



## **James Rutter Middle School**

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Andrew Johnson

**County-District-School (CDS) Code:** 34673146059174

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

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

## IV. Goals, Action Plans and Progress Monitoring

James Rutter Middle School | Focused Work: 2025-2026

Goal Setting (Icapid: 768) | goalsComplete: 0

### 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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

#### Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

#### Goal 3: Wellness

- All students will learn in an equitable, 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 engage 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?**

Stakeholder involvement in the JRMS LCAP was provided in the following meetings/venues:

- Gathering of input began in the fall of 2024 and is on-going

- Stakeholders were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments and at the following meetings:
  - Site Perspective Survey (Staff, Students and Parents) April 2025
  - English Learner Advisory Council-September 26, 2024
  - English Learner Advisory Council- Dec 7, 2024
- - English Learner Advisory Council - April 7, 2025
  - School Site Council Meeting - September 11, 2024
  - School Site Council Meeting - October 9, 2024
  - School Site Council Meeting - November 13, 2024
  - School Site Council Meeting- Feb12, 2025
  - School Site Council Meeting- March 12, 2024
  - School Site council Meeting- April 9, 2025
  - School Site council Meeting- May14, 2025
  - Site Leadership Meeting - March 18, 2025
  - Site Leadership Meeting- April 15, 2025
  - Site Leadership Meeting- May 20, 2025
  - Staff Meeting-March 6, 2024
  - Staff Meeting-May 1, 2024
  - Professional Development-Staff Early Release-March 27, 2025
  - Regional Principals PD- Feb 25, 2025
  - Upcoming Summer Leadership Retreat- June 6, 2025
- Teachers, parents, students and administration were engaged in the Site Perspective surveys in April 2025.
- The JRMS staff began and evaluation of the 24-25 of the LCAP on March 5, 2025 followed up with a staff Professional Development early release on March 27 in which they analyzed student and staff data including PIC, CA DASHBOARD, ATSI and LCAP METRIC data. Departments looked at previous data, current data and identified areas of growth and strengths and identified where they are, or should be, identified in the 25-26 LCAP.
- Incollultation with the JRMMS EI coordinator and EL team, data was analyzed on the ELstudents in the area of attendance, and ELA and Math CAASP profeciency. Revisions were made to the EL Goals, 1.2, to include additional EL sections in Math, Science and ELA. An EL advisory section is to be added for 25-26 and revisions to the EL bootcamp and monitoring of EL students, with an added focus to the Duely identified students.

## 2. Impact of LCAP and Annual Update

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

Stakeholder meetings and surveys indicated a need in the following areas:

- Increased Community and Family Engagement.., Coffee with the Counselors, Push for home visits for high needs students. Increased Parent use of Parent Vue.., average 5% daily. Training nights for ParentVue
- Instructional support – Instructional rounds in the process of systems planning. School wide focus-Student Engagement. New Teacher cohort with montly Instructional Framework Focus
- Expanded learning: Focused and structured intervention tutoring (Math/ELA focus), CALSOAP mentoring/Tutoring, Increased Structured activitly calandar for 25-26
- EL support: student, staff and parent support services.., EL Bootcamp prior to ELPAC testing. EL PD/Conference for team in Fall of '25. Increased EL sections in Math, Science and ELA
- Behavioral support: Counseling (individual & group),Wellness Counselor/Center. RP training # 3 and #4 in Nov and Jan. Proposed Training for Safe School Ambassador program.
- Safe, secure and well maintained facilities/learning environments: staff, buildings, equipment; Tech Up grade in J-40, MP room and Library. PE wifii upgrade.
- College and career preparation: GATE/Honors, course access, Linked Learning, AVID, AVID Excel, field trips (AVID/EL, GATE, EAOP)
- Professional learning: certificated, classified and leadership--SEL (Restorative Practice Site Training

Nov/Jan). Leadership Retreat June 6. Instructional Rounds Monthly- Focus on Student Engagement  
i. Technology and related training to support teaching and learning for students, staff and parents. Parent VUE push  
j. Educational equity – focused efforts to reduce opportunity and achievement gaps (ATSI subgroups)--  
Implementation of the Student Equity Council and Leadership Equity Team  
k. Enrichment opportunities through clubs, after school program. Soccer, Elite Soccer, introduced Hip Hop, Music, Asian Club, Rainbow Club, Student Equity Club. BSU

## Resource Inequities (ATSI, TSI and CSI designated schools only)

**Briefly describe any resource inequities identified by the site needs assessment.**

**Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.**

The following students have been identified, 25-26, as ATSI.

### ATSI DATA

Throughout our JRMS LCAP, we have collaborated on goals and actions in order to address the inequities amongst ATSI identified and struggling student groups in both academics, SEL and attendance.

For SWD students, Advisory sections were created for all five RSP teachers. These five sections will be loaded with their RSP caseloads. They will meet weekly

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

#### High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

### District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

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

**Action 1.1.1** (SiteGoalID: 8955) (DTS: 03/11/25)

**Targeted Student Group(s)**

• All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>Throughout the year, report the results of the formative data as you collect it.</li><li>In March, summarize your data collection results.</li><li>Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p>1. JRMS staff will administer EGUSD assessments in Math &amp; ELA.</p> <p>Actions include:</p> <ul style="list-style-type: none"><li>Administration plan will be shared with supervising Admin (to include date of Interim I &amp; II Assessment administration)</li><li>Department Chairs and Supervising Administration will meet, post administration, to determine completion percentage and make up administration.</li><li>Release time (Timesheet) will be provided to pull students absent during testing as needed.</li><li>Interim assessment data will be utilized by grade level teams during quarterly release time to determine those students that will require additional</li></ul>	<p><b>Progress Monitoring</b></p> <p><b>Progress Monitoring Data Collection</b></p> <ul style="list-style-type: none"><li>Department chairs and administration will run Illuminate reports to determine the % of students that have taken the interim Illuminate assessments.</li><li>Teachers will provide administration with PLC agendas, deliverables and minutes.</li><li>Staff/Admin/Teams will access student data via Illuminate to increase understanding of student progress.</li></ul> <p><b>Review Frequency:</b></p> <ul style="list-style-type: none"><li>Interim I and II Illuminate Interim Assessments Window</li></ul> <p><b>Dissemination Method:</b></p> <ul style="list-style-type: none"><li>Department Meetings</li><li>Quarterly Curriculum Team meetings</li><li>Curriculum Leaders Meetings</li></ul>	<p><b>Evaluation</b></p>

<p>instructional intervention and not meeting standard.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal</p> <p>\$1000 Certificated Salaries Title I</p>		
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## Site Goal 1.2 (SiteGoalID: 8774) (DTS: 02/13/25)

Increase academic achievement of ALL students and students within our Principally Targeted Subgroups and ATSI subgroups as measured by a 5% increase in students that met or exceed standards in ELA and Math CAASP data.

