



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Jennifer Keyport

County-District-School (CDS) Code: 34673146120000

**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

Toby Johnson Middle School | Focused Work: 2023-2024

Goal Setting (Icapid: 560)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The following opportunities for stakeholder involvement were provided:

- Gathering of input began in October of 2022 and is on-going
- Parents, students and staff were involved in the revision of the LCAP through discussions, completing surveys, reviewing data and providing feedback or ideas on the following dates:

- o Site Leadership Team begins LCAP Metrics Review - October 3, 2022
- o LCAP Needs Survey sent to Staff (ultimately 93% completion) and Parents (ultimately 26% completion) - October 4, 2022
- o LCAP Needs Survey completed by students in advocacy class (reached 92% completion) - October 12, 2022
- o Staff Meeting LCAP Needs Survey discussed 0 October 26, 2022
- o Site Leadership Team continues LCAP Metrics Review - November 7, 2022
- o Canceled Staff Meeting to give all staff time to complete the LCAP Metrics review with feedback on all goals and actions - November 15, 2022
- o School Site Council Meeting LCAP Current year progress and align/review budget - November 30, 2022
- o Site Leadership Team reviews LCAP budget - December 5, 2022
- o English Learner Advisory Council - December 12, 2022
- o School Site Council review and discuss data related to goals 3 and 4 - January 11, 2023
- o School Site Council One Sheet summary shared and review and vote on revisions - February 8, 2023
- o School Site Council Update on 22-23 Implementation and Evaluation begun - March 23, 2023
- o English Learner Advisory Council - April 6, 2023
- o Site Leadership Team discuss changes to the LCAP creation process (root cause analysis and plans for the upcoming year) - April 10, 2023
- o School Site Council finalize 22-23 Evaluation and 23-24 recommendations and feedback shared - April 18, 2023
- o Staff Meeting LCAP One Sheet, Data Summary, process discussion for 23-24, and feedback form - April 26, 2023

2. Impact of LCAP and Annual Update

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

Information gathered from these consultations provides input and informs school goals and funding priorities. A variety of stakeholders including students, teachers, parents, and staff have the opportunity to share and discuss their ideas and perspectives and participate in the development of the school plan based on the review of data and personal experiences and insights.

Resource Inequities

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

TJMS is in ATSI for the SWD subgroup in the areas of ELA, Math, Chronic Absenteeism and Suspensions. Goals in this area will be written into the 23-24 LCAP.

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: 6589) (DTS: 02/10/23)

Improve the distance from standard in ELA and Mathematics as measured by CAASPP and normally reflected on the Dashboard by 5 points.

- ELA will increase by 5 points from 34 points above standard to 39 points above standard.
- Math will increase by 5 points from 1 point above standard to 6 points above standard.

Specifically by subgroup:

- ELA will increase by 7 points from 21 points below standard for Black/African American to 14 points below standard.
- Math will increase by 7 points from 64 points below standard for Black/African American to 57 points below standard
- ELA will increase by 7 points from 71 points below standard for EL to 64 points below standard.
- Math increase by 7 points from 99 points below standard for EL to 92 points below standard.
- ELA will increase by 7 points from 1 point above standard for socially economically disadvantaged to 8 points above standard.
- Math increase by 7 points from 33 points below standard for socially economically disadvantaged to 26 points below standard.
- ELA will increase by 10 points from 91 points below standard for Students with Disabilities to 81 points below standard.
- Math will increase by 10 points from 137 points below standard for Students with Disabilities to 127 points below standard

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

Actions/Services 1.1.1 (SiteGoalID: 6589) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • 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.

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?

