Source: School Climate survey).

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$500	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$7394	Certificated Salaries	Edit	Delete

Actions/Services 3.2.2

Principally Targeted Student Group
• All • Black or African American • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Tier 2 PBIS Continue the work of PBIS Tier 2 committee who will meet biweekly during the school year. 1. PBIS Tier 2 team and school social worker will review GPA, attendance and discipline data biweekly to develop and implement intervention for struggling students (especially our African American, Hispanic, Low income students and Students with Disabilities). 2. PBIS Tier 2 team will review MTSS forms submitted by teacher teams and counselors to make informed decisions on targeted interventions.	Buffum, A., Mattos, M., & Malone, J. (2018) *Taking Action: A Handbook for RTI at Work*. Bloomington, IN. Solution Tree Press	1. Students that are referred to the PBIS Tier 2 team will show an increase (GPA, attendance, etc.) or a decrease (discipline) based on the concerns brought forth by the team and the interventions provided (Data Source: Synergy reports). 2. PBIS Tier 2 team will log and track interventions and timely report back to teacher teams on a biweekly basis (Data Source: PBIS TIPS record keeping and MTSS forms).

Funding Source	Amount	Description of Use		

Site Goal 3.3	

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

We will use student reported data from the School Climate Survey:

- The overall School Climate survey will go from 73% favorable responses to 83% favorable responses.
- School Connectedness and Sense of Belonging for all students will go from 66% to 80%

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

- From 60% to 70% for African American students.
- From 68% to 78% for Hispanic students.
- From 63% to 73% for Socioeconomically Disadvantaged students
- From 62% to 72% for Students with Disabilities

Metric: School Climate	

Actions/Services 3.3.1

Principally Targeted Student Group
• All • Black or African American • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Connecting Students to School To continue to develop a wide range of activities in and out of school for students to participate in and to help them be connected. 1. Activities during school, such as student initiated clubs, lunch time activities, and band. 2. Increase the number of students in our principally targeted student groups in Action Civics and Leadership roles. Students in our House of	Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. Participation in activities during the day and after school will increase. A list will be compiled of student signing up for clubs at our fall club rush event in the quad on campus. (Data Source: Sign up sheet) 2. Each month, House of Representative students will sign in as they take part in a monthly meeting. (Data Source: Sign in sheet). 3. Students sign in daily to Extended Day. (Data Source: Sign in sheet)

Representatives, which is part of Actions Civics, will be elected by their Advocacy class.
3. Activities before or after school, such as Extended Day (tutoring or enrichment activities), school-sponsored sports, theater, Science Olympiad, and Mathletes. Tutoring will be offered every morning and twice a week after school. Enrichment opportunities will be available through Extended Day funds.
4. Gifted And Talented Education: The GATE coordinator will oversee GATE and hold annual GATE testing
5. Band
   1. Buy new instruments
   2. Instrument repairs/cleaning
   3. Band uniform cleaning and alterations
6. Theatre: We will have a Fall musical and other theater events during the year.
7. Tuition for Middle Stage Festival.

4. New GATE testing will be monitored. (Data Source: Testing results)
5. Band students will have the necessary materials they need to actively participate in the course. (Data Source: teacher feedback)
6. Students will participate in the Fall musical. (Data Source: Cast participation sheet)
7. Students will be able to participate in the Middle Stage Festival. (Data Source: Cast participation sheet)

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	$500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$400	Certificated Salaries	Edit	Delete
GATE (7205/0000)	$5000	Certificated Salaries	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$6500	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$1200	Contracts/Services	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

To increase stakeholder engagement.

- Parent Involvement will increase from 79% to 83% as measure in the Parent Survey.

Metric: Other (Site-based/local assessment)

Actions/Services 4.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Parent/Guardian Communication 1. Two school-wide newsletters per year 2. Monthly communication email from the principal highlighting events that month 3. Social Media posts to: Facebook and Instagram 4. Personal conversations when parents are on campus for pickup/drop off and school related events	Santana, L., Rothstein, D., & Bain, A. (2016) *Partnering with Parents to Ask the Right Questions*. Alexandria, VA. ASCD. Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. & 2. Newsletters and Monthly Email communications will be measured by: a."Communication with Families" - portion of the Parent Survey "This school has notified me about school events". For a growth from 95% to 97% . (Data Source: 2019 Parent Survey Results) b. A link to a short parent survey will be included in the October and February monthly emails to measure effectiveness of communication and to allow for parent feedback. 3. Routine Social Media postings after each major school event to update the community. A link to a short parent survey will be included in the October and February Monthly Newsletters to measure effectiveness of Social Media communication. 4. "Parent Involvement" portion of the Parent Survey – "I feel welcome to participate at this school" Growth of 5% from 90% to 95% (Data Source: 2019 Parent Survey Results)

