



James Rutter Middle School

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

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 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?

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 2025 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 2026
 - English Learner Advisory Council-September 25, 2025
 - English Learner Advisory Council-December 12, 2025
 - English Learner Advisory Council- April 2, 202
- - English Learner Advisory Council - April 30, 2026
 - School Site Council Meeting - September 11, 2025
 - School Site Council Meeting - October 8, 2025

- School Site Council Meeting - November 12, 2025
- School Site Council Meeting - December 10, 2025
- School Site Council Meeting- Feb11, 2026
- School Site Council Meeting- March 11, 2026
- School Site council Meeting- April 8, 2026
- School Site council Meeting- May13, 2026
- Site Leadership Meeting - March 17, 2026
- Site Leadership Meeting- April 21, 2026
- Site Leadership Meeting- May 19, 2026
- Staff Meeting-March 6, 2026
- Staff Departmental LCAP evaluation-March 6 follow up-Departmental LCAP Reflection linked [HERE](#)
- Upcoming Summer Leadership Retreat- June 3, 2026
- Teachers, parents, students and administration were engaged in the Site Perspective surveys in April 2026.
- The JRMS staff began an evaluation of the 25-26 of the LCAP on March 5, 2026 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 26-27 LCAP.
- In consultation with the JRMS EL coordinator and EL team, data was analyzed on the EL students in the area of attendance, and ELA and Math CAASP proficiency.

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..., continue Coffee with the Counselors, Push for home visits for high needs students. Increased Parent use of Parent Vue..., average 5% daily.
- Instructional support – Continue with Instructional Rounds. School wide focus-Student Engagement (with connection to Daily Objectives and success criteria). Continue New Teacher Cohort.
- Expanded learning: Focused and structured intervention tutoring (Math/ELA focus), CALSOAP mentoring/Tutoring. Addition of Tutoring coordinator position (timesheet)
- EL support: student, staff and parent support services..., EL Bootcamp prior to ELPAC testing. EL PD/ Team Release. Proposed renewal of PIQE contract.
- Behavioral Support: Counseling (individual & group), Wellness Counselor/Center. Mentor California Partnership. Jun 5 Early adoption PD. Early Release staff PD in Sept, Nov, and Jan. Contract with All Things Pretty for support of 7th/8th grade girls.
- Safe, secure and well maintained facilities/learning environments: staff, buildings, equipment;
- College and career preparation: GATE/Honors, course access, Linked Learning, AVID, field trips, bring back planners for all students. (AVID/EL, GATE, EAOP)
- Professional learning: certificated, classified and leadership--SEL (Restorative Practice Site Training Nov/Jan). Leadership Retreat June 5. PLC Leadership Training conference (four core)
- Technology and related training to support teaching and learning for students, staff and parents. Parent VUE push
- Enrichment opportunities through clubs, after school program. Elite Soccer, introduced Hip Hop, Music, Asian Club, Rainbow Club, Student Equity Club. BSU. Prop 28 addition of Theater and Orchestra sections.

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 student subgroups have been identified as ATSI for 26-27: "Two or more races".

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.

JRMS will pilot a Grant in 26-27 working with attendance software to target early communication and outreach for students designated as "two or more races". We will have a regional attendance liaison, through the grant, in addition to our Administration attendance lead, AIO RAIT, Alpha Academic counselor and SOA. All will work closely to reduce the Chronic Absenteeism %.

Academic Counselors will closely monitor progress monitor the academic progress of all students designated as "two or more races." If needed RFA will be submitted to the Tier II team. Tutoring referrals will be submitted through our tutoring coordinator for support in Math and English.