<ul style="list-style-type: none"> • Actions and Services should remove barriers and implement changes. 		
<p>Provide funding for teachers to attend professional development opportunities. Potential PD opportunities include:</p> <ul style="list-style-type: none"> • CLMS Conference • CADA Conference • NGSS (Science) Conference • Statewide PBIS Conference • State Science Teachers Conference • CAHPERD (Physical Education) Conference • English Language Development Conference • CSLA (Library) Conference • Special Education Training • Ford's Theater Oratory Program Membership • AVID Summer Institute and trainings • VAPA professional development <p>Emphasis this year for professional development will be attending conferences and workshops that target strategies to help with the achievement gap and disproportionality for Black/African American, EL, Foster Youth, and Low Income students.</p> <p>Pay for substitutes so teachers can attend this professional development.</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Principal meets with Math and English coach monthly to check in on common assessment progress and analysis. • The amount and frequency of teachers taking strategies learned at professional development and training fellow staff members at department and staff meetings. • Observation of department and PLC meetings and how the new training is impacting lesson and assessment design and classroom delivery strategies. • Department level common formative assessment data collected by grade level PLC's and analyzed by 3 teachers, coach (if applicable) and supporting department administrator. • Common assessment data broken down by subgroups in PLC's with support of coach at least once per term to measure progress at decreasing disproportionality. 	

Actions/Services 1.1.2 (SiteGoalID: 6589) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p>Provide teacher compensation for advising academic competition teams, along with academic competition fees:</p> <ul style="list-style-type: none"> • Mathletes • Science Olympiad <p>Provide teacher stipend for musical production.</p> <p>Increase recruitment of underrepresented groups in Mathletes, CyberPatriots, Science Olympiad, and the musical production.</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Advisors or coaches monitor the number of students that participate in Mathletes, Science Olympiad, CyberPatriots, and the school musical each season. • Track progress of scores/success for the competition teams. Share results with staff and community via Paw Print weekly. • Track common assessment scores for students in Mathletes, CyberPatriots, Gate, and Science Olympiad relative to peers to determine if critical thinking skills in these events are leading higher achievement in all areas. • Track participation rates of traditionally underrepresented groups in Mathletes, CyberPatriots, and the musical production. 	

Actions/Services 1.1.3 (SiteGoalID: 6589) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>Student Fees will be used to purchase instructional materials Science courses. These are primarily supplies for labs in both 7th and 8th grade. It will also be used for supplies in the Home Economics class. This includes food and cooking supplies used by the students during their lessons.</p> <p>CTE funds used to supplement equipment and technology in CTE courses such as Design Thinking and Future Quest. (\$5,000 budget line isn't included on the funding page)</p> <p>VAPA funds will be used for Art, Theater, Video Productions, and Band classes to purchase equipment.</p> <p>The use of student fees for lab supplies and Home Economics supplies and VAPA funds for Art, Theater, Video Productions, and Band will provide access to students that don't have those items at home.</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Student course requests in the VAPA electives (Art, Band, Theater) will be used to determine if those courses are meeting the needs of our students. Counselors and advisors in the subjects will analyze annually. • The repairs in band will help support increased enrollment in 7th grade band which has a goal of sustaining 85 students. • The technology in the Theater class will be measured by how it is integrated into the plays and productions and the use of it by students in class. • Number of students accessing equipment and technology in CTE classes increasing. • The effectiveness of the science equipment will be measured by the amount of labs students are able to complete each term and then Science CAASPP scores which will benefit from exposure to more hands on learning. 	
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Site Goal 1.2 (SiteGoalID: 6590) (DTS: 02/10/23)

Close the achievement gap by improving the percentage of EL students making progress towards English language proficiency as normally measured by the CA Dashboard from:

- 76.0%, which is above the desired outcome for EGUSD of 55%

to:

- 80%, which would place TJMS in the Very High progress level at the next Dashboard publication.

Metric: Progress toward English Proficiency -

Actions/Services 1.2.1 (SiteGoalID: 6590) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>EL students will be identified and scheduled first in the master schedule to ensure numbers do not exceed 1/3 of any one class and:</p> <ul style="list-style-type: none"> • Provide direct intervention and strategies designed for EL students. • Ensure both grade levels that are in compliance with the new FPM guidelines. • Provide an ELD teacher in periods 1 and 2 for low level EL students that are not ready for the general education English class. <p>Provide translation for documents and interpretation services. Regular translator support on campus once a week (if available).</p> <p>Provide funding for professional development around designated and integrated ELD.</p> <p>Provide funding for certificated staff to administer the initial ELPAC.</p> <p>Provide funding for certificated staff to administer the summative ELPAC.</p> <p>Provide funding for time spent by</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • EL Coordinator, ELPAC Coordinator (admin), and EL Coach will measure EL student results and growth on common assessments in core classes as compared with their general education peers. • Increase EL and RFEP student enrollment in Honors courses at TJMS and FrHS measured by course selection data with targeted recruitment by EL Coordinator and counselors. • EL student grades in core classes monitored by EL Coordinator. 	