Funding Source	Amount	Description of Use		

Actions/Services 4.1.2

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Connections with Parents/Guardians 1. Parent Universities calling on community resources or in-house "experts" (3 in total) held during evening hours with food/snacks provided 2. Coffee with the Principal and Hor D'oeuvres with the Principal events in a combination of on campus and virtual format a.m./p.m. time slots to capture stakeholder availability- three times per year with food/snacks provided for onsite events 3. Bring Your Parents to Lunch Week – three per school year (Sept, Oct, April) with scheduled campus activities and planning by Activities Director 4. School Site Council (SCC) meetings. Four per year with acting parent representative 5. Back to School Nights - held during Term One and Term Two 6. Incoming 7th grade event: Elizabeth Pinkerton Ice Cream (EPIC) Social advertised through Social Media and Synergy email. 7. Two incoming 7th grade informational nights 8. Home Visits conducted by trained staff 9. Surveys when data collection is necessary. 10. August 2021 Welcome Back to School Ice Cream Social. 11. Community Building Activities such as movie nights or food truck events.	Santana, L., Rothstein, D., & Bain, A. (2016) *Partnering with Parents to Ask the Right Questions*. Alexandria, VA. ASCD. Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.	1. Three scheduled and executed Parent University events. Attendance to events will increase from 2019-20 data of 8 to 15 participants as evidenced through sign-in sheets. A growth of 4% from 2019 Parent Survey data from 76% to 80%. (Data Source: 2019 Parent Survey Results; Parent Involvement; Providing Parent Involvement/Parent Education Opportunities). 2. Three scheduled and executed events with the principal. Attendance to events will increase from 2019-20 data of 5 to 10 participants as evidenced through sign-in sheets. A growth of 4% from 2019 Parent Survey Data from 71% to 75% (Data Source: 2019 Parent Survey Results; Parent Involvement;Providing Opportunities for Parent Input). 3. Three scheduled and executed "Bring Your Parent to Lunch Weeks" with planned activities to engage parents and students. An increase of 4% from 2019 Parent Survey data of 76% to 80%. (Data Source: 2019 Parent Survey Results; Parent Involvement; Providing Parent Involvement Opportunities) 4. SCC agenda/meeting notes and an active participating parent representative. 5. Two scheduled and executed Back to School Nights during Terms One and Two. An increase of 5% from 2019 Parent Survey data of 63% to 68%. (Data Source: 2019 Parent Survey Results; Parent Involvement; Support to

help me meet child's learning needs at home")

6. Scheduled and executed EPIC Social event with Social Media postings and Synergy email communication. (Parent survey given night of)
7. Two scheduled and executed Incoming 7th Grade Informational Nights with PowerPoint presentation from all Departments. 80% of reg forms turned in night of event.
8. Home Visit documentation from trained staff members. Visits increasing from 28 to 35. Survey sent to family after teacher/staff visit (contacted Nancy Lopez to see if this exists already or we make one up)
9. Parent Survey Results will increase from 2019-20 data of 206 responses to 300 responses (Data Source: 2019 Parent Survey Results; Responses Received)
10. Scheduled and executed EPIC Social event with Social Media postings and Synergy email communication. (Parent survey given night of)
11. Scheduled and executed events and a count of the number of attendees.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2205	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$1500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group

• Black or African American • EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Make personal connections with families in our low performing subgroups 1. Personal invites to English Learner (EL) families to school-wide events 2. EL Newsletter produced twice per school year sent home in hard copy and electronically with school-wide academic support offerings/resources for EL students and families 3. Work to strengthen parent participation/attendance in ELAC meetings 4. EL Coordinator and supporting EL certificated staff will attend recognition events in order to represent EPMS and support families. 5. Counselor/Teacher/Admin home phone calls to families in low performing subgroups to offer supports in targeted areas of need displayed by current GPA/Discipline data. 6. Counselor personal communication to families in low performing subgroups to encourage honors course enrollment or honors progress check-ins. 7. Food provided to families at English Learner Advisory Committee (ELAC) meetings. Three per year with acting parent representative.	August, Diane, et al. *Improving Education for English Learners: Research-Based Approaches*. 2010. Olsen, Laurie. "Reparable Harm Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learner s." (2010).	1. Call logs/email/printed correspondence of parent communication by EL/Admin. Coordinator will track in a Google Document 2. Completed EL Newsletter twice per school year with school-wide academic support offerings/resources for EL students and families. Content of newsletter will be based on a pre-survey sent out to EL families at start of school year about what information is needed. 3. Increased parent participation/attendance to ELAC meetings as indicated by sign in sheets/meeting minutes and input from stakeholders. A Needs Survey will be given at the end of each meeting to every family. 4. EL Coordinator participation at site and District level EL recognition events 5. Counselor/Admin call logs or email correspondence to families regarding student needs to enable success in low-performing areas displayed by current data including attendance, GPA, and discipline data. 6. Counselor call logs or email correspondence to families regarding Honors course enrollment or Honors progress check ins. (Data Source: Honors Enrollment Rate report 2019 coming soon)

