



Elizabeth Pinkerton Middle School

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Elizabeth Pinkerton Middle School | Focused Work: 2022-2023

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 2021-22 school year, the EPMS School Site Council met five times. The SSC provided feedback into the 2022-23 LCAP and assisted with goal development on February 7 and March 28.

On November 12, 2021, staff, students, and parents of EPMS received an email which provided the opportunity to provide their feedback into the 2022-23 LCAP Needs Analysis Survey.

On February 7, 2022, LCAP Metrics were shared with the School Site Council and in January with the Site

Leadership Team.

On April 13, 2022, the EPMS Leadership Team provided input in the 2022-23 LCAP to continue the work with PLCs, PBIS, and Equity that was started prior to the pandemic.

The EPMS ELAC Committee was provided with the opportunity to provide their input into the LCAP on December 15, April 8, and May 6.

On February 10, 2022, 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 input from each stakeholder group was taken into consideration. We plan to try and implement more tutoring for all students and more activities on campus to help students connect to school.

Resource Inequities

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

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1

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

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

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

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 of assessments.

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

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:

- 80% of students will have at least a 3.0 GPA at each grading period. (Data Source: Synergy reports)
- Our CASEL: Social Emotional Learning Self-Awareness score will increase from 64% to 75%. (Data Source: CASEL: Social Emotional Learning Survey)

Funding Source	Amount	Description of Use	
PreAP Training (7218/0000)	\$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$36111	Certificated- Timesheets	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Teacher Support</p> <ol style="list-style-type: none"> Increase the quality of instruction students receive through providing teachers with professional development through local training, attendance at conferences, and book studies. Teachers and Admin will attend the PLCs at Work Institute in July in Sacramento to help further our PLC work as a school site. (Materials and Supplies: \$400/7201) (Contracts/Services /Subscriptions \$8190/7201) Teachers will also attend the Schools to Watch/California League of Schools Conference in Monterey. (Contracts/Services /Subscriptions \$3000/7201) 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. Increase the quality of teacher's instructional delivery and counselors ability to provide support through the implementation of technology (Smartboards and printers for teachers) and software that enhances student engagement and teacher/counselor effectiveness. This will also include headphones. Engagement is a focus of our 	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p>	<ol style="list-style-type: none"> Teacher's professional development will be measured through sign-in sheets, conference reports, products produced, and staff survey. Using FONT data, each practice will score at least 75% for its implementation level. Teachers and/or staff will have the necessary technology and software they need to deliver the curriculum to students and support their learning. Teachers and/or staff will have the necessary supplies they need to deliver the curriculum to students and support their learning. Maintain our connection with outside institutions and to maintain our connection with other Schools to Watch schools through the CLS network. Admin will monitor safety on campus and the response times to teachers in need.

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.

(Contracts/Services /Subscriptions: \$8000/7201)

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.

(Supplies/Equipment: \$5300/7201)

(Supplies/Equipment (\$11,050/2312)

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).

(Contracts/Services /Subscriptions: \$395/7201)

6. Reconstitute the PLC Guiding Coalition using teachers to help lead the PLC work on campus.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1530	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$5800	Materials/Supplies/Equipment	
Student Fees (2312/0000)	\$11000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$19585	Contracts/Services /Subscriptions	

Actions/Services 1.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Instructional Support</p> <ol style="list-style-type: none"> 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. 	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p>	<ol style="list-style-type: none"> 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	

Actions/Services 1.1.4

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>English Learners in ELA</p> <ol style="list-style-type: none"> 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 	<p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners: the SIOP Model</i>. Pearson, 2017.</p> <p>August, Diane, et al. <i>Improving Education for English Learners: Research-Based Approaches</i>. 2010.</p> <p>Zwiers, Jeff, and Ivannia Soto. <i>Academic language mastery: Conversational discourse in</i></p>	<ol style="list-style-type: none"> 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

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 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. EL coordinator will also work to connect with parents on how parents can support their child's English language development at home.

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

4. 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.