- EI students Students will show an increase in those students that met or exceed standard from 5% to 10% in Math and from 7% to 12% in ELA .

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

## Action 1.2.1 (SiteGoalID: 8774) (DTS: 02/13/25)

### Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>1 . Teachers and Counselors will have the opportunity to attend conferences, workshops, training, and professional development for the purpose of learning new teaching practices and strategies</p>	<p><b>Progress Monitoring Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Aligned Curriculum Maps</li> <li>• Site developed common assessments via Illuminate</li> <li>• Professional Development</li> </ul>	<p>Leadership Reading 4/16: <a href="#">Learning from Instructional Rounds</a></p>

to improve student academic outcomes.

- Associated costs may include registration, travel expenses, substitute teachers, and any other costs associated with the professional development.

2. Provide certificated staff release/collaboration time. The following to be included:

- Summer Leadership Planning and Retreat. (June 6)
- Site Planning/ Department/Curriculum Team Release Time
- Vertical Articulation
- Departmental Summer Planning
- Creating differentiated lesson plans
- Grade/Team level scope and sequence planning
- Grade/Team level common assessment development
- Implementation of EL Instructional Strategies

3. New teachers will participate in a New Teacher Cohort/ Mentoring Program. Monthly themes will include:

- Synergy
- Google Classroom
- PBIS/Tier I Strategies
- FHQI-Best Practices
- Social Emotional Learning

4. JRMS will fully implement Instructional rounds during the 25-26 school year. In collaboration with Administration, all instructional coaches and Instructional Leaders (CST) there will be a monthly Instructional rounds Cycle. At the completion of the school year 100% of staff will have participated in a release.

- Identified Problem of Practice is **Active Participation**

- Agendas & Minutes from trainings/ meetings

- District benchmarks
- Content standards implementation
- Administration will track implementation level of Active Participation
- Comparative data analyzing growth of students receiving Soliday support to those in Word Training.

#### **Progress Monitor Frequency:**

- Reviewed at bi-monthly PLC meetings
- Assessments reviewed in monthly PLC meetings.
- Monthly Instructional Rounds
- Monthly CST meetings
- FONT data presented, in collaboration with instructional coaches, at staff meetings.

#### **Data Review and Dissemination**

- Faculty Meetings
- Department Meetings
- Curriculum Leaders Meetings
- School Site Council Meetings

<ul style="list-style-type: none"> <li>• EL team will be released as a cross curricular team</li> <li>• Instructional Round data analysis to drive Monthly Staff meeting PD</li> </ul> <p>25k Certificated Timesheets Title I</p> <p>These action includes funding for time sheets, substitutes, release time.</p>		
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### Action 1.2.2 (SiteGoalID: 8774) (DTS: 04/16/25)

#### Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>1. Additional staff will be funded to provided targeted academic and SEL interventions.</p> <ul style="list-style-type: none"> <li>• .5 FTE <b>Vice Principal</b>, Supplemental Concentration \$104,862, Kyle Harrison</li> </ul> <p><b>1.0 FTE ELA Intervention Teacher</b></p> <p>Staffing will be funded for those students identified as needing ELA Intervention. FTE will be broken down as follows and Funded through Title I:</p> <ul style="list-style-type: none"> <li>• .6 FTE Title I, \$44,178 Parwana Mehr</li> </ul>	<p>Progress Monitoring Progress Monitoring <b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>• Decreased D/F data</li> <li>• ELPI data</li> <li>• Suspension Data</li> <li>• Chronic Absenteeism Data</li> <li>• Wellness center data-conflict mediation data</li> <li>• CICO data</li> <li>• Small Group data</li> <li>• Font data-Walkthrough</li> <li>• "Favorable" Climate Survey Results (staff)</li> <li>• Student GPA</li> <li>• Focus Math common assessment data</li> <li>• AWFS data</li> </ul> <p><b>Progress Monitor Frequency:</b></p>	



<ul style="list-style-type: none"> <li>.4 FTE Title I, \$44,392 Mary Lee</li> </ul> <p><b>.4 FTE EL Science</b></p> <p>This FTE will be utilized to provide two sections of <b>EL Science</b>. These classes will serve our Newcomer students. These sections are funded out of EL Supplemental</p> <ul style="list-style-type: none"> <li>.4 FTE EL Supplemental \$36751 Jetzell Verduzco</li> </ul>	<ul style="list-style-type: none"> <li>Bi-weekly AIO attendance review</li> <li>Chronic Absenteeism Report</li> <li>Daily Wellness Center Data and Weekly Admin check-In</li> <li>Weekly suspension Data</li> <li>Student GPA</li> <li>D/F Data</li> <li>Quarterly Progress Report</li> <li>Quarterly Term Grades</li> <li>ELA/Math Intervention Progress and Term Grade</li> </ul> <p><b>Data Review and Dissemination:</b></p> <ul style="list-style-type: none"> <li>Counseling Team</li> <li>ELA Department</li> <li>Math Department</li> <li>Administration</li> <li>School Site Council</li> <li>Leadership</li> <li>CST</li> <li>Staff Meetings</li> </ul>	
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#### Action 1.2.3 (SiteGoalID: 8774) (DTS: 04/18/25)

##### Targeted Student Group(s)

- EL • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>1. JRMS will provide the opportunity for students to receive tutoring outside of the ASES Program. Zero period tutoring will be offered.</p> <p>7k Certificated Time Sheets supplemental concentration</p>		

<p>2. JRMS will contract with SCOE for two AVID tutors to support the AVID and AVID Excel students.</p> <ul style="list-style-type: none"> <li>Max contract not to exceed 10k (Contracts/Services Supplemental concentration)</li> </ul> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal</p>		
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### Site Goal 1.3 (SiteGoalID: 9296) (DTS: 04/18/25)

English Learner students will increase their academic performance as measured by CAASP data by 3% in ELA and Math.

