Samuel Jackman Middle School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Natasha Lewis-Jones

County-District-School (CDS) Code: 34673146109821

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

Samuel Jackman Middle School | Focused Work: 2023-2024

Goal Setting (Icapid: 559)

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

1. Involvement Process for LCAP and Annual Update

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

Information about goals and allocations were shared with School Site Council attendees, data was shared, and input was solicited on 10/5/22, 11/16/22, 2/22/23, 4/13/23, and 5/18/23. In addition, information about goals and allocations were shared with the Leadership Team attendees, data was shared, and input was solicited on 8/8/22 and 2/14/23. Teachers, parents, students and administration had the opportunity to complete the LCAP survey in November 2022. During terms 2 and 3 staff had the opportunity to request/give

input via email about items needed for their classes/classrooms, the information gathered was used to prioritize LCAP spending. The SSC discussed and conducted the annual review on April 13, 2023 and provided input on the preliminary budget and goals. On May 18, 2023, the LCAP was presented to and approved by the School Site Council. On May 31st, the LCAP was presented to the leadership team (at the leadership retreat). The LCAP was presented and discussed at the ELAC meeting on March 8, 2023, and members had an opportunity to provide input. The updated LCAP was presented and approved by the ELAC members on 5/4/23. In term 4, an outside consultant facilitated listening sessions for students and parents. Information gathered from the sessions were used to make updates to the LCAP.

2. Impact of LCAP and Annual Update

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

The consultations affected the LCAP because we used the information to add services, such as the drumming program and tutoring, and provide materials that support teaching/learning. Overall, we were able to prioritize spending, and order items that would help support students and staff.

Resource Inequities

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

SJMS has been identified as a school that is eligible for comprehensive support and improvement (CSI) due to low performance on state testing, chronic absenteeism, and the suspension rate. Throughout the LCAP, goals and actions have been put in place to address the inequities amongst student groups in academics, attendance, and behavior.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1   (SiteGoalID: 6580) (DTS: 02/10/23)

Increase the percentage of ALL students who meet or exceed standards in English language Arts, Mathematics, and Science as measured by the California Dashboard (CAASSP data).

- ELA, students will improve by the following percentages in the 2023-2024 school year:
    - All Students, from 24% to 29%
    - African American, from 13% to 17% or more
    - American Indian, from 25% to 29% or more
    - Asian, from 35% to 39% or more
    - Hispanic, from 21% to 25% or more
    - Pacific Islander, from 24% to 29% or more
    - White, from 7% to 11% or more
    - Two or More, from 22% to 26% or more
    - EL, from 3% to 7% or more
    - Foster Youth, from 22% to 26% or more
    - Homeless, from 16% to 20% or more
    - SED, from 23% to 27% or more
    - SWD, from 1% to 5% or more
- Math, students will improve by the following percentages in the 2023-2024 school year:
    - All Students, from 17% to 21%
    - African American, from 8% to 12% or more
    - American Indian, from 0% to 4% or more
    - Asian, from 23% to 27% or more
    - Hispanic, from 14% to 17% or more
    - Pacific Islander, from 18% to 22% or more
    - White, from 23% to 27% or more
    - Two or More, from 18% to 22% or more
    - EL, from 4% to 8% or more
    - Foster Youth, from 11% to 15% or more
    - Homeless, from 5% to 9% or more
    - SED, from 15% to 19% or more
    - SWD, from 1% to 5% or more
- Science, students will improve by the following percentages in the 2023-2024 school year:
    - All Students, from 13% to 17%
    - African American, from 6% to 10% or more
    - American Indian, from 0% to 4% or more
    - Asian, from 16% to 20% or more
    - Hispanic, from 11% to 15% or more
    - Pacific Islander, from 16% to 20% or more
    - White, from 9% to 13% or more
    - Two or More, from 21% to 25% or more
    - EL, from 0% to 4% or more
    - Foster Youth, from 40% to 44% or more
    - Homeless, from 9% to 13% or more
    - SED, from 13% to 17% or more
    - SWD, from 2% to 6% or more