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
--	--

Site Goal 1.1 1. <i>Average ELA distance from standard scores will increase from <X> to <Y> or higher</i> 2. <i>Average MATH distance from standard scores will increase from <X> to <Y> or higher</i> Metric: CAASPP (ELA, Math, Science) - Distance from Standard
--

Action 1.1.1		
Targeted Student Group(s) • All • School-wide		
Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1 . Teachers and Counselors will have the opportunity to attend conferences,	Progress Monitoring Progress Monitoring Progress Data:	Evaluation

workshops, training, and professional development for the purpose of learning new teaching practices and strategies to improve student academic outcomes. - Associated costs may include registration, travel expenses, substitute teachers, and any other costs associated with the professional development. 50k-Contracts & Services-Cert Time sheets-Supp Conn 2. Provide certificated staff release/collaboration time. The following to be included: - Summer Leadership Planning and Retreat. (June 3) - 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 48k Certificated Timesheets Supp Conn These action includes funding for time sheets, substitutes, release time.	- Aligned Curriculum Maps - Site developed common assessments via Illuminate - Professional Development - 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	
--	--	--

Action 1.1.2

Targeted Student Group(s)

• EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1.0 FTE MATH Intervention Teacher	Progress Monitoring Progress Monitoring Progress Data:	

Staffing will be funded for those students identified as needing Math Intervention. 1.0 FTE Title I, \$86, 8871 Alyxis Beardwood .4 FTE EL Science This FTE will be utilized to provide two sections of EL Science. These classes will serve our Newcomer students. These sections are funded out of EL Supplemental .4 FTE EL Supplemental \$36751 Jetzell Verduzco	- Decreased D/F data - ELPI data - Suspension Data - Chronic Absenteeism Data - Wellness center data-conflict mediation data - CICO data - Small Group data - Font data-Walkthrough "Favorable" Climate Survey Results (staff) - Student GPA - Focus Math common assessment data - AWFS data Progress Monitor Frequency: - Bi-weekly AIO attendance review - Chronic Absenteeism Report - Daily Wellness Center Data and Weekly Admin check-In - Weekly suspension Data - Student GPA - D/F Data - Quarterly Progress Report - Quarterly Term Grades - ELA/Math Intervention Progress and Term Grade Data Review and Dissemination: - Counseling Team - ELA Department - Math Department - Administration - School Site Council - Leadership - CST - Staff Meetings	
---	---	--

Action 1.1.3

Targeted Student Group(s)

• Asian • EL • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

1. JRMS will provide the opportunity for students to receive tutoring outside of the after school Program. • Tutoring offerings will be scheduled via Attendance Recovery • Attendance Recovery Coordinator will be timesheeted • Targeted tutoring in Math and ELA will be timesheeted via Supp Conn 8k Cert timesheet-Title I (tutoring coordinator) 25k Certificated timesheets Supp Conn 2. JRMS will contract with SCOE for two AVID tutors to support the AVID and AVID Excel students. • Max contract not to exceed 10k (Contracts/Services Supplemental concentration) • Subject to contract re-negotiation We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal	Progress Data: • Math and ELA referrals to tutoring coordinator for scheduling • Tutoring coordinator to submit RFA to Tier II team to track Tier II academic interventions and progress monitoring • Math and ELA sections to track attendance via 5STAR Review Frequency: • Reviewed monthly by Academic counselor • Mid-quarter Progress Reports • Quarter Report Cards • Curriculum Department meetings Dissemination Method: • Tier II meeting	
--	--	--

Action 1.1.4

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action Plan 1. Purchase technology and or supplies for enhanced student learning. • Purchase enhanced technology, including, but not limited to laptops for teachers and replacement smart board projectors. • Purchase associated supplies, including but not limited to SONDAY literacy supplies (\$600 supp con) • Purchase software subscriptions, including, but not limited to NO RED	Progress Data: • Student Projects and research papers. ◦ Computer-based assessments ◦ Technology surveys • Student/ Staff surveys • Review Frequency: • Reviewed at the end of each grading period by school counselors. • Mid-quarter Progress Reports • Quarter Report Cards	

INK, NEARPOD, PEARDECK, NEWSELA, and SMORE. • Provide training to teachers for use of software programs to assist in student learning 25 k subscriptions-Title I 12k materials-Supp conn	• Curriculum Department meetings Dissemination Method: • School Site Council • Leadership • CST • Faculty Meetings	
--	---	--