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

### Action 1.3.1 (SiteGoalID: 9296) (DTS: 04/18/25)

#### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>Action Plan</b></p> <p>1. Provide EL support classes (Newcomer) are in Science, Math, Social Science and ELA for identified students.</p> <ul style="list-style-type: none"> <li>Purchase supplemental curriculum; associated costs</li> </ul>	<p><b>Progress Data:</b> (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> <li>Grade point average for English Learners</li> <li>Reduced D/F data</li> <li>CAASSP data</li> </ul>	

<p>include materials and/or online subscriptions</p> <ul style="list-style-type: none"> <li>• Adaption of district curriculum for Newcomer language access.</li> <li>• Release time for Curriculum Planning and collaboration</li> </ul> <p>2. Provide AVID Excel 7 and 8 electives for long term English Learners and struggling RFEP students.</p> <ul style="list-style-type: none"> <li>• Training for teachers and administrators</li> <li>• Materials for Section needs</li> <li>• Release time for Curriculum Planning and collaboration</li> </ul> <p>3. Contract classified General Teaching Assistant- for support in EL newcomer courses. The goal is one full time Teaching Assistant to work with lead teachers to support under-performing and below grade or proficiency levels students by. (Farsi/Darsi/Pashto) (<b><u>should funding permit</u></b>)</p> <ul style="list-style-type: none"> <li>• Providing academic interventions during the school day.</li> <li>• Position to support in EL 1 intensive courses on days he is at our site</li> </ul> <p>75 K Classified Timesheets (Supplemental concentration)</p> <p>4. In coordination with EL coordinator, JRMS will contract with PIQE to engage our EL families. PIQE helps enable parents capacity to engage in their childrens education and strengthen parent-teacher-school collaboration. Supported in Site goal 4.2.1</p>	<ul style="list-style-type: none"> <li>• Improved ELPAC test performance</li> <li>• Illuminate Data: Interims (ELA/Math)</li> <li>• ELPI data (Increase to 55%)</li> <li>• Teaching Assistant phone logs</li> <li>• Attendance data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>• Progress Report goal setting (Advisory Lesson) quarterly</li> <li>• Quarterly Transcript Review</li> <li>• Yearly ELPI data</li> <li>• Daily Attendance</li> </ul> <p><b>Data Review &amp; Dissemination:</b></p> <ul style="list-style-type: none"> <li>• EI team and EL coordinator</li> <li>• Administration</li> <li>• Counseling</li> <li>• Curriculum Teams</li> <li>• Leadership</li> <li>• Staff Meeting</li> </ul>	
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**Action 1.3.2 (SiteGoalID: 9296) (DTS: 04/18/25)**

**Targeted Student Group(s)**

- EL

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Action:</b></p> <p>1. Initial and Summative ELPAC Testing</p> <ul style="list-style-type: none"> <li>Associated costs are materials, timesheets for proctors, and training for staff providing testing.</li> </ul> <p>2. <b><u>LREBG funded EL Coordinator position</u></b> to provide supplemental support for EL/RFEP monitoring, placement, ELAC, and support ELPAC Coordinator with planning.</p> <ul style="list-style-type: none"> <li>Associated costs are training materials and light refreshments for ELAC, timesheets for district EL Coordinator meetings and DELAC.</li> </ul> <p>15 k Certificated Time Sheets (EL Supplemental)</p> <p>3. Provide EL "Boot Camp" in addition to Designated ELD leading up to ELPAC testing.</p> <p>4. Advocay section will be dedicated to identified, at risk, EL students. Students will meet weely with EL Coordinator during designated time. Weekly Advocacy lessons will include:</p> <ul style="list-style-type: none"> <li>SEL Lessons</li> <li>Quarterly Goal Setting</li> <li>Progress Monitoring</li> <li>Attendance Review</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Progress Data</b></p> <p>EL coordinator will coordinate the montoring process of all EL students quarterly. All staff will recieve proper training for the administration of the ELPAC</p> <p>Montly EL students willll recieve support talilored to increase ELPAC and CAASP support. "EL Bootcamp"</p> <p>The EI Coordinator will work with case managers to monitor duely identified students. There will be weekly check-ins through advisory</p>	<p><b>Evaluation</b></p>

Action 1.3.3 (SiteGoalID: 9296) (DTS: 04/18/25)

**Targeted Student Group(s)**

- EL

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Provide quality and relevant professional development on research-based strategies to support student growth in academic vocabulary and academic discourse, supporting a schoolwide focus on literacy standards across all content areas in collaboration with ML instructional coach. Support EL Coordinator and EL Team in attending training, workshops, and collaborative meetings. EL team has identified WIDA and QTEL conferences for attendance.</p> <p>10 k Contracts and Services Supplemental Concentration</p> <p>2. The EL team will be supported via Instructional Rounds to be released time as a team. Foces of instructional rounds will be student discourse, to include academic vocabulary. (supported in 1.4)</p> <p>3. The EL team will be supported via realse time for cross-curricular collaboration. (supoorted in 1.2 )</p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>

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#### Action 1.3.4 (SiteGoalID: 9296) (DTS: 04/18/25)

##### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>EL students will be provided an opportunity to take field trips to colleges or museums to enhance their learning.</p> <p>Action item will additionally fund AVID EXCEL 7 &amp; 8 field trip scheduled by AVID coordinator.</p> <p>2k Contracts/Services Supp Con 500\$ Cert Timesheets Supp Con</p>	<p><b>Progress Data:</b> (LTEL, Newcomer, Dually Identified)</p> <ul style="list-style-type: none"> <li>Attendance of EL students on 24-25 Field trip.</li> <li>Attendance data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>24-25 year long Field Trip attendance</li> </ul> <p><b>Data Review &amp; Dissemination:</b></p> <ul style="list-style-type: none"> <li>El team and EL coordinator</li> <li>Administration</li> <li>ELAC</li> <li>SSC meetings</li> </ul>	