<p>EL Coordinator, a classroom teacher on campus.</p> <p>Provide light refreshments at ELAC meetings. Timesheet teachers to participate in our site ELAC.</p> <p>Professional Development book study and training seminars for all EL staff.</p>		
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Funding Sources for District Goal 1	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
AVID (7233/0000)	\$4000	Certificated- Salaries
AVID (7233/0000)	\$3300	Contracts/Services/Subscriptions
CTE (7235/0000)	\$4000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$6000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$9000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$4391	Materials/Supplies/Equipment
GATE (7205/0000)	\$1500	Certificated-Stipends
GATE (7205/0000)	\$3500	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Certificated- Timesheets
Student Fees (2312/0000)	\$12500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$21750	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$6250	Certificated-Stipends
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services/Subscriptions
Visual & Performing Arts (VAPA) (7450/0000)	\$7000	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System
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- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1 (SiteGoalID: 6828) (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: 6828) (DTS: 03/31/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Teachers will work collaboratively through the PLC process to use, analyze and interpret common assessments (PLC, Illuminate, CAASPP) (closely aligned with Goal 2.2 and Action 2.2.1).</p> <ol style="list-style-type: none"> 1. Working closely in collaboration with district coaches, 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. 2. Teachers will collaboratively plan formative and summative common assessments tied to 	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration. • Teachers will have common assessments that are used regularly and could provide these when asked. • Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice. • Common Assessment Data will be reviewed and analyzed by Departments. • GPA data will be reviewed by Admin, teams, restorative practices teacher, and 	

<p>department-determined essential skills.</p> <ol style="list-style-type: none"> Teachers will give the common assessment, analyze results and use this data to inform instruction. Admin will work with activities director to build conditions for thriving around exams and incentivize best effort by students with positive rewards. 	<p>counselors after each grading period.</p> <ul style="list-style-type: none"> Illuminate data will be reviewed by Admin and Departments with district coaches when available during Dept and PLC Meetings. 	
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Site Goal 2.2 (SiteGoalID: 6586) (DTS: 02/10/23)

100% of professional learning communities will use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and students with IEPs. Specifically, PLCs will increase opportunities to demonstrate mastery on standards based common assessments by providing multiple tests or retests. PLC's in appropriate subject areas will use Illuminate assessment system and data to help with targeted intervention, progress monitoring, and reteaching to target subgroups.

Currently PLC's have administered Illuminate. The desired state is for PLC's to become comfortable using the Illuminate data and using that data to inform instruction and planning. That is in the beginning stages as teachers are now getting used to the Illuminate system. Illuminate common assessments will be administered at the end of each term and reviewed at the beginning of the following term, resulting in 4 Illuminate common assessments per year in addition to the in house created assessments reviewed weekly.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6586) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Black or African American • EL • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>There are twelve core content course-alike PLCs which operate at Toby Johnson . Each PLC has three teachers that work collaboratively to design the academic program and assessment tools for that particular course. The course-alike PLCs on campus are:</p> <p>Math 7 Math 8 English 7 English 8 Social Science 7 Social Science 8 PE 7 PE 8 Science 7 Science 8 Math/ELA Bridge 7 Math/ELA Bridge 8</p> <p>Each of these PLCs will use two release days per year to continue their work and reach the goal of having a common, formative assessment tool created for each essential learning, common pacing guides, procedures for reviewing data and assessing program quality, and ultimately improving student outcomes.</p> <p>Each PLC will collaborate on late start Wednesdays.</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Department chair meetings each term with Principal. Common assessments, pacing guides, and lesson planning will be discussed. • Common assessment data. Teachers track common assessment data on shared spreadsheets within grade level PLCs at least once each term with the support of the coach when applicable. • PLC meeting agendas, minutes, and observations weekly. • Walkthrough data. Looking for formative assessment and summative assessment data being used to drive instruction. • Illuminate completion rates. • Percentage of students reaching proficiency on Illuminate assessments. 	
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Actions/Services 2.2.2 (SiteGoalID: 6586) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Low Income • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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Provide test taking tips & strategies, materials, promoting "college going culture" for students participating in PSAT 8/9.	The number of 8th grade students that attend the PSAT in the morning of the reverse minimum day in October.	
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Funding Sources for District Goal 2	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$25000	Certificated- Timesheets