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

6. Increase the quality of instruction and curriculum through securing classroom supplies and materials. (Materials/Supplies /Equipment: \$2672- 7250)

7. EL Coordinator and support EL certificated staff members will attend site and district level student

context. Corwin Press, 2016.

Olsen, Laurie. "Reparable Harm Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learner s." (2010).

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

5. 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).

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

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

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

recognition events to represent EPMS and support families.

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

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$2672	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	\$9690	Certificated- Timesheets	

Actions/Services 1.1.5

Principally Targeted Student Group

- SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Students with Disabilities in Math and ELA</p> <p>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.</p> <p>2. Case Managers will monitor students progress in these courses and consult with the teacher on appropriate strategies for the student.</p>	<p>Fisher, D., Frey, N., & Quaglia, R. (2018) <i>Engagement by Design: Creating Learning Environments Where Students Thrive</i>. Thousand Oaks, CA. Corwin.</p>	<p>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)</p> <p>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)</p>

Funding Source	Amount	Description of Use	

Actions/Services 1.1.6

Principally Targeted Student Group

- Black or African American

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Black or African American Students and Math</p> <p>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. Staff will also review Math SBAC data and track progress for Black students.</p> <p>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.</p>	<p>Blankstein, A. & Noguera, P. (2015) <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i>. Alexandria, VA: ASCD</p> <p>Hammond, Z. (2015) <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Thousand Oaks, CA: Corwin</p> <p>Lindsey, R., Robins, K., & Terrell, R. (2009) <i>Cultural Proficiency: A Manual for School Leaders</i>. Thousand Oaks, CA: Corwin</p> <p>Buffum, A., Mattos, M., & Malone, J. (2018) <i>Taking Action: A Handbook for RTI at Work</i>. Bloomington, IN. Solution Tree Press</p> <p>Fisher, D., Frey, N., & Quaglia, R. (2018) <i>Engagement by Design: Creating Learning Environments Where Students Thrive</i>. Thousand Oaks, CA. Corwin.</p>	<p>1a. Our CASEL: Social Emotional Learning Self-Awareness score will increase from 58% to 70% for African American students. (Data Source: CASEL: Social Emotional Learning Survey)</p> <p>1b. "My child is excited about and engaged in lessons at their school" will increase from 60% to 70% (Data Source: Parent Survey)</p> <p>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)</p> <p>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)</p>

Funding Source	Amount	Description of Use	

Actions/Services 1.1.7

Principally Targeted Student Group

- Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Foster Youth</p> <p>EPMS Counselors will monitor the progress of our foster youth students in both academics and</p>	<p>Hammond, Z. (2015) <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically</i></p>	<ul style="list-style-type: none"> • Foster youth students will attend school 90% of the school year. (Data Source: Synergy reports). • Foster youth will maintain a

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

Diverse Students. Thousand Oaks, CA: Corwin

GPA of a 2.0 or higher. At the end of each grading period, their progress will be monitored. (Data Source: Synergy Reports)

Funding Source	Amount	Description of Use	

Site Goal 1.2

Increase student proficiency in Physical Education and Electives Courses.

- For the 2021-22 school year, 9% of students earned a D or F in an electives course during Terms 1, 2, and 3. For the 2022-23 school year, this will decrease to 6%.
- For the 2019-20 school year, 81.6% of students passed 5 or more fitness standards for PE. For the 2022-23 school year, this will increase to 85%. (Did not use the 2020-22 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Instructional Support	Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by	1. Through classroom observations and teacher

1. Provide Electives and PE with 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. (Band Conference - Contracts and Services: \$200/7201)
2. PE: purchase a retractable screen for the gym to be used for PE lessons and Advocacy lessons given by teachers. (Materials/Supplies: \$1000/7201)
3. PE: purchase a new volleyball set up to provide for a safe volleyball experience for all students. Outdated equipment is unsafe and needs to be replaced.
4. PE: Hockey Sticks to use to teach hockey (Materials/Supplies: \$1000/2312)
5. Band
 1. Buy new instruments
 2. Band uniform cleaning and alterations
 3. Instrument repairs/cleaning
 4. projector mount to allow for projector to be moved out of the way to provide for more space in the classroom
6. Electives Supplies: Art, Ceramics, and Theater classes will have the necessary materials to teach their curriculum. (Materials/Supplies: \$500/2312)
7. Ceramics: kiln repair which is an essential item in a ceramics classroom

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.

