



## Samuel Jackman Middle School

### Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146109821

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

Approved by the Elk Grove Unified School District Board of Education on \_

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

## Goal Setting

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

**Goal 1: High-Quality Classroom Instruction and Curriculum**

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

**Goal 2: Assessment, Data Analysis, & Action**

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

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

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

### Stakeholder Engagement

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The following stakeholders were involved in LCAP discussions and/or asked for input during the following meeting:                  SSC on 9/24                  Staff Meetings on 8/27/2020 and 9/21/2020                  Leadership Team Meeting on 9/1/2020                  ELAC Scheduled for October 2020</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Discussion and input lead to updating of LCAP for 2020-2021 school year.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
<p>In 2019-2020 Samuel Jackman Middle School was identified as a Alternative Targeted Support and Improvement (ATSI) school because our Students With Disabilities subgroup need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups. These include Actions and Services 1.1.1 Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special Education) 1.2.1 EL Task Force comprised of EL teachers who meet as a department team to practice SDAIE strategies and implement them in the classroom which Includes a special education teacher to offer support for dually identified students. 2.1.1 Bring PLCs together quarterly to have "cross-talk" to Discuss SMART goals across disciplines to look at alignment . Special Education has opportunity to look at accommodations/modifications to instruction/assessment for the success of students with disabilities. 3.1.3 Purchase student planners to help students develop organizational skills and communicate with parents/guardians. Allows special education case managers 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. 4.1.1 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: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, and additional onsite and offsite opportunities through our Family and Community Engagement Office</p>

### 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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Increase the percent of students who meet performance goals in English Language Arts, Math and Science

2019 ELA Distance from Standard (-50.4)  
 2019 Math Distance from Standard (-75.5)  
 2019 Science 23% Met or Exceeded  
 2020 ELA Goal (-45.0)  
 2020 Math Goal (-68.0)  
 2020 Science 30% Met or Exceeded

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • EL • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• Provide additional FTE, purchase supplementary curriculum (Library Guild (\$1500)), technology, software and resources.</li> <li>• Provide opportunities for PLC work within general education, intervention, and special education content teams to set SMART goals and monitor student learning/progress.</li> <li>• Schedule weekly department meetings 3x a month.</li> <li>• Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special Education)</li> <li>• Purchase Laptops to assist teachers with Distance Learning.</li> </ul> <p>Open Position FTE (\$17600)</p> <p>FTE to be used to lower class sizes by adding an additional Math Support section.</p>	<p><u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research 2010</p> <p><i>Teacher Turnover: Why It Matters and What We Can Do About It</i> (research brief) by Desiree Carver-Thomas and Linda Darling-Hammond</p>	<ul style="list-style-type: none"> <li>• CAASPP results</li> <li>• Hold quarterly PLC meeting with staff in the library to "data dig" and look at student work/performance towards SMART goals for the quarter, as well as set new benchmarks for the next quarter</li> <li>• Walkthroughs</li> <li>• Department Mtg agendas and minutes</li> <li>• Monthly leadership meetings hosted by admin and instructional coaches to discuss movement in departments, learning goals, and progress towards SMART goals</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$50000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$17600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$95293	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase maintenance agreements and lease additional Duplo/copier to support supplemental instructional programs.	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment	Staff Curriculum Implementation Survey

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$6200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$1677	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

Increase the achievement of students on the ELPAC.  
 2019 53.7% Progressed at least one level  
 2020 Goal 60.0% will progress at least one level

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for additional supports of EL instruction and mandated ELPAC testing coordination: <ul style="list-style-type: none"> <li>• FTE for additional sections</li> <li>• EL Coordinator (time sheets)</li> <li>• Extended Day learning opportunities for EL students</li> <li>• instructional supplies</li> <li>• technology</li> <li>• professional learning/release time (time sheets)</li> <li>• Light Snacks</li> <li>• EL Task Force comprised of EL teachers who meet as a department team to practice SDAIE strategies and implement them in the classroom                             <ul style="list-style-type: none"> <li>◦ Includes a special education teacher to offer support for dually identified students</li> </ul> </li> <li>• Brittany Welch (\$34, 485)</li> </ul>	<u>Response to Intervention and English Language Learners</u> ; Hanover Research Jul. 20, 2012	ELPAC results Redesignation Rates PLC data collection Walkthroughs

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$1400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$34485	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$9979	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 2.1**

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.