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

Actions/Services 1.1.1   (SiteGoalID: 6580) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
• Provide additional FTE, purchase supplementary: curriculum, technology, instructional supplies, software and resources (such as No RedInk, Flocabulary/WeVideo, etc). • Provide opportunities for PLC work within general education, intervention, and special education content teams to set SMART goals and monitor student learning/progress. • Department meetings at least once a month. • Administrative meetings with instructional coaches monthly (Math, ELA, EL, Equity, AVID, and SPED Program Specialist) • PD for certificated staff via conferences 0.2 FTE Intervention - Title I • Provide smaller classroom sizes, as well as, more individualized and targeted supports to students 0.4 FTE - Sup Con • Provide smaller classroom sizes, as well as, more individualized and targeted supports to students	All of the following will be monitored at least once a quarter by administration: • CAASPP results • Quarterly (or more) PLC meetings with staff to review student work/data and performance towards SMART goals for the quarter, as well as create new goals/common assessments. • Administrative and Peer-to-Peer Walkthroughs • Department Mtg agendas and minutes • Monthly leadership meetings Information will be presented to leadership, staff, and/or the School Site Council at least once a semester.	

Actions/Services 1.1.2   (SiteGoalID: 6580) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Purchase maintenance agreement for teacher workroom Duplo to ensure that staff can utilize frequent assessments and reteaching opportunities to participate in PLC process and increase learning (set measurable and relevant goals, review common data, share teaching strategies, etc.). Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.	School secretary will monitor teacher use quarterly. A survey will be conducted at the end of the year to ask teachers if they would like to continue use of the Duplo the following year. Data will be shared with administration and staff at least once a year.	

Site Goal 1.2   (SiteGoalID: 6584) (DTS: 02/10/23)

Increase the number of students who are reclassified from 10.4% to 14.4% or more.

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.2.1   (SiteGoalID: 6584) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • EL • Hispanic or Latino • R-FEP

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

• Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• How often and when will it be collected? • Who will it be shared with and when?	
Provide funding for additional supports of EL instruction and mandated ELPAC testing coordination: • EL Coordinator (time sheets) • Extended Day learning opportunities for EL students • Instructional Materials and Supplies • Professional Learning/Release Time (time sheets) • Professional Development (workshops, conferences, etc.) • Light Snacks for ELAC • Additional curriculum, materials, and/or online subscriptions • FTE for EL support classes offered in Science, Math, and Social Science in order to reduce class sizes and improve support for direct instruction in English • ELPAC Testing • After hour BTA translation services • Library Books • Fieldtrips • Tutoring Contract classified teaching associates for bilingual support (BTAs) in EL classes.	All of the following will be monitored at least once a quarter by administration, EL Coordinator, and/or EL Coach: • Increased ELPAC results • Increased Redesignation Rates • PLC data collection that documents student progress • Reduced D/F data for EL students • Improved CAASPP scores • FONT Walkthrough Data • ELAC needs assessment • Monitor the number of books checked out to EL students • Monitor how many EL books are checked out of the library? Information will be presented to EL Department and/or the School Site Council at least once a quarter.	

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

• Actions and Services should remove barriers and implement changes.		
ELA and Math remediation program will be utilized (Edgenuity) to support students who have failed Math and/or English 7/8. • Teacher Training (time sheet) • Recruitment (Classified/Certificated time sheets) • Program Funding	All of the following will be monitored at least once a quarter by administration and/or Edgenuity Teacher: • Increased Promotion Rate • Increased CAASPP scores • Reduced D/F Data Information will be presented to leadership and/or the School Site Council at least once a semester.	

Site Goal 1.3   (SiteGoalID: 7023) (DTS: 05/15/23)

Implement a new CTE Elective Program, Career Exploration through Future Quest/Paxton Patterson.

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

Actions/Services 1.3.1   (SiteGoalID: 7023) (DTS: 05/15/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Paxton Patterson gives students the opportunity to access technical reading and should improve scores. • Materials / Supplies • Additional Units	All of the following will be monitored at least once a year by administration and/or CTE Elective Teacher: • Increased ELA CAASPP scores • Student Interest/Enrollment Requests	

	Information will be presented to the VAPA department and/or School Site Council at least once a year.	