7. Three scheduled and executed ELAC meetings with agenda and supporting documents (i.e. PowerPoints/handouts) with active DELAC Parent Representative. Food provided to families

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$565	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$200	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.4

Principally Targeted Student Group

• Hispanic or Latino • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Chronic Absenteeism We will monitor the chronically absent rate for Hispanic students (Dashboard Orange designation) and Students with Disabilities (Dashboard Yellow designation). Students who are identified with high rates of absenteeism will be checked in by a counselor, referred to Admin, and referred to District as necessary. All efforts will be made to communicate with these families to offer supports and services.	Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The Missing Piece: a National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. A Report for Casel*. Washington, D.C.: Civic Enterprises.	At the end of the first month of school, an attendance report will be ran for these two subgroups to identify students. Each month a new report will be ran to monitor students and/or to identify new students who are in need of check-in. Attendance will improve for these students. (Data Source: Synergy Attendance Reports and Dashboard Data)

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Elizabeth Pinkerton Middle School - 433

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) **0000** Unrestricted	1	$0	$139,309	$139,309	$139,309	$0	$0	$0	$0
2130 Non-Instructional FTE (7-8) **0000** Unrestricted	1	$0	$109,964	$109,964	$109,964	$0	$0	$0	$0
2150 Regular Education (7-8) **0000** Unrestricted	0	$0	$42,999	$42,999	$42,999	$0	$0	$0	$0
2151 Regular Education (7-8) - Allocated FTE **0000** Unrestricted	47.7314	$0	$5,745,368	$5,745,368	$5,745,368	$0	$0	$0	$0
2170 Extended Day (7-8) **0000** Unrestricted	0	$0	$18,431	$18,431	$18,431	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$12,500	$12,500	$12,500	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	2.5	$0	$286,779	$286,779	$286,779	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$42,640	$42,640	$42,640	$0	$0	$0	$0
4700 Summer School/Extended Learning Administration **0000** Unrestricted	0	$0	$3,657	$3,657	$3,657	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$67,358	$67,358	$67,358	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	4	$0	$303,708	$303,708	$0	$0	$303,708	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0	$0	$91,500	$91,500	$66,341	$0	$21,454	$3,705	$0
7205 Gifted and Talented Education (GATE) 7-8 **0000** Unrestricted	0	$0	$5,000	$5,000	$0	$0	$5,000	$0	$0
7206 Academic Competitions **0000** Unrestricted	0	$0	$500	$500	$0	$0	$500	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7220 Honors/Advanced Placement Coordination **0000** Unrestricted	1	$0	$120,782	$120,782	$120,782	$0	$0	$0	$0
7225 Honors/Advanced Placement Outreach	0	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0

(OCR) **0000** Unrestricted								
7233 AVID Support **0000** Unrestricted	0	$0	$8,234	$8,234	$8,234	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0	$0	$13,226	$13,226	$12,461	$0	$0	$765	$0
7270 PBIS Coordination **0000** Unrestricted	0.333	$0	$28,125	$28,125	$28,125	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts (VAPA) **0000** Unrestricted	0	$0	$7,000	$7,000	$500	$0	$6,500	$0	$0
2150 Regular Education (7-8) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$8,970	$8,970	$8,970	$0	$0	$0	$0
2150 Regular Education (7-8) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$8,970	$8,970	$8,970	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	3.75	$0	$154,836	$154,836	$0	$0	$154,836	$0	$0
3100 Special Day Classes (SCC) **6500** Special Education	2.625	$0	$149,568	$149,568	$149,568	$0	$0	$0	$0
3150 Independent Living Skills (ILS) **6500** Special Education	2.917	$0	$258,627	$258,627	$258,627	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	4.125	$0	$392,665	$392,665	$392,665	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	0.8125	$0	$54,151	$54,151	$54,151	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	3.5	$0	$224,547	$224,547	$224,547	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	4.1251	$0	$225,475	$225,475	$225,475	$0	$0	$0	$0

3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	3.483	$0	$266,790	$266,790	$266,790	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$766	$0	$766	$766	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	83.302	$766	$8,803,679	$8,804,445	$8,306,977	$0	$492,998	$4,470	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$172,776
Subtotal of state or local funds included for this school	$8,631,669

Principal　**Chandra Victor**

School Site Council Chairperson　**Theresa Rodriguez**

EL Advisory Chairperson　**Ying Cates**