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide opportunities through PLCs to implement Common Core State Standards.</p> <ul style="list-style-type: none"> <li>• professional development release days and time sheets</li> <li>• Purchase related curriculum, technology and software</li> <li>• professional literature and subscriptions</li> <li>• supplies</li> <li>• printing costs</li> <li>• supplementary materials</li> <li>• conferences</li> </ul> <p>• Bring PLCs together quarterly to have "cross-talk"</p> <ul style="list-style-type: none"> <li>◦ Discuss SMART goals across disciplines to look at alignment</li> <li>◦ Special Education has opportunity to look at accommodations/modifications to instruction/assessment for the success of students with disabilities</li> </ul>	<p><u>21st Century Professional Development</u> Hanover Research 2012</p> <p><u>Best Practices in Professional Learning Communities:</u> Hanover Research 2013</p> <p>Dufour, R., DuFour, Eaker, R., &amp; Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press</p>	<p>CAASPP results</p> <p>Site developed common assessments</p> <p>Walkthroughs</p> <p>Quarterly PR and final grades</p> <p>Individual IEP goals/benchmarks met/not met</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$33000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></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"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> </ul>
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- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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**Site Goal 3.1**

School climate will promote a safe, respectful, and inclusive environment that encourages student engagement. Reduce Suspension Rates overall and for Targeted Sub Groups by:

18-19 Suspension Rate Data:  
 All Students 16.6%  
 Students with Disabilities 24.5%  
 African American 35%

Goal:  
 All students 15%  
 Students With Disabilities 22%  
 African American 28%

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Hire Program Administrator Academic Program Coordinator and additional counseling to assist with creating a positive school climate. Continue to focus efforts on educational equity to reduce suspensions for African American, Hispanic, Foster Youth and SWD.  APC-Raquel Manning (\$56,765) Title 1 VP-Kelly Park (\$70,027)/Justine Fuller (\$74,402) (1.0) (\$144,429 Total) Counselor-Ashlea Dunkelberger (0.2 FTE) (26,310) Tahira Singh (0.4 FTE) (31,000)	<u>Research Brief: Extended Learning Time</u> Hanover Research 2012  <ul style="list-style-type: none"> <li>• research affirms that high quality extended learning opportunities are positively related to student achievement.</li> </ul> <u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.	Suspension Rates Teacher Referrals CHKS Results SEL Survey Results MTSS referrals/interventions IEP manifestation determination meetings

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$294293	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Enhance lunchtime, ASES, and other before and after school opportunities for students to provide academic and social emotional supports for foster youth, English Learners and students at risk:  <ul style="list-style-type: none"> <li>• purchase staffing (time sheets)</li> <li>• supplies</li> <li>• software</li> <li>• equipment</li> <li>• contract with outside providers</li> <li>• tutoring (time sheets)</li> <li>• transportation</li> <li>• scholarships</li> </ul>	<u>Research Brief: Extended Learning Time</u> Hanover Research 2012  <ul style="list-style-type: none"> <li>• research affirms that high quality extended learning opportunities are positively related to student achievement.</li> </ul> <u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.	CHKS Results SEL Survey Results Suspension rates during lunch time (high frequency time)

<ul style="list-style-type: none"> <li>cultural and enrichment opportunities</li> <li>literature (library books)</li> </ul>		
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7500	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$2740	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$8000	Classified Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$24544	Contracts/Services	Edit	Delete

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase student planners to help students develop organizational skills and communicate with parents/guardians</p> <p>Allows special education case managers to improve home-school communication with families</p> <ul style="list-style-type: none"> <li>Will benefit students improving executive functioning skills</li> <li>Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course</li> </ul>	<p>Tyler, A. N. <i>Homework Organization For Students (And Their Parents)</i>. [<a href="http://ezinearticles.com/Homework-Organization-For-Students-and-their-Parents">http://ezinearticles.com/Homework-Organization-For-Students-and-their-Parents</a>]</p>	<p>CHKS Results</p> <p>SEL Survey Results</p> <p>Quarterly grades</p> <p>Parent surveys</p> <p>SWD grades/goals met</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Contracts/Services	Edit	Delete

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue implementation of PBIS, Restorative Practices and WEB</p> <ul style="list-style-type: none"> <li>Providing funding for:                             <ul style="list-style-type: none"> <li>professional speakers,</li> <li>conferences</li> <li>release time (time sheets)</li> <li>materials and supplies, positive messaging (signs and banners), public displays, and positive student rewards including pencils,</li> </ul> </li> </ul>	<p>SCHOOL CLIMATE RESEARCH SUMMARY: August 2012</p> <p>Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., &amp; Shawn Guffey</p> <p><a href="https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf">https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</a></p>	<p>Suspension Rates</p> <p>Teacher Referrals</p> <p>CHKS Results</p> <p>SEL Survey Results</p> <p>MTSS Referrals/Interventions</p> <p>Attendance</p> <p>Number of Manifestation Determination meetings</p>

binders, backpacks, notebooks, etc.		
Professional Speaker \$7,000 Student Speaker \$3,000		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$6700	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$10000	Contracts/Services	Edit	Delete
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete

**Actions/Services 3.1.5**

**Principally Targeted Student Group**

- All • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide GATE Coordinator and field trip scholarships, entrance fees, 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.	Fostering Creative Productivity for Creatively Gifted Students, <i>Omar Alsamani</i>	CHKS Results SEL Survey Results Participate rates in honors classes PLC data dig information disaggregated by Honors GATE demographics (are students represented across all categories)

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$1250	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$3000	Contracts/Services	Edit	Delete
GATE (7205/0000)	\$750	Materials/Supplies/Equipment	Edit	Delete

**Actions/Services 3.1.6**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide AVID Coordinator, FTE, Professional Development, supplies, field trip scholarships, outreach, entrance fees, 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: <ul style="list-style-type: none"> <li>• AVID Teacher-Tahira Singh (0.4 FTE) (\$33,300) (Title I Funds)</li> </ul>	<p><u>An Integrated Approach to Academic and Social Supports:</u> Tom Vander Ark, Mary Ryerse, 2017</p> <ul style="list-style-type: none"> <li>• AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.</li> </ul>	CHKS Results SEL Survey Results CAASPP Results Quarterly grades Redesignation (LTELs especially) PLC performance data in ELA and Math disaggregated by AVID status

Funding Source	Amount	Description of Use		



AVID (7233/7510)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$33300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$2166	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.7**

<b>Principally Targeted Student Group</b>				
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>		
CTE Funds (industry sectors: engineering and arts, media and entertainment): <ul style="list-style-type: none"> <li>• Annual PLTW fee</li> <li>• Field Trips</li> <li>• Instructional Equipment and supplies (technology based)</li> <li>• Robotic Equipment</li> </ul>	<u>Authentic Learning for the 21st Century: An Overview</u> By Marilyn M. Lombard (2007)	CHKS Results SEL Survey Results		
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$5750	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.8**

<b>Principally Targeted Student Group</b>				
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>		
VAPA/Student Fees Include: Art supplies (paper, clay, markers, crayons, glue, etc. Band: Musical Instruments, SMART Music, Sheet music, equipment Repair (Tom Hannickel) Enrichment Field Trip	Sroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership	CHKS Results SEL Survey Results Suspension Rates Teacher Referrals		
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$9000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1**

Increase the productivity and frequency of home/school partnerships  
Opportunities for Parent Involvement

According to 20-19 Parent Survey results, parents responded:  
Provided Parent Involvement/Parent Education Opportunities at 58%  
Goal for 2020 is 75%

**Metric:** Attendance Rate

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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.</p> <p>These opportunities include: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, and additional onsite and offsite opportunities through our Family and Community Engagement Office</p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Interpretation/Translation Services</li> <li>• Awards</li> <li>• Light Snack</li> </ul>	<p>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS Hanover Research 2011</p>	<p>Attendance Rates Chronic Absenteeism Parent Survey Results CHKS Results SEL Survey Results MTSS referrals Amount of PTCs IEP attendance rates Redesignation rates</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

Decrease Chronic Absenteeism Rate.

**Metric:** Chronic Absentee Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide funding for Home visits to develop deeper relationships with our families.</p>	<p>Using Chronic Absence Data to Improve Conditions for Learning. Hedy N.Chang, David Osher, Mara Schanfield, Jane Sundius, and Lauren Bauer. September 2019.</p>	<p>Attendance Rates Chronic Absenteeism Parent Survey Results CHKS Results SEL Survey Results MTSS referrals IEP meeting attendance Suspension rates</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

### 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



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**IV. Funding**

**Samuel Jackman Middle School - 418**

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	
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$50,971	\$50,971	\$50,971	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0	\$0	\$16,301	\$16,301	\$16,301	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$10,000	\$10,000	\$0	\$0	\$10,000	\$0	\$0
<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$32,544	\$32,544	\$0	\$0	\$32,544	\$0	\$0
<b>7235</b> CTE Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$5,750	\$5,750	\$0	\$0	\$5,750	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$45,864	\$45,864	\$45,864	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$619,303	\$619,303	\$170,770	\$73,000	\$375,533	\$0	\$0
<b>7233</b> AVID Support <b>7510</b> Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$0	\$0	\$8,166	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$789,899	\$789,899	\$283,906	\$73,000	\$432,993	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$619,303
Subtotal of state or local funds included for this school	\$170,596

<p><b>Beneficial Calculator for Timesheets</b></p> <p><input checked="" type="radio"/> Certificated</p> <p>Staff Amount \$ <input type="text"/></p> <p>Benefits Amount \$ <input type="text"/></p> <p><input type="radio"/> Classified</p> <p>Total \$ <input type="text"/></p>		<p>Principal <b>Michael Anderson</b></p> <hr/> <p>School Site Council Chairperson <b>Dianna Hernandez</b></p> <hr/> <p>EL Advisory Chairperson <b>Monica Valerio</b></p> <hr/>	<p><b>Signatures:</b> (Must sign in blue ink)</p> <p><b>Date</b></p>
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