<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 (SiteGoalID: 6587) (DTS: 02/10/23)

School climate will promote a safe, respectful, and inclusive school environment that encourages students to connect to campus eager for high expectations in and out of the classroom.

- 80% of students will have Favorable Responses in the school climate survey, up from 75%
- 95% of parents will have Favorable Responses in the school climate survey, up from 86%

In targeted subgroups:

- 76% of Black/African American students will have Favorable Responses in the school climate survey, up from 71%
- 70% of EL students will have Favorable Responses in the school climate survey, up from 63%
- 78% of socially economically disadvantaged students will have Favorable Responses in the school climate survey, up from 73%

Actions/Services 3.1.1 (SiteGoalID: 6587) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Low Income

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • Hold Jaguar Jubilee for incoming 7th graders the week before school starts. • Provide assemblies and rallies to connect students to school, build school culture, and teach students about the expectations of being a student at TJMS. • Hold regular PBIS Tier 1 meetings. • Dedicate time at each staff meeting to PBIS strategies and implementation. This data will focus on PTSG discipline referrals to determine effectiveness of PBIS tier strategies for those students. • Purchase more signage on campus to promote PBIS core values and school spirit. • Contract with speakers for the students and staff to reinforce PBIS core values and outcomes. Speakers will focus on being relevant to PTSG students. • Pay for subs so the PBIS team can have release days to plan and organize the events above. 	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Attendance at 7th Grade Summer School, Jump Start, and Jaguar Jubilee. • Track progress on Tiered Fidelity Inventory for both PBIS Tier 1 (once monthly) and Tier 2 (twice monthly). Data shared at every staff meeting. • Monitor the number of teachers distributing PBIS Gold Tickets (Activities Director and PBIS Coordinator) • Record the number of Jag Swag tickets distributed. • Compare results of PBIS surveys for students and staff year over year. PBIS Tier 1 team and Restorative Practices teacher and TIC. • In house PBIS surveys will be sent out after various events and tracking of Jag Swag distribution will be broken down by month to determine which events are having the most impact. 	

Site Goal 3.2 (SiteGoalID: 6591) (DTS: 02/10/23)

Decrease suspension rates for the following subgroups as measured by the CA Dashboard:

- Decrease percentage of Black/African American students suspended at least once from 14.6% to 9.6%.
- Decrease percentage of students with disabilities suspended at least once from 14.9% to 9.9%.
- Decrease percentage of socially economically disadvantaged students suspended at least once from 6.9% to 4.4%.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6591) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Low Income • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Grow and improve the ROAR programs by identifying cohorts of at-risk students in both grades that will benefit from daily interventions, including:</p> <ul style="list-style-type: none"> • Check-in and check-out each day with program teacher. • Grade and behavior checks filled out by classroom teachers. • After school team building activities and projects. • Community building and restorative circles. • Field trips for team building and self reflection (Local 	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Referrals for students in ROAR compared to before they started the program. • Grade and attendance for students in ROAR. • Purple tracking sheets used Monday - Thursday daily each week that assign a score for each student's progress that day towards meeting the four PBIS core values. Each student can earn 48 points each day, 12 per class. Points 	

Food Bank and Peak Adventures).