Action 1.1.5

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan James Rutter students will have the opportunity to attend Panther Kick-off and Panther Pursuit field trips at Florin High School • Panther Kick-off will be offered to all JRMS 8th grade students • An 8th grade rally will be co-hosted with Future Ready (Florin) and Link-Crew (Florin) to prepare questions from JRMS students about the transition to High School. • Link Crew (Florin) will attend 8th grade advisory sections to discuss chosen topics with JRMS students Panther Pursuit will be offered to 8th grade JRMS students in Special Education. • JRMS students will have the opportunity to tour Florin High School and the programs offered prior to Panther Kick-off. Associated costs include certificated salaries for subs to cover teachers chaperoning the students on the day of the events. 3k-Supplemental Concentration Contracts and Services Certificated Time Sheets	Progress Monitoring 8th grade trip to Florin to be scheduled in January of 2027 in two groups • 8th grade Advisory to host Future Ready and Link-Crew in early Jan to prepare Q & A for student panels on Panther kick off event	Evaluation

Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. JRMS staff will administer EGUSD assessments in Math & ELA. Actions include: • Administration plan will be shared with supervising Admin (to include date of Interim I & II Assessment administration) • Department Chairs and Supervising Administration will meet, post administration, to determine completion percentage and make up administration. • Release time (Timesheet) will be provided to pull students absent during testing as needed. • Intereim assessment data will be utilized by grade level teams during quarterly release time to determine those students that will require additional instructional intervention and not meeting standard. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal \$1000 Certificated Salaries Title I	Progress Monitoring Progress Monitoring Data Collection • Department chairs and administration will run Illuminate reports to determine the % of students that have taken the interim Illuminate assessments. • Teachers will provide administration with PLC agendas, deliverables and minutes. • Staff/Admin/Teams will access student data via Illuminate to increase understanding of student progress. Review Frequency: • Interim I and II Illuminate Interim Assessments Window Dissemination Method: • Department Meetings • Quarterly Curriculum Team meetings • Curriculum Leaders Meetings	Evaluation

Site Goal 1.3

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

English Language Arts:

- Average ELA distance from standard scores will increase from <X> to <Y> or higher

Math

- Average MATH distance from standard scores will increase from <X> to <Y> or higher

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

Action 1.3.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Provide EL support classes (Newcomer) are in Science, Math, Social Science and ELA for identified students. • Purchase supplemental curriculum; associated costs include materials and/or online subscriptions • Adaption of district curriculum for Newcomer language access. • Release time for Curriculum Planning, collaboration and Instructional rounds 3. In coordination with EL coordinator, JRMS will, AGAIN, contract with PIQE to engage our EL families for the Fall of 2027. PIQE helps enable parents capacity to engage in their childrens education and strengthen parent-teacher-school collaboration. Supported in Site goal 4.2.1	Progress Data: (LTEL, Newcomer, Dually Identified) • Grade point average for English Learners • Reduced D/F data • CAASSP data • Improved ELPAC test performance • Illuminate Data: Interims (ELA/Math) • ELPI data (Increase to 55%) • Teaching Assistant phone logs • Attendance data Progress Monitor Frequency: • Progress Report goal setting (Advisory Lesson) quarterly • Quarterly Transcript Review • Yearly ELPI data • Daily Attendance Data Review & Dissemination: • EI team and EL coordinator • Administration • Counseling	Evaluation #3. Redistribution of the 75k in contract services allocated for the General Teaching Assistant (Farsi focus). After SSC input, focus on contract with PIQE prioritized, collaboration for Mentor/Mentee cohort, and Instructional rounds release.

- Curriculum Teams
- Leadership
- Staff Meeting

Action 1.3.2

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action: 1. Initial and Summative ELPAC Testing - Associated costs are materials, timesheets for proctors, and training for staff providing testing. 2. Multilingual Support Teacher to provide supplemental support for EL/RFEP monitoring, placement, ELAC, and support ELPAC Coordinator with planning. - Associated costs are training materials and light refreshments for ELAC, timesheets for district meetings and DELAC. 15 k Certificated Time Sheets (EL Supplemental) 4. Advocacy 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: - SEL Lessons - Quarterly Goal Setting - Progress Monitoring - Attendance Review	Progress Data EL coordinator will coordinate the montoring process of all EL students quarterly. All staff will recieve proper training for the administration of the ELPAC Montly EL students will recieve support talilored to increase ELPAC and CAASP support. "EL Bootcamp" The EI Coordinator wiil work with case managers to monitor duely identified students. There will be weekly check-ins through advisory	