#### Site Goal 1.4 (SiteGoalID: 9536) (DTS: 05/15/25)

##### ACTIVE PARTICIPATION

Teachers will increase their effective use of active participation from 69% to 75% by the end of the

year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Active Participation

**Action 1.4.1** (SiteGoalID: 9536) (DTS: 05/15/25)

**Targeted Student Group(s)**

• All • School-wide

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p>1. New teachers will participate in a New Teacher Cohort/ Mentoring Program. Monthly themes will include:</p> <ul style="list-style-type: none"> <li>Synergy</li> <li>Google Classroom</li> <li>PBIS/Tier I Strategies</li> <li>FHQI-Best Practices</li> <li>Active Participation</li> <li><b>(Problem of Practice)</b></li> <li>Social Emotional Learning</li> </ul> <p>2. JRMS will fully implement Instructional rounds during the 25-26 school year. In collaboration with Administration, all instructional coaches and Instructional Leaders (CST) there will be a monthly Instructional rounds Cycle. At the completion of the school year 100% of staff will have participated in a release.</p> <ul style="list-style-type: none"> <li>Identified Problem of Practice is <b>Active Participation</b></li> <li>EL team will be released as a cross curricular team</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Progress Data:</b></p> <ul style="list-style-type: none"> <li>Aligned Curriculum Maps</li> <li>Site developed common assessments via Illuminate</li> <li>Professional Development <ul style="list-style-type: none"> <li>Agendas &amp; Minutes from trainings/ meetings</li> </ul> </li> <li>District benchmarks</li> <li>Content standards implementation</li> <li>Administration will track implementation level of Active Participation via FONT data</li> </ul> <p><b>Progress Monitor Frequency:</b></p> <ul style="list-style-type: none"> <li>Reviewed at bi-monthly PLC meetings</li> <li>Assessments reviewed in monthly PLC meetings.</li> <li>Monthly Instructional Rounds and debrief</li> <li>Monthly CST meetings</li> <li>FONT data presented, in collaboration with instructional coaches, at staff meetings.</li> </ul> <p><b>Data Review and Dissemination</b></p>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>• Instructional Round data analysis to drive Monthly Staff meeting PD and New Teacher cohort.</li> </ul> <p>25k Certificated Timesheets Title I</p> <p>25k Certificated Timesheets Supp Con</p> <p>These action includes funding for time sheets, substitutes, release time.</p>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Department Meetings</li> <li>• Curriculum Leaders Meetings</li> <li>• School Site Council Meetings</li> </ul>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 768)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	88570	Certificated- Salaries
Title I – Basic (4900/3010)	40000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	20000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	14886	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	104862	Certificated- Salaries
Supplemental/Concentration (7201/0000)	35000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	75000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	57095	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	30000	Contracts/Services/Subscriptions



EL Supplemental (7250/0000)	36751	Certificated- Salaries
EL Supplemental (7250/0000)	15783	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	2000	Contracts/Services/Subscriptions

<b>District Strategic Goal 2:</b>  <b>Targeted Supports &amp; Interventions</b>  <b>Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.</b>	<b>District Needs and Metrics 2:</b>  <b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b> <ul style="list-style-type: none"> <li>• African American Disparity</li> <li>• Homeless Student Disparity</li> <li>• Native American Disparity</li> <li>• Students with Disabilities Disparity</li> <li>• Students in Foster Youth Disparity</li> </ul>
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## Site Goal 2.1 (SiteGoalID: 8775) (DTS: 02/13/25)

<b>African American Students:</b>  Increase the percentage of ALL students and students within our Principally Targeted Subgroups and ATSI subgroups with Orange or Red Levels as measured by the CAASP data and by the California dashboard. .  <b>English Language Arts:</b> <ul style="list-style-type: none"> <li>• African American students will increase from 26% to 28% in met or exceeds standards</li> </ul> <b>Math</b> <ul style="list-style-type: none"> <li>• African american students will students will increase from 16% to 18% in met or exceeds standards</li> </ul> <b>Chronic Absenteeism</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism for African American students will decrease from 35% to 30% by May of 2026</li> </ul> <b>Suspension Rate</b> <ul style="list-style-type: none"> <li>• Suspension Rates will drop from 28% to 20% for African American American students.</li> </ul>
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**Action 2.1.1 (SiteGoalID: 8775) (DTS: 02/13/25)**

**Targeted Student Group(s)**

- Black or African American

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>
<p><b>African American Students Academic/Instructional Support</b> This goal is supported by Site Goals 1.2.1, 1.2.2, 1.2.3</p> <p>Staff will review EL and Math SBAC data and track African American student progress.</p> <p>Counselors will identify specific African American students who are earning D's and F's in Math &amp; ELA</p> <p>ELA and Math Coaches will work with departments to identify those students needing Math Focus class support and ELA intervention.</p> <p>JRMS will collaborate with Regional Equity coach to provide professional development on implementing culturally responsive teaching strategies. (Nov &amp; Jan)</p> <p><b>Chronic Absenteeism</b> This goal is supported by site goals 4.1.1</p> <p>Regional Attendance Improvement Technician will</p>	<p>ELA and Math teams will meet during department PLC to review formative assessment data.</p> <p>FONT Data will be reviewed quarterly to monitor implementation of high-quality instruction.</p> <p>Students of Concern Spreadsheet will be reviewed, weekly, at Team meetings</p> <p>Admin and counselors will monitor D/F Grades: At the end of Progress Reports Quarters 1, 2, 3, 4.</p> <p>Admin and counselors will monitor African American student progress in ELA and Math for each grading period for Quarters 1, 2, 3, 4.</p> <p>At the end of the first month of school, RAIT will provide an attendance report for African American students to counselors and Admin.</p> <p>Twice a month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-</p>	