- Organization and time management skills.
- Deescalating techniques to avoid confrontations in class and on campus.
- Focus on the Academic Enablers in the Framework for High Quality Instruction.
- Refreshments and supplies for parent informational meetings, ceremonies, and events.
- Team building field trips for PBIS Tier 2 students.

ROAR identifies 20-24 students and splits them into a male and female group, from the PTSG's to work with a teacher and counselor 4 days a week after school to help connect to campus, develop study skills, engage in team building and leadership development, check in on academics, and provide a support system for students that have been identified as struggling in previous terms.

In addition to the comprehensive ROAR program, the 4th counselor funded by ESSER will have a much smaller caseload of students than they other three counselors. That position will focus on counseling groups for PTSG students, check in check out programs, and more thorough attendance and grade checks with students that need increased tier 2 intervention.

Use district funded SEL program in Advocacy. Students attend Advocacy every Wednesday.

are charted by the ROAR teachers each day.

- Promotion rate for 8th grade class.
- Percentage of recruited students that enroll in ROAR.
- Students completing check in check out daily.
- Student participation in groups with ESSER counselor.
- Attendance and decreased rates of referrals for PTSG students tracked by ESSER counselor.
- Teacher feedback on SEL lessons in Advocacy and participation in SEL lessons.
- All data will be collected at the end of each ROAR session by the teacher and ROAR counselor and analyzed by the counselor to share with admin.

Actions/Services 3.2.2 (SiteGoalID: 6591) (DTS: 05/03/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Low Income • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide .5 FTE to partially fund a 1.1 FTE Restorative Practices Teacher and TIC. This person will work closely with counselors and administrators to increase campus supervision during passing, lunch, before and after school and build connection and relationships with students. This person will also develop plans of action to improve school attendance, on task behavior, academic achievement and social interactions with peers for students most in need. This certificated staff member will also push in to classrooms to assist teachers in developing strategies to approach students with challenging behavior in restorative ways in order to get to the root of problems and develop plans of action to improve behavior and academic achievement.</p>	<p>What data will be collected? (metrics below)</p> <p>How often and when will it be collected? monthly for discipline data and by term for attendance and grades.</p> <p>Data shared with? Shared with all staff at monthly staff meetings, with families in the Paw Print each term when appropriate, in more detail with the Tier 1 and Tier 2 teams.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Discipline data (suspension rates) • Attendance and Tardies • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • 2 or more F's • Hatching's checklist developed by counselors and monitored by counselors and TIC 	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$50074	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$6500	Certificated- Timesheets

Supplemental/Concentration
(7201/0000)

\$6000 Contracts/Services/Subscriptions

Supplemental/Concentration
(7201/0000)

\$3500 Materials/Supplies/Equipment

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: 6588) (DTS: 02/10/23)

Increase the Effective Provision of a Respectful and Welcoming School Environment score from 87% to 92% on the EGUSD Parent Survey.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1 (SiteGoalID: 6588) (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?

Events held at TJMS to introduce students and families to 7th Grade:

- Jaguar Jubilee, held the Thursday and Friday before

What data will be collected?
How often and when will it be collected?
Data shared with?

school starts to get incoming 7th grade students ready for the start of school and familiar with campus.

- Jump Start, held the three days before Jaguar Jubilee to get students familiar with the policies and routine of middle school with a new schedule.
- Course registration and TJMS Showcase nights, held two days in the spring of 6th grade to give parents an opportunity to hear about the transition to middle school and course offerings available to all students.
- Ice Cream Social, held in May to give students a chance to tour campus, meet other incoming 7th graders, and have a positive first experience on campus.

Loved Ones on the Lawn is a chance for parents to join students and staff for lunch. It will be held ten times during the school year.

Increase efforts to improve attendance at events from all subgroups. Expand notification efforts beyond email. Use Talking Points, weekly Paw Print Newsletter, School Messenger, and Synergy and other methods to reach more families.

Volunteers to help with traffic control before and after

Ted Talks for and by students - "Toby" Talks. Topics to discuss challenges and help bring us together

Students BroadCasting Sports Events - TJTV. Experience for the student and benefits the audience.

Parent feedback on in house PBIS surveys (collected annually by PBIS committee and shared whole staff).