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)

2. PE teachers will be able to deliver Advo lessons in this gym and this will be observed by Admin. (Data Source: Admin walkthrough data)
3. PE students and our volleyball team will have a safe environment to play volleyball. (Data Source: Admin walkthrough data)
4. Teachers will be able to effectively teach hockey and this will be observed when Admin does walkthroughs. (Data Source: Admin walkthrough data)
5. Band student will have the necessary supplies and proper uniforms to effectively participate in band. (Data Source: Admin walkthrough data)
6. Electives students will have the necessary supplies to effectively participate in their courses. (Data Source: Admin walkthrough data)
7. The kiln will work properly to fire student's projects. (Data Source: Admin walkthrough data)

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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$5355	Certificated- Timesheets	
Student Fees (2312/0000)	\$1500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$200	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	

Actions/Services 1.2.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>AVID</p> <ol style="list-style-type: none"> Continue to offer AVID to both 7th and 8th graders. Secure AVID tutors through SCOE to support students academically. Increase the quality of AVID instruction through professional development designed to improve the AVID teachers practice. AVID coordinator will lead the AVID site team and provide schoolwide AVID professional development to the staff. (Certificated Timesheets: \$6180/7233) Expose AVID students to a variety of college orientated opportunities (field trips, guest speakers, etc.). Train whole staff on AVID strategies. Send staff to AVID Summer Institute 2022 paid for with District AVID Funds. (Contracts/Services /Subscriptions: \$875/7233 and \$875/7201) Provide materials and 	<p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p> <p>Fisher, D., Frey, N., & Quaglia, R. (2018) <i>Engagement by Design: Creating Learning Environments Where Students Thrive</i>. Thousand Oaks, CA. Corwin.</p>	<ol style="list-style-type: none"> Monitor AVID enrollment for both 7th and 8th grade students. All sections should have at least 30 students enrolled. Student Grades will be monitored and 90% of students will be above a 2.0. (Data Source: Synergy Reports) Observe AVID practices being implemented during Administration walk-throughs. AVID site team minutes & agendas and Professional development surveys. Students will be exposed to a minimum of one college orientation experience throughout the school year. Staff meeting agenda and teacher observations. Observable AVID strategies being used in classrooms

supplies to AVID program as necessary.
(Materials/Supplies /Equipment: \$245/7233)

Funding Source	Amount	Description of Use	
AVID (7233/0000)	\$875	Contracts/Services /Subscriptions	
AVID (7233/0000)	\$6180	Certificated- Timesheets	
AVID (7233/0000)	\$245	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$875	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Career Technical Education</p> <ol style="list-style-type: none"> 1. Purchase a yearly software subscription for Robotics. (Contracts/Services /Subscriptions: \$1500/7201) 2. Service existing equipment in our shop to provide continued access to necessary equipment for CTE equipment. (Contracts/Services /Subscriptions: \$1000/7235) 	<p>National Research Center For Career and Technical Education https://blog.ed.gov/2011/10/national-research-center-for-career-and-technical-education/</p> <p>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</p> <p>Why Career & Technical Education Is So Important https://www.decadirect.org/2018/01/23/career-technical-education-important/</p>	<ol style="list-style-type: none"> 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.

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/gRgSghMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1500	Contracts/Services /Subscriptions	
CTE (7235/0000)	\$5000	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:

- 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 2019-2020 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	
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Actions/Services 2.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Teachers will work collaboratively through the PLC process.</p> <ol style="list-style-type: none"> 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 	<p>Dufour, R., DuFour, Eaker, R., & Many, T. (2010). <i>Learning by Doing: A handbook for professional learning communities at work</i> (3rd ed.). Bloomington, IN: Solution Tree Press.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p> <p>Stiggins, R.J. (2007a). <i>Assessment for learning: An essential foundation of productive instruction</i>. In D. Reeves (Ed.), <i>Ahead of the Curve: The power of assessment to transform teaching and learning</i> (pp.59-76). Bloomington, IN: Solution Tree</p>	<ol style="list-style-type: none"> 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

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.