Actions/Services 1.3.2   (SiteGoalID: 7023) (DTS: 05/17/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	**How will you Progress Monitor the Implementation of Actions/Services?** • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	**Evaluation Cycles in 2023-2024** • What is working? • What is not working and why? • What modifications do you need to make?
Provide resources for Visual and Performing Arts to: • purchase sheet music • purchase instruments • repair instruments • clean instruments • purchase art supplies • science labs / materials • provide field trip transportation (for trips such as, but not limited to, art museums, band competitions and performances, etc.)	All of the following will be monitored at least once a quarter by administration, site controller, and/or VAPA Department Chair: • Record of teacher purchases • Student Interest/Enrollment Requests Information will be presented to VAPA Department Chair/Members and/or School Site Council quarterly.	

Funding Sources for District Goal 1	**Amount**	**Description of Use**
EL Supplemental (7250/0000)	$17864	Certificated- Salaries
EL Supplemental (7250/0000)	$10189	Certificated- Timesheets
EL Supplemental (7250/0000)	$17724	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	$10000	Materials/Supplies/Equipment

Supplemental/Concentration (7201/0000)	$36000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	$19500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	$32600	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$6752	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$15000	Certificated- Timesheets
Title I – Basic (4900/3010)	$16990	Contracts/Services/Subscriptions
Visual & Performing Arts (VAPA) (7450/0000)	$7000	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   (SiteGoalID: 6827) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6827) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?

• Site Planning/ Department/Curriculum Team Release Time • Supplementary materials • Train staff on the use of Illuminate assessments to determine areas in need of reteaching • Professional development release days and time sheets	Administration will monitor completion rates and share with the ELA and Math department chairs / departments at least quarterly.	

Site Goal 2.2   (SiteGoalID: 6581) (DTS: 02/10/23)

All Professional Learning Communities will develop and use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and special education students. Specifically, PLCs will increase opportunities to demonstrate mastery on standard based common assessments by providing multiple tests or retests. PLCs will utilize in house and district created common assessments to determine areas of strength and weakness and collaborate to develop reteaching and reassessment strategies.

The goal is to increase the percentage of ALL students who meet or exceed standards in English language Arts, Mathematics, and Science as measured by the California Dashboard (CAASSP data).

- ELA, students will improve by the following percentages in the 2023-2024 school year:
    - All Students, from 24% to 29%
    - African American, from 13% to 17% or more
    - American Indian, from 25% to 29% or more
    - Asian, from 35% to 39% or more
    - Hispanic, from 21% to 25% or more
    - Pacific Islander, from 24% to 29% or more
    - White, from 7% to 11% or more
    - Two or More, from 22% to 26% or more
    - EL, from 3% to 7% or more
    - Foster Youth, from 22% to 26% or more
    - Homeless, from 16% to 20% or more
    - SED, from 23% to 27% or more
    - SWD, from 1% to 5% or more
- Math, students will improve by the following percentages in the 2023-2024 school year:
    - All Students, from 17% to 21%
    - African American, from 8% to 12% or more
    - American Indian, from 0% to 4% or more
    - Asian, from 23% to 27% or more
    - Hispanic, from 14% to 17% or more
    - Pacific Islander, from 18% to 22% or more
    - White, from 23% to 27% or more
    - Two or More, from 18% to 22% or more
    - EL, from 4% to 8% or more
    - Foster Youth, from 11% to 15% or more
    - Homeless, from 5% to 9% or more
    - SED, from 15% to 19% or more

- SWD, from 1% to 5% or more

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6581) (DTS: 02/10/23)

Targeted Student Group(s)

• 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? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

Provide opportunities through PLCs to implement Common Core State Standards.
 	
 • Professional development release days and time sheets
 • Purchase related curriculum, technology and software
 • Train staff on the use of Illuminate assessments to determine areas in need of reteaching
 • Professional literature and subscriptions
 • Supplies
 • Books for book study
 • Printing costs
 • Supplementary materials
 • Conferences/Workshops
 • Site Planning/ Department/Curriculum Team Release Time
 • Summer Planning
 • Adjust bell schedule to accommodate for the various lengths of tests.
 • Allow students to test with their content teachers.
 • Hire retired teachers to assist with administering and completing tests.
	All of the following will be monitored at least once a quarter by administration and/or the leadership team members:
	
	 • Site developed common assessments after PLC meeting turned into administration
	 • Walkthrough Data
	 • Improvement in report card grades
	 • Common Formative Assessments
	 • Artifacts turned into admin from the meetings
	    ○ Agendas
	    ○ Minutes
	    ○ Common Assessments
	    ○ Unit Plans
	
	 Information will be presented to staff at a staff and/or leadership meeting quarterly.	