<p>collaborate with School Office Technical and Admin to monitor attendance of African American students.</p> <p><b><u>Fostering Positive Relationships</u></b></p> <p>This goal is supported by site Goals 3.1.1, 3.2.2</p> <p>Counselor/Teacher/Admin phone calls home offering support in areas of need as measured by GPA/Attendance/discipline data</p> <p>Targeted African American students will be identified for weekly support in an Admin/Counseling Advisory section.</p> <p>Counseling/Admin/Teachers will work with IYT to identify African American students for mentorship through program participation.</p>	<p>in.</p> <p>Counselors will check-in with students and document contact via Synergy Student Contact Log.</p> <p>Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for African American students who are struggling and share with counselors</p> <p>Counselor/Admin call logs or email correspondence to families regarding student needs displayed by current data including attendance, GPA, and discipline data. Contact will be documented in Synergy.</p> <p>Admin will check in monthly with IYT program manager for the purpose of tracking IYT mentorship, enrollment and Programing.</p>	
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## Site Goal 2.2 (SiteGoalID: 9315) (DTS: 04/18/25)

### Students with Disabilities:

Increase the percentage of ALL students and students within our Principally Targeted Subgroups and ATSI subgroups with Orange or Red Levels as measured by the CAASP data and by the California dashboard. .

### English Language Arts:

- Students with Disabilities will increase from 3% to 6% in met or exceeds standards

### Math

- Students with Disabilities will increase from 3% to 6% in met or exceeds standards

### Chronic Absenteeism

- Chronic Absenteeism for Students with Disabilities will decrease from 35% to 30% by May of 2026

### Suspension Rate

- Suspension Rates will drop from 23% to 18% for Students with Disabilities.

**Metric:** Students with Disabilities Disparity

**Action 2.2.1 (SiteGoalID: 9315) (DTS: 04/18/25)****Targeted Student Group(s)**

- SWD

<b>Action Plan</b>	<b>Progress Monitoring Plan</b>	<b>Data Collection &amp; Evaluation</b>
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p><b>Students with Disabilities Academic/Instructional Support</b> This goal is supported by Site Goals 1.2.1, 1.2.2, 1.2.3</p> <p>Case Managers will monitor students' progress in RSP sections, and consult with teachers on appropriate strategies for the student. Case managers will collaborate with students' teachers and push into Gen Ed classrooms to develop and implement academic intervention/support plans.</p> <p>Intervention tracking spreadsheet will be used for progress monitoring.</p> <p><b>Chronic Absenteeism</b> This goal is supported by site goals 4.1.1</p> <p>Regional Attendance Improvement Technician will collaborate with School Office Technical and Admin to monitor attendance of African American students.</p> <p><b>Fostering Positive Relationships</b> This goal is supported by site Goals 3.1.1, 3.2.2</p>	<p><b>Progress Monitoring</b></p> <p>Formative and summative assessments will be collected by classroom teachers and reviewed with case managers, weekly.</p> <p>GPA's will be reviewed at progress reports and the end of each Quarter by case managers and classroom teachers.</p> <p>Special Education PLC will meet weekly to review formative assessment data as well as Intervention Spreadsheet.</p> <p>Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins.</p> <p>At the end of the first month of school, RAIT will provide an attendance report for Students with Disabilities to Admin and case managers.</p> <p>Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.</p> <p>Case managers will check-in with students and document contact via Synergy Student Contact Log.</p>	<p><b>Evaluation</b></p>

<p>Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.</p> <p>Staff will use best practices from the De-escalation training to de-escalate Students with Disabilities as well as to produce equitable responses to behavior in their classrooms.</p> <p>Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations.</p> <p>Special Education students will be scheduled into Advisory sections with their case managers. Meeting weekly.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Admin will use participation logs to track staff members that have been trained in de-escalation and encourage all staff who work with Students with Disabilities to be trained.</p> <p>Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for Students with Disabilities who are struggling with behavioral expectations and share with case managers each month.</p> <p>Special Education staff will utilize a daily communication log to track behavior and inform families of progress. Communication logs are kept in student-specific binders. Communication logs are shared with case managers, weekly.</p>	
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### Site Goal 2.3 (SiteGoalID: 9316) (DTS: 04/18/25)

#### Homeless Students

Increase the percentage of ALL students and students within our Principally Targeted Subgroups and ATSI subgroups with Orange or Red Levels as measured by the CAASP data and by the California dashboard. .

#### Academic Performance:

- Homeless Students will show an increase in academic performance as measured by a 5% decrease in D and F grades. (23-24 25%F, 14% D )

#### Chronic Absenteeism

- Chronic Absenteeism for Homeless students will decrease from 48% to 40% by May of 2026

#### Suspension Rate

- Suspension Rates will drop from 22% to 17% for Homeless Students.

## Metric: Homeless Student Disparity

### Action 2.3.1 (SiteGoalID: 9316) (DTS: 04/18/25)

#### Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>Homeless students and Academic/Instructional Support</u></b> This goal will be directly supported by Site Goals 1.2.1 and 1.4.1</p> <p>Working in collaboration with relevant District departments, identify and provide targeted support to students experiencing homelessness including:</p> <p>Academic intervention, tutoring and homework assistance</p> <p>Access to the ASSES after school program.</p> <p>Supplies and other basic educational needs</p> <p><b><u>Chronic Absenteeism</u></b> This goal will be directly supported by Site Goal 4.2.1</p> <p>Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Homeless students</p>	<p><b>Progress Monitoring</b></p> <p>Administration and staff (Counselors, Teachers, Social Workers, Psych, Nurses, Tier II team, etc.) will monitor student data for students experiencing homelessness and develop intervention plans.</p> <p>GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors</p> <p>At the end of the first month of school, RAIT will provide an attendance report for Homeless students to counselors</p> <p>Twice a month month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.</p> <p>Counselors will check-in with students and document contact via Synergy Student Contact Log.</p> <p>Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled</p>	<p><b>Evaluation</b></p>

<p>By August, and quarterly thereafter, Admin will identify the students experiencing homelessness and monitor attendance, behavior, suspensions, and academic progress</p> <p><b><u>Building Positive Relationships</u></b>  This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1</p> <p>Expand communication methods to families of students experiencing homelessness to increase family engagement and participation (broaden communication methods for families who may not receive electronic communications through Synergy by using auto-dialers, Talkingpoints, printed materials, targeted phone calls and home visits.)</p> <p><b><u>Possible Expenditures could include:</u></b></p> <p>Purchase of school supplies (backpacks, school supplies, PE Clothes, Hygiene Items, snacks, funds for field trips and other extracurricular activities)</p>	<p>students experiencing homelessness.</p> <p>Administration will meet with front office staff quarterly to monitor enrollment and address barriers for students experiencing homelessness.</p>	
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## Site Goal 2.4 (SiteGoalID: 9317) (DTS: 04/18/25)

### Foster Youth Students

Increase the percentage of ALL students and students within our Principally Targeted Subgroups and ATSI subgroups with Orange or Red Levels as measured by the CAASP data and by the California dashboard. .