Press.

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 CASEL: Social Emotional Learning Self-Awareness score will increase from 64% to 75%. (Data Source: CASEL: Social Emotional Learning Survey)

Funding Source	Amount	Description of Use	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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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: 2021-22 Synergy Report U-IDS 1608)

- From 5.3% to 4.0% for all students.

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

- From 10.2% to 7% for African American students.
- From 9.3% to 6.0% for Hispanic students.
- From 10.7% to 8% for Socioeconomically Disadvantaged students
- From 8.7% to 6% 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Relationship Building</p> <p>Staff will work to be proactive with students who are exhibiting disengagement from school.</p> <ol style="list-style-type: none">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.	<p>Blankstein, A. & Noguera, P. (2015) <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i>. Alexandria, VA: ASCD</p> <p>Lindsey, R., Robins, K., & Terrell, R. (2009) <i>Cultural Proficiency: A Manual for School Leaders</i>. Thousand Oaks, CA: Corwin</p> <p>Fisher, D., Frey, N., & Quaglia, R. (2018) <i>Engagement by Design: Creating Learning Environments Where Students Thrive</i>. Thousand Oaks, CA. Corwin.</p>	<ol style="list-style-type: none">1. Our CASEL: Social Emotional Learning overall score will increase from 76% to 80%. (Data Source: CASEL: Social Emotional Learning Survey)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).

Funding Source	Amount	Description of Use	
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Supplemental/Concentration (7201/0000)	\$2295	Certificated- Timesheets	
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Actions/Services 3.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Restorative Practices</p> <ol style="list-style-type: none"> Staff will be trained in de-escalation techniques and restorative practices as a means of correcting behavior. The goal is to change behavior and use this as a chance to relationship-build with students. Training for Restorative Practices Coordinator will be provided through various online conferences. 	<p>Hammond, Z. (2015) <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Thousand Oaks, CA: Corwin</p>	<ol style="list-style-type: none"> Site collected discipline data will show a 10% decrease in suspensions, detentions, 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	
Supplemental/Concentration (7201/0000)	\$3570	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$510	Contracts/Services /Subscriptions	

Actions/Services 3.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

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. (Materials/Supplies: \$200/7201)

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. Our CASEL: Social Emotional Learning overall score will increase from 76% to 80%. (Data Source: CASEL: Social Emotional Learning Survey)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$200	Materials/Supplies/Equipment	

Actions/Services 3.1.4

Principally Targeted Student Group

- SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Special Education</p> <p>Staff will support Students with Disabilities to ensure their needs are being met in the classroom.</p> <ol style="list-style-type: none"> 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 	<p>Maanum, J. L. (2009). <i>The general educators guide to special education.</i> Thousand Oaks, CA: Corwin Press.</p>	<ol style="list-style-type: none"> 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).

- 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.

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	

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

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

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

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.
8. Provide agendas to support student completion of homework and assignment. (Materials/Supplies /Equipment: \$2000-7201/7440) (PBIS \$1000)

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. Our CASEL: Social Emotional Learning overall score will increase from 76% to 80%. (Data Source: CASEL: Social Emotional Learning Survey)

Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$3009	Certificated- Timesheets