- Hire substitutes to provide coverage for teachers who need additional time to administer tests.

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	$20000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	$19000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$13656	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1   (SiteGoalID: 6582) (DTS: 02/10/23)

School climate will promote a safe, respectful, and inclusive environment that encourages student engagement.

Goal is to reduce suspension rates overall for targeted sub groups by the following percentages:
All Students, from 14% to 11% or less
Students with Disabilities, from 22.2% to 20% or less
African American, from 36.6% to 34% or less

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1　　(SiteGoalID: 6582) (DTS: 02/10/23)

Targeted Student Group(s)

• 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? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Hire Program Administrator and additional counseling to assist with creating a positive school climate. These positions will focus on school engagement, restorative processes, SEL strategies, cultural responsive teaching strategies, high quality instructional strategies, after/before school enrichment opportunities, conflict mediation and mentoring. Continue to focus efforts on educational equity (including staff training) to reduce suspensions for African American, Hispanic, Foster Youth and SWD. In addition, the Program Administrator will oversee PBIS, ELAC, ELPAC/CAASPP, attendance, parent partnerships, community involvement, intervention programs, and more. **Program Administrator #1 ($80,000) / #2 ($80,000) (1.0) and Program Administrator #3 ($120,000) (1.0) ($280,000 Total) Counselor (0.2 FTE) ($33,000) AVID Teacher (0.4 FTE) ($36,000)** Hire classified staff or an outside provider to assist with creating a positive school climate by supporting the site starting from the first lunch to 30 minutes after school. This position will focus on	All of the following monitored monthly by administration and/or PBIS team: - Decrease in Suspension Rates - Decrease in Physical Altercations - Decrease in Teacher Referrals - Decrease in IEP manifestation determination meetings - Increase in school attendance Information presented to staff at least once a quarter.	

school engagement, restorative processes, conflict mediation and mentoring. This person would focus efforts on building relationships, decreasing physical altercations, and reducing suspensions for African American, Hispanic, Foster Youth and SWD. **($30,548)**

Actions/Services 3.1.2   (SiteGoalID: 6582) (DTS: 02/10/23)

Targeted Student Group(s)

• 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? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Enhance school/lunchtime, ASES, and other before and after school opportunities for students to provide academic and social emotional supports for foster youth, English Learners and struggling students: • teachers/paraeducators (time sheets) • supplies • software • equipment • contract with outside providers • tutoring (time sheets) • transportation • scholarships • cultural and enrichment opportunities • literature (library books) • Edgenuity • mentoring/tutoring college prep program	All of the following monitored monthly by administration and/or PBIS team: • Program Attendance • SEL Survey Results • Suspension rates during lunch time (high frequency time) • Increased GPA • Lowering at-home suspensions • Increasing SBAC scores in ELA and Math Information presented to staff at least once a quarter.	

Actions/Services 3.1.3   (SiteGoalID: 6582) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Purchase student planners to help students develop organizational skills and communicate with parents/guardians in order to increase school/home communication and school engagement and increase academic success and decrease disengaged behaviors that may lead to school discipline issues. Allows teachers to improve home-school communication with families - Will benefit students improving executive functioning skills - Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course	All of the following monitored quarterly by administration and/or department chairs: - Student Survey - Quarterly grades - Parent survey - SWD grades/goals met Information presented to leadership team and/or school site council at least once a semester.	

Actions/Services 3.1.4   (SiteGoalID: 6582) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?

Continue implementation of PBIS and Restorative Practices - Providing funding for: - professional speakers - conferences - student leadership development to ensure student voice (IYT, Cultural groups such as BSU, Girl Groups/Boys Groups) - release time (time sheets) - materials and supplies - positive messaging (signs and banners) and public displays - PBIS funds/Sup Com - PBIS meetings (timesheets)	All of the following monitored at least once quarterly by administration and/or PBIS team: - Suspension Rates - Teacher Referrals - MTSS Referrals/Interventions - Attendance - Number of Manifestation Determination meetings Information presented to staff and/or School Site Council once a quarter.	