Number of incoming 7th graders that complete online course selection (collected by counselors and reported to admin annually).

Parent feedback on LCAP survey (collected by district, shared with Principal, analyzed by SSC, ELAC, and whole staff).

Attendance and parent feedback at the following events:

- Ice cream social (Incoming 7th grade)
- Course selection nights (Incoming 7th Grade)
- Loved Ones on the Lawn (from parents in person to all staff)

Weekly feedback form to parents in the Paw Print. Feedback read by Principal and shared with relevant individuals.

Site Goal 4.2 (SiteGoalID: 6592) (DTS: 02/10/23)

Use staff to family outreach to improve attendance evidenced by:

- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard from 4% to 3%
- Increasing daily attendance as from 97.5.% to 98%.

In targeted subgroups:

- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard for Black/African American students from 10.6% to 7%
- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard for socially economically disadvantaged students from 7% to 5%
- Decreasing the Chronic Absentee Rate as measured by the CA Dashboard for Students with Disabilities from 23.7% to 15%

Note: Using 2019-20 data instead of 2020-21 for attendance due to inflated attendance rates during distance learning.

Metric: Percent Chronically Absent

Actions/Services 4.2.1 (SiteGoalID: 6592) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Low Income

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • 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. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • 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? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Distribute weekly newsletter to connect families with staff and activities happening on campus.</p> <p>Hold ten parent lunch days on campus.</p> <p>Mail home postcards recognizing positive student behaviors and interactions.</p> <p>Positive phone calls home, staff earns team points for making them. Focus positive phone calls home early in the year towards students that are less connected to school and families that are</p>	<p>What data will be collected? How often and when will it be collected? Data shared with?</p> <ul style="list-style-type: none"> • Parent lunch day attendance (registration numbers collected by office technicians and shared with admin and activities director 10 times per year). • Weekly newsletter readership rates (collected by Principal in SMORE app. 22-23 numbers averaged 900 family read receipts per week and 115 staff per week). 	

less likely to participate.

The 4th counselor funded by ESSER has a lower caseload to specifically work with students that are struggling with attendance. This includes phone calls home, check in check out, and increased access to counseling visits in student services.

- Number of postcards mailed home (Team leaders ensure one to each student annually).
- Number of families connecting with 4th counselor funded by ESSER (Hatching's report monitored by each counselor per team).

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$1000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$1925	Materials/Supplies/Equipment

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- Salaries	\$4000				\$4000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$3300				\$3300
CTE (7235/0000)	Materials/Supplies/Equipment	\$4000				\$4000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$6000				\$6000
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions	\$9000				\$9000
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$4391				\$4391
GATE (7205/0000)	Certificated-Stipends	\$1500				\$1500
GATE (7205/0000)	Materials/Supplies/Equipment	\$3500				\$3500
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
PreAP Training (7218/0000)	Certificated- Timesheets	\$5000				\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$12500				\$12500

Supplemental/Concentration (7201/0000)	Certificated- Salaries			\$50074		\$50074
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$21750	\$25000	\$6500	\$2500	\$55750
Supplemental/Concentration (7201/0000)	Certificated-Stipends	\$6250				\$6250
Supplemental/Concentration (7201/0000)	Classified- Timesheets				\$1000	\$1000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$2000		\$6000		\$8000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment			\$3500	\$1925	\$5425
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.

Not applicable

V. Funding

Toby Johnson Middle School (420) | 2023-2024

EGUSD Strategic Goals

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	\$104,192	\$104,192	\$104,192	\$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	\$126,499	\$126,499	\$30,000	\$25,000	\$66,074	\$5,425	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$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	\$1,000	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$19,391	\$19,391	\$19,391	\$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									
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$293,382	\$293,382	\$194,883	\$26,000	\$67,074	\$5,425	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$293,382

	Signatures: (Must sign in blue ink)	Date
Principal Jenny Keyport	_____	_____
School Site Council Chairperson Mark A Brown	_____	_____
EL Advisory Chairperson Chris Wagner	_____	_____