### Academic Performance:

- Foster Youth Students will show an increase in academic performance as measured by a 5% decrease in D and F grades.

### Chronic Absenteeism

- Chronic Absenteeism for Foster Youth students will decrease from 40% to 35% by May of 2026

### Suspension Rate

- Suspension Rates for Foster Youth students will drop from 30% to 25%.

## Metric: Foster Youth Disparity

### Action 2.4.1 (SiteGoalID: 9317) (DTS: 04/18/25)

#### Targeted Student Group(s)

- Foster Youth

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>Foster Youth and Academic/Instructional Support</u></b> This goal will be directly supported by Site Goals 1.2.1 and 1.2.2, 1.2.3</p> <p>JRMS Counselors will monitor the progress of our foster youth students in both academics and attendance. If the student has an IEP, the case manager will assist with this as well.</p> <p>If needed, our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care.</p> <p>For foster youth with academic or attendance concerns, phone calls will be made to the foster family to share the supports JRMS can provide.</p>	<p><b>Progress Monitoring</b></p> <p>GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors</p> <p>Counselors will check-in with students and document contact via Synergy Student Contact Log.</p> <p>At the end of the first month of school, RAIT will provide an attendance report for Foster Youth students to counselors and Foster Youth case manager</p> <p>Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.</p> <p>Counselors and Foster Youth case manager will check-in with students and document contact via Synergy Student Contact Log.</p>	<p><b>Evaluation</b></p>



Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in.

**Chronic Absenteeism**

This goal will be directly supported by Site Goal 4.1.1

Regional Attendance Improvement Technician (RAIT) will collaborate with Admin to identify foster youth and track attendance.

**Building Positive Relationships**

This goal will be directly supported by Site Goals: 3.1.1, 3.2.2, 3.2.2, and 3.2.3

RAIT and Foster Youth Services will reach out to guardians/families as needed to provide support.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

**Site Goal 2.5 (SiteGoalID: 9396) (DTS: 04/23/25)**

**Native American Students**

Increase the percentage of ALL students and students within our Principally Targeted Subgroups and ATSI subgroups with Orange or Red Levels as measured by the CAASP data, the California dashboard and PIC data

**Academic Performance:**

- Native American Students will show an increase in academic performance as measured by a 5% decrease in D and F grades. (23-25 5.6% F and 13% D)

**Chronic Absenteeism**

- Chronic Absenteeism for Native American students will decrease from 75% to 35% by May of 2026

**Suspension Rate**

- Suspension Rates for Native American students will drop from 50% to 25%.

**Metric: Native American Disparity**

**Action 2.5.1 (SiteGoalID: 9396) (DTS: 04/23/25)****Targeted Student Group(s)**

- American Indian or Alaska Native

<b>Action Plan</b>	<b>Progress Monitoring Plan</b>	<b>Data Collection &amp; Evaluation</b>
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>Native American student and Academic/Instructional Support</u></b> This goal will be directly supported by Site Goals 1.2.1 and 1.2.2, 1.2.3</p> <p>Counselors will monitor the progress of our Native american students in both academics and attendance. If the student has an IEP, the case manager will assist with this as well.</p> <p>If needed, our staff will collaborate with EGUSD support staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, and staff training.</p> <p>For Native American students with academic or attendance concerns, phone calls will be made to the foster family to share the supports JRMS can provide.</p> <p>Native American students with 2.0 or lower GPA will meet with counselor for regular check-in.</p> <p><b><u>Chronic Absenteeism</u></b> This goal will be directly supported by Site Goal 4.1.1</p>	<p><b>Progress Monitoring</b></p> <p>GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors</p> <p>Counselors will check-in with students and document contact via Synergy Student Contact Log.</p> <p>At the end of the first month of school, RAIT will provide an attendance report for Native American students to counselors and Admin</p> <p>Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.</p> <p>Counselors will check-in with students and document contact via Synergy Student Contact Log.</p>	<p><b>Evaluation</b></p>

<p>Regional Attendance Improvement Technician (RAIT) will collaborate with Admin to identify Native american students and track attendance.</p> <p><b><u>Building Positive Relationships</u></b> This goal will be directly supported by Site Goals: 3.1.1, 3.2.2, 3.2.3.</p> <p>RAIT acounseling and Admin will reach out to guardians/families as needed to provide support.</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 768)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

### District Strategic Goal 3:

#### Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

### Site Goal 3.1 (SiteGoalID: 8776) (DTS: 02/13/25)

School climate will promote a respectful, responsible safe and kind learning environment. Encouraging positive connections through the full implementation of Positive Behavior Intervention and Supports (PBIS) as measured by the Student Perspective survey.