Actions/Services 3.1.5   (SiteGoalID: 6582) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Provide AVID Coordinator, Professional Development, supplies, field trip scholarships, outreach, entrance fees, transportation fees, on-site contracts with outside providers, annual fees (NJHS, etc), tutors	All of the following monitored at least quarterly by AVID coordinator and/or team: CAASPP Results Quarterly grades PLC performance data in ELA and	

(SCOE/AVID), and supplies to guarantee all students, including Foster Youth, have opportunities for culturally relevant/academic program participation.	Math disaggregated by AVID status Information presented to the supervising administrator quarterly.	

Actions/Services 3.1.6   (SiteGoalID: 6582) (DTS: 02/10/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
GATE: Provide GATE Coordinator and field trip scholarships, entrance fees, academic competitions, transportation fees, on-site contracts with outside providers, Annual fees (NJHS, etc),supplies to guarantee all students, including Foster Youth have opportunities for culturally relevant/academic program participation information to parents of incoming students during parent orientation. CTE Funds (industry sectors: engineering and arts, media and entertainment): • Annual PLTW fee • Field Trips (Interested in visiting places similar to Google, Tesla, and VEX state Robotics Competition) • Instructional Equipment and supplies (technology based) • Robotic Equipment	All of the following monitored at least once a semester by administrative staff and/or GATE Coordinator/CTE Staff : • Event Participation • Survey to determine High School Pathway interest Information presented to School Site Council at least once a year.	

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
VAPA/Student Fees Include: - Art supplies to ensure all students have access (paper, clay, markers, crayons, paint, canvases, paintbrushes, glue, etc.) - Band: Musical Instruments, SMART Music, Sheet music, equipment repair (Tom Hannickel) - Enrichment, experiential, and educational Field Trips	All of the following monitored at least quarterly by administration and/or VAPA Department Chair: VAPA Event Participation PBIS student engagement surveys VAPA Student Grades Decrease in VAPA Teacher Referrals Information presented to VAPA Department members at least once a semester.	

Funding Sources for District Goal 3	Amount	Description of Use
Academic Competitions (7206/0000)	$500	Contracts/Services/Subscriptions
AP Recruitment (7225/0000)	$1000	Certificated- Timesheets
AVID (7233/0000)	$4000	Certificated-Stipends
AVID (7233/0000)	$1232	Contracts/Services/Subscriptions
AVID (7233/0000)	$2068	Materials/Supplies/Equipment
CTE (7235/0000)	$2000	Contracts/Services/Subscriptions
CTE (7235/0000)	$3000	Materials/Supplies/Equipment
GATE (7205/0000)	$1250	Certificated- Salaries
GATE (7205/0000)	$3000	Contracts/Services/Subscriptions
GATE (7205/0000)	$750	Materials/Supplies/Equipment

PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
PreAP Training (7218/0000)	$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	$10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	$40300	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$14000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$349000	Certificated- Salaries
Title I – Basic (4900/3010)	$33673	Contracts/Services/Subscriptions

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   (SiteGoalID: 6583) (DTS: 02/10/23)

Increase the productivity and frequency of home/school partnerships.
Increase opportunities for Parent Involvement including monthly parent engagement opportunities.

According to 21-22 Parent Survey results, 86% of all SJMS parents indicated that there are favorable relationships between school staff and families (effective provision of a respectful and welcoming environment). The goal for the 2023-2024 school year is to increase the percentage to 90% or more.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1   (SiteGoalID: 6583) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP	• What progress data will be collected and who will collect it?	• What is working? • What is not working and why? • What modifications do you need to make?

Provide Family and Community Engagement programs and services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities. These opportunities include but are not limited to: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, Family Nights, Home Visits and additional onsite and offsite opportunities though our Family and Community Engagement Office • Materials • Interpretation/Translation Services • Awards • Time sheet teachers to present • Time sheet classified staff to make recruitment and follow calls as needed. Increase communication efforts via Synergy emails and Talking Points messaging from administration and teaching staff.	All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, MTSS Team, and/or District Attendance Support Person: • Attendance Rates at the events/meetings • Decrease in Chronic Absenteeism • On-Campus Parent Volunteers • Parent Survey Results • CHKS Results • SEL Survey Results • MTSS referrals Information will be presented to leadership and/or the School Site Council at least once a semester.	