Actions/Services 3.2.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Tier 2 PBIS</p> <p>Continue the work of PBIS Tier 2 committee who will meet biweekly during the school year.</p> <ol style="list-style-type: none"> 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. 	<p>Buffum, A., Mattos, M., & Malone, J. (2018) <i>Taking Action: A Handbook for RTI at Work</i>. Bloomington, IN. Solution Tree Press</p>	<ol style="list-style-type: none"> 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Connecting Students to School</p> <p>To continue to develop a wide range of activities in and out of school for students to participate in and to help them be connected.</p> <ol style="list-style-type: none"> 1. Activities during school, such as student initiated clubs, lunch time activities, and band. 2. 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. 3. Gifted And Talented Education: The GATE coordinator will oversee GATE and hold annual GATE testing (Certificate Salaries - \$1250/GATE7205) 4. Tuition for Middle Stage Festival. 	<p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p>	<ol style="list-style-type: none"> 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. Students sign in daily to Extended Day. (Data Source: Sign in sheet) 3. New GATE testing will be monitored. (Data Source: Testing results) 4. Students will be able to participate in the Middle Stage Festival. (Data Source: Cast participation sheet)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$850	Materials/Supplies/Equipment	
GATE (7205/0000)	\$3440	Certificated- Salaries	
GATE (7205/0000)	\$1560	Materials/Supplies/Equipment	
Academic Competitions (7206/0000)	\$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2040	Certificated- Timesheets	

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Parent/Guardian Communication</p> <ol style="list-style-type: none"> Two school-wide newsletters per year Monthly communication email from the principal highlighting 	<p>Santana, L., Rothstein, D., & Bain, A. (2016) <i>Partnering with Parents to Ask the Right Questions</i>. Alexandria, VA. ASCD.</p>	<p>1. & 2. Newsletters and Monthly Email communications will be measured by: a. "Communication with Families" - portion of the Parent</p>

- 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

Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge.

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Connections with Parents/Guardians</p> <ol style="list-style-type: none"> 1. Parent Universities calling on community resources or in-house “experts” (3 in total) held during evening hours with food/snacks provided 2. Chats with Principal Victor using a combination of on campus and virtual format a.m./p.m. time slots to capture stakeholder availability- three times per year with 	<p>Santana, L., Rothstein, D., & Bain, A. (2016) <i>Partnering with Parents to Ask the Right Questions</i>. Alexandria, VA. ASCD.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p>	<ol style="list-style-type: none"> 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. Two scheduled and executed events with the principal.

food/snacks provided for onsite events

3. Bring Your Parents to Lunch Week – two per school year, 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. (Materials/Supplies: \$1500/7201)
7. Two incoming 7th grade informational nights
8. Home Visits conducted by trained staff
9. Surveys when data collection is necessary.
10. Arts Alive - hold a night showcasing the VAPA on the EPMS campus.

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. Two 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 registration 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)	\$3570	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$1500	Materials/Supplies/Equipment	

Actions/Services 4.1.3

Principally Targeted Student Group

- Black or African American • EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Make personal connections with families in our low performing subgroups</p> <ol style="list-style-type: none"> 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 	<p>August, Diane, et al. <i>Improving Education for English Learners: Research-Based Approaches</i>. 2010.</p> <p>Olsen, Laurie. "Reparable Harm Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learner s." (2010).</p>	<ol style="list-style-type: none"> 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 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. (Materials/Supplies/Equipment:\$672 - 7250)

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)	\$672	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	\$587	Certificated- Timesheets	
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets	

Actions/Services 4.1.4

Principally Targeted Student Group

- Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Chronic Absenteeism</p> <p>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.</p>	<p>Bridgeland, J., Bruce, M., & Hariharan, A. (2013). <i>The Missing Piece: a National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. A Report for Casel.</i> Washington, D.C.: Civic Enterprises.</p>	<p>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)</p>

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.

V. Funding

Elizabeth Pinkerton Middle School (433) | 2022 - 2023

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	
2150 Regular Education (7-8) 0000 Unrestricted	0.0000	\$0	\$40,520	\$40,520	\$40,520	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0.0000	\$0	\$18,431	\$18,431	\$18,431	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$91,500	\$91,500	\$71,956	\$0	\$14,474	\$5,070	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$13,621	\$13,621	\$12,362	\$0	\$0	\$1,259	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$196,372	\$196,372	\$168,069	\$0	\$20,974	\$7,329	\$0

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	\$0
Subtotal of state or local funds included for this school	\$196,372

Signatures: (Must sign in blue ink)

Date

Principal Chandra Victor

School Site Council Chairperson Theresa Rodriguez

EL Advisory Chairperson Ying Cates