By May of 2026, Student Favorable responses will increase in over all school Climate from 67% to 75%

**Metric:** School Climate - Average Favorability Rating

### Action 3.1.1 (SiteGoalID: 8776) (DTS: 02/13/25)

#### Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p align="center"><b>Action Plan</b></p> <p><b>Tier I</b> 1. All Staff will engage in the promotion of the JRMS 4B's and a positive school climate through full implementation of the sites PBIS initiatives. To Include the following:</p> <ul style="list-style-type: none"> <li>5 Star Rutter Buck distribution</li> <li>Tier I interventions in the classroom</li> <li>PBIS kick-off (Aug) &amp; PBIS Reboot (Jan)</li> </ul>	<p align="center"><b>Progress Monitoring</b></p> <p>The Tier I PBIS team, and coach, will review the monthly data for students receiving RUTTER BUCKS and checking into 5 Star for events AND tutoring.</p> <p>Data will be presented monthly to staff</p>	<p align="center"><b>Evaluation</b></p>

### Action 3.1.2 (SiteGoalID: 8776) (DTS: 04/23/25)

#### Targeted Student Group(s)

- All

<p align="center"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p align="center"><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p align="center"><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p align="center"><b>Action Plan</b></p> <p><b>PBIS Tier 2</b> Continue the work of PBIS Tier 2 committee who will meet weekly during the school year.</p> <p>PBIS Tier 2 team and school social worker will review GPA,</p>	<p align="center"><b>Progress Monitoring</b></p> <p>Students that are referred to the PBIS Tier 2 team will show an increase (GPA, attendance, etc.) or a decrease (discipline) based on the concerns brought forth by the team and the interventions provided. Synergy reports will be</p>	<p align="center"><b>Evaluation</b></p>

<p>attendance and discipline data weekly to develop and implement intervention plans for struggling students.</p> <p>PBIS Tier 2 team will train staff in using MTSS referral process.</p> <p>PBIS Tier 2 team will review MTSS forms submitted by teacher, teams, and counselors to make informed decisions on targeted Tier 2 interventions.</p> <p>PBIS Tier 2 team and counselors will update teams on interventions and progress of students.</p> <p>Student Groups will be led on campus: as determined by the Tier 2 PBIS team through implementation of the MTSS process to meet the social emotional needs of students. Groups may include: Lunch Bunch, Grief and Loss, Girls and Boys Group.</p>	<p>used to gather data and monitor progress.</p> <p>PBIS Tier 2 team will log and track interventions and provide timely reports back to teachers/teams on a biweekly basis.</p> <p>PBIS Tier 2 TIPS meeting agendas will be created and utilized by team.</p> <p>Students of concerns and MTSS referrals (RFA) will be monitored by PBIS Tier 2 Coordinator, Admin, and counselors.</p> <p>PBIS Tier 2 team will share updates with Teams for Students of Concern once they have been referred to PBIS Tier 2 team.</p> <p>Tiered Fidelity Inventory (TFI) score will be used to monitor progress. TFI scores are reported in May and used to develop action plan for following year's PBIS implementation. PBIS Coordinator facilitates PBIS Tier 1 meeting to identify targeted action steps and implementation.</p> <p>We will use the Student Perspective Survey data to monitor social emotional needs of students. This data will be shared with site Leadership and SSC.</p>	
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### Action 3.1.3 (SiteGoalID: 8776) (DTS: 04/24/25)

#### Targeted Student Group(s)

- EL • Hispanic or Latino • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you</li> </ul>

		adapt/adopt/abandon?
<p><b>Action Plan</b></p> <p>Advisory Lessons will be delivered, with fidelity, school wide to all students weekly. Lessons will focus on reinforcing our PBIS Initiative and Academic goal setting. Lessons to include:</p> <ul style="list-style-type: none"> <li>• SEL</li> <li>• Bullying/Cyberbullying</li> <li>• Transcript Review (quarterly)</li> </ul> <p>Intervention Advisory sections will be added in, 25-26, to support identified at student. Sections to include:</p> <ul style="list-style-type: none"> <li>• 5 Sections for RSP teachers (Caseload students)</li> <li>• EL section for targeted EL students</li> <li>• Admin/Counseling Section for Academic/Behavioral at risk students</li> <li>• Student Equity Council section to address and develop plan of action for identified site inequities.</li> </ul>	<p><b>Progress Monitoring</b></p> <p>Advisory calendar will be created and lessons linked to weekly Advisory lessons</p> <p>PBIS Tier I Coordinator will collaborate with Advisory coordinator for lessons and lesson accountability.</p> <p>Intervention Advisory sections will track Attendance, Behavior and Academic Progress Bi-Quarterly.</p> <p>Survey Completion of 25-26 CHKS and Student Perspective Survey will be tracked through Advisory section Completion Percentage</p>	<p><b>Evaluation</b></p>

### Site Goal 3.2 (SiteGoalID: 9238) (DTS: 04/16/25)

Our school will promote a respectful, responsible, kind and safe environment that encourages student engagement.

For the 2025-2026 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 14.3%; Hispanic 13%; African American 27%; SED 14.1%; SWD 22.5%; White 10.6%; Two or More 34%
- Goal by May 2026: All students 10%; Hispanic 9%; African American 23%; SED 10%; SWD 17%; White 6.6%; Two or More 30%

**Metric:** Suspension Rate: Percent of Students Suspended

**Action 3.2.1** (SiteGoalID: 9238) (DTS: 04/16/25)

**Targeted Student Group(s)**

• Hispanic or Latino • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>Throughout the year, report the results of the formative data as you collect it.</li><li>In March, summarize your data collection results.</li><li>Based on your summary, what will you adapt/adopt/abandon?</li></ul>



Action Plan	Progress Monitoring	Evaluation
<p><b>JRMS will fully staff a Wellness Center with a 1.0 FTE Wellness Counselor. The Wellness counselor will provide services to include:</b></p> <ul style="list-style-type: none"> <li>• Conflict Mediation</li> <li>• Group Sessions</li> <li>• Individual Sessions</li> <li>• Grief and Loss</li> <li>• Tier II team Counseling lead</li> </ul> <p><b>1.0 FTE- Title I \$ 130, 811 (Lisa Mehl)</b></p> <p><b>Tier 1 Team will monitor referrals and suspension data at their monthly meetings.</b></p> <p><b>Site led professional development for PBIS, SEL, or RP. (integrating SEL into academic content, Deescalation Techniques). 4-6 weeks after professional development, a Rapid Cycle Measure (RCM) will be given to assess student perceptions.</b></p>	<ul style="list-style-type: none"> <li>• Monthly data will be tracked to include Wellness Center check in for services. Check-in will be segregated into reason for visit.</li> <li>• Tracking of yearly decrease in Ed Code 48900.a1 violations.</li> <li>• The designated team member will bring monthly suspension data to Tier 1 Meetings.</li> <li>• At a staff meeting, school-wide data will be reviewed and a process for analyzing class data will be shared; during PLC time teachers will be given time to analyze their class data.</li> <li>• Notes of Tier 1 team member meetings will be shared during staff meetings to show analysis of suspension data and next steps for student support</li> </ul> <p>?</p>	

**Funding Sources for District Goal 3 (DEV - LCAP ID: 768)**

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	130811	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	6000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

#### District Strategic Goal 4:

##### Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

#### Site Goal 4.1 (SiteGoalID: 8777) (DTS: 02/13/25)

By May of 2026, Chronic absenteeism will reduce from 23.5% to 20% for ALL students as measured by the California Dashboard.