Site Goal 4.2   (SiteGoalID: 6585) (DTS: 02/10/23)

2021-2022 Data shows that SJMS has a 31.4% Chronic Absenteeism rate. The goal for the 2023-2024 school year is to have a rate of 14% or less.

Metric: Percent Chronically Absent

Actions/Services 4.2.1   (SiteGoalID: 6585) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
• Associated costs include timesheet for classified staff member to make early outreach, postage for mailing letters home, supplies for invitations to parent engagement opportunities • Recognize good and improved attendance each quarter through certificates to students • Engage students and parents regarding chronic absenteeism. • Reach out early to parents and students involving FACE for potential Home visits. • Increase collaboration of the AIO regional liaison and SJMS administration to identify at risk students early and provide necessary interventions and family support. • Timesheet reimbursement for Porch Visits • At least 4 Parent Newsletters per year • SSC • ELAC • School Messenger • Auto dialers as necessary • Positive reinforcement through teacher communication via phone, Talking Points, and/or email • Parent/Student Surveys • Conversations at school events and meetings • Provide FTE/Time sheet funding for supplemental classified staffing to support improvement in student attendance. The position will	All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, and/or District Attendance Support Person: • School Attendance Rates • Chronic Absenteeism Rate Information will be presented to leadership and/or the School Site Council at least once a semester.	

support parental outreach and communication to families of chronically absent students.		

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	$30000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	$7000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$4952	Certificated- Timesheets

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions			$500		$500
AP Recruitment (7225/0000)	Certificated- Timesheets			$1000		$1000
AVID (7233/0000)	Certificated-Stipends			$4000		$4000
AVID (7233/0000)	Contracts/Services/Subscriptions			$1232		$1232
AVID (7233/0000)	Materials/Supplies/Equipment			$2068		$2068
CTE (7235/0000)	Contracts/Services/Subscriptions			$2000		$2000
CTE (7235/0000)	Materials/Supplies/Equipment			$3000		$3000
EL Supplemental (7250/0000)	Certificated- Salaries	$17864				$17864
EL Supplemental (7250/0000)	Certificated- Timesheets	$10189				$10189
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions	$17724				$17724
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	$10000				$10000
GATE (7205/0000)	Certificated- Salaries			$1250		$1250
GATE (7205/0000)	Contracts/Services/Subscriptions			$3000		$3000
GATE (7205/0000)	Materials/Supplies/Equipment			$750		$750

PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions			$5000		$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment			$10000		$10000
Supplemental/Concentration (7201/0000)	Certificated- Salaries	$36000				$36000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	$19500	$20000		$30000	$69500
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	$32600	$19000	$40300	$7000	$98900
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	$6752	$13656	$14000		$34408
Title I – Basic (4900/3010)	Certificated- Salaries			$349000		$349000
Title I – Basic (4900/3010)	Certificated- Timesheets	$15000			$4952	$19952
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	$16990		$33673		$50663
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	$7000				$7000

Justification of School-Wide Use of Funds

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

n/a

V. Funding

Samuel Jackman Middle School (418) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
2150 Regular Education (7-8) **0000** Unrestricted	0.0000	$0	$79,555	$79,555	$79,555	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0.0000	$0	$10,000	$10,000	$0	$0	$10,000	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$238,808	$238,808	$94,852	$52,656	$54,300	$37,000	$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	$0	$0	$5,000	$0	$0
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$7,300	$7,300	$0	$0	$7,300	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$0	$0	$5,000	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$55,777	$55,777	$55,777	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts	0.0000	$0	$7,000	$7,000	$7,000	$0	$0	$0	$0

(VAPA) **0000** Unrestricted								
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$419,615	$419,615	$31,990	$0	$382,673	$4,952	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$835,555	$835,555	$269,174	$52,656	$471,773	$41,952	

Fund Subtotals

Subtotal of additional federal funds included for this school	$419,615
Subtotal of state or local funds included for this school	$415,940

		Signatures: (Must sign in blue ink)	Date
Principal	Natasha Lewis-Jones		
School Site Council Chairperson	Laura Harmon		
EL Advisory Chairperson	Elda Rico		