##### Red Designation:

- EL students will decrease from 19% to 14%
- Two or More Races from 45.2% to 40%
- White Students from 16.7% to 11%

##### Orange Designation:

- African American students will decrease from 39.8% to 35%
- Hispanic students will decrease from 21.7%% to 17%
- SED will decrease from 22% to 18%
- Asian students will decrease from 8% to 5%
- LTEL students will decrease from 21.4% to 16%

**Metric:** Percent Chronically Absent

#### Action 4.1.1 (SiteGoalID: 8777) (DTS: 02/13/25)

##### Targeted Student Group(s)

• Asian • EL • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b>  1. JRMS Attendance Team will include an SOA, Admin, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.  2. Prior to school beginning, Admin will communicate (E-mail, Talking Point and in person) to families the absence policy and	<b>Progress Monitoring</b>  <b>Progress Monitoring</b> <ul style="list-style-type: none"><li>• Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team.</li><li>• Administration will review the PowerBI Attendance Dashboard bi-weekly and</li></ul>	<b>Evaluation</b>

<p>why it's important to attend school. Continue communications throughout the year.</p> <p>3. Home Visits will be coordinated for at risk students.</p> <p>4. Admin will utilize pre-service, along with staff meetings, to train about district policies and positive messaging regarding attendance.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal</p>	<p>share with the Attendance Team.</p> <ul style="list-style-type: none"> <li>• The Attendance Team will share data with staff at staff meetings and report to the community</li> </ul>	
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#### Site Goal 4.2 (SiteGoalID: 9232) (DTS: 04/16/25)

Increase family/stakeholder engagement

The Parent Perspective Survey will show an increase in overall average from 91% favorable responses to 95%. (Overall Climate)

Response Rate for Parent Perspective survey will show an increase from 5% to 25%.

**Metric:** Parents indicating a respectful and welcoming school environment

#### Action 4.2.1 (SiteGoalID: 9232) (DTS: 04/16/25)

##### Targeted Student Group(s)

- EL • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation

<p>In coordination with EL coordinator and Admin, JRMS will contract with PIQE to engage our EL families. PIQE helps enable parents capacity to engage in their childrens education and strengthen parent-teacher-school collaboration.</p> <p>Parent opportunities will include SSC representation, PBIS Tier I team representation, Back to School night, Open House, Coffee with the Counselors (monthly), Bring your parent to lunch day (monthly)</p> <p>JRMS will partner with FACE liason to support communication with families advertising all events. Flyers will be created, translated and distributed, on multiple platforms, to JRMS community.</p> <p>Admin will coordinate with FACE liason and JRMS team to increase ParentVue sign up and participation rate.</p> <p>\$15,000 Contracts/Services Title I \$15,000 Supplemental concentration (pending semester 2 contract)</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal</p>	<p>El coordinator and Admin will monitor PIQE registration and participation up to the 8 week parent graduation at the completion of the program.</p> <p>Attendance at events will increase and will be monitored through event sign-in sheets.</p>	
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#### Action 4.2.2 (SiteGoalID: 9232) (DTS: 05/14/25)

##### Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> </ul>

		<ul style="list-style-type: none"> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>JRMS admin will collaborate with FACE, EL coordinator and counseling to increase Parent Perspective Survey percentage.</p> <p>Perspective Survey QR code will be provided at the 8th grade promotion meeting for completion.</p> <p>Survey will be scheduled to be pushed out via TP/synergy to parents with survey link attached</p> <p>EL Coordinator will push Survey through ELAC Spring meeting and with communication to their connected families.</p> <p>QR survey link will be made available at sign-in for Bring your Parent to Lunch day during survey window.</p> <p>ADMIN will collaborate with FACE liason for continued community communication during testing window.</p> <p>Testing</p>	<p>Completion percentage will be monitored when pushed out by RED.</p>	

Funding Sources for District Goal 4 (DEV - LCAP ID: 768)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Title I – Basic (4900/3010)	15000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	15000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$88570	\$0	\$130811	\$0	\$219381
Certificated- Timesheets	\$40000	\$0	\$0	\$0	\$40000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$20000	\$0	\$0	\$0	\$20000
Contracts/Services/Subscriptions	\$14886	\$0	\$0	\$15000	\$29886

**Title I – Basic (4900/3010) Total: \$309,267**

### Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$104862	\$0	\$0	\$0	\$104862
Certificated- Timesheets	\$35000	\$0	\$0	\$0	\$35000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$75000	\$0	\$0	\$2000	\$77000
Materials/Supplies/Equipment	\$57095	\$0	\$1500	\$1500	\$60095
Contracts/Services/Subscriptions	\$30000	\$0	\$6000	\$15000	\$51000

**Supplemental/Concentration (7201/0000) Total: \$327,957**

### EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$36751	\$0	\$0	\$0	\$36751
Certificated- Timesheets	\$15783	\$0	\$0	\$0	\$15783
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$0	\$1000
Contracts/Services/Subscriptions	\$2000	\$0	\$0	\$0	\$2000

**EL Supplemental (7250/0000) Total: \$55,534**



### 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

### James Rutter Middle School (438) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$309,267	\$163,456	\$0	\$130,811	\$15,000	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$327,957	\$301,957	\$0	\$7,500	\$18,500	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	\$55,534	\$55,534	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$692,758	\$520,947	\$0	\$138,311	\$33,500	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$309,267	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$383,491	Title I Centralized Services \$0	Title I Preschool \$0