Action 1.3.3

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 Team in attending training, workshops, and collaborative meetings. EL team has identified WIDA and QTEL conferences for attendance. 10 k Contracts and Services Supplemental Concentration 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) 3. The EL team will be supported via release time (Summer and during school year) for cross-curricular collaboration. (supoorted in 1.1.1)	Progress Monitoring -Summer Release for EL team in coordination with new EL Coordinator • Evidence to include meeting agenda • cross-curricular unit planning. -Instructional round team release • Team relase to determine Instructional Team focus.	Evaluation

Site Goal 1.4

ACTIVE PARTICIPATION

Teachers will increase their effective use of active participation from _% to % by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Active Participation

Action 1.4.1

Targeted Student Group(s)

- All • School-wide

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. <i>New teachers will participate in a New Teacher Cohort/ Mentoring Program. Monthly themes will include:</i> - Synergy - Google Classroom - PBIS/Tier I Strategies - FHQI-Best Practices - Active Participation - Social Emotional Learning 2. Instructional rounds will continue during the 26-27 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 Additional focus for 26-27 to include an increased Level of questioning observed during Font walk throughs and Instructional rounds. Enhancement of Critical Thinking skills - EL team will be released as a cross curricular team - Instructional Round data analysis to drive Monthly Staff meeting PD <i>40k Certificated Timesheets Supp Con</i> These action includes funding for time sheets, substitutes, release time.	Progress Monitoring Progress Data: - Aligned Curriculum Maps - Site developed common assessments via Illuminate - Professional Development - Agendas & Minutes from trainings/ meetings - District benchmarks - Content standards implementation - Administration will track implementation level of Active Participation via FONT data Progress Monitor Frequency: - Reviewed at bi-monthly PLC meetings - Assessments reviewed in monthly PLC meetings. - Monthly Instructional Rounds and debrief - 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	Evaluation

Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 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.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity

Site Goal 2.1

African 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 and by the California dashboard. .

English Language Arts:

- Average ELA distance from standard scores will increase from <X> to <Y> or higher

Math

- Average MATH distance from standard scores will increase from <X> to <Y> or higher

Chronic Absenteeism

- Chronic Absenteeism for African American students will decrease below 25% by May of 2027.

Suspension Rate

- Suspension Rates for African American American students will drop below 20% by May of 2027.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
African American Students Academic/Instructional Support This goal is supported by Site Goals 1.2.1, 1.2.2, 1.2.3 Staff will review EL and Math SBAC data and track African American student progress. Counselors will identify specific African American students who are earning D's and F's in Math & ELA ELA and Math Coaches will work with departments to identify those students needing Math Focus class support and ELA intervention. JRMS will collaborate with Regional Equity coach to provide professional development on implementing culturally responsive teaching strategies. (Nov & Jan) Chronic Absenteeism This goal is supported by site goals 4.1.1 Regional Attendance Improvement Technician will collaborate with School Office Technician and Admin to monitor attendance of African American students.	ELA and Math teams will meet during department PLC to review formative assessment data. FONT Data will be reviewed quarterly to monitor implementation of high-quality instruction. Students of Concern Spreadsheet will be reviewed, weekly, at Team meetings Admin and counselors will monitor D/F Grades: At the end of Progress Reports Quarters 1, 2, 3, 4. Admin and counselors will monitor African American student progress in ELA and Math for each grading period for Quarters 1, 2, 3, 4. At the end of the first month of school, RAIT will provide an attendance report for African American students to counselors and Admin. 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-in. Counselors will check-in with students and document contact via Synergy Student Contact	

Fostering Positive Relationships This goal is supported by site Goals 3.1.1, 3.2.2 Counselor/Teacher/Admin phone calls home offering support in areas of need as measured by GPA/Attendance/discipline data Targeted African American students will be identified for weekly support in an Admin/Counseling Advisory section. Counseling/Admin/Teachers will work with IYT to identify African American students for mentorship through program participation.	Log. 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 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. Admin will check in monthly with IYT program manager for the purpose of tracking IYT mentorship, enrollment and Programming.	
--	--	--

Site Goal 2.2

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:

- Average ELA distance from standard scores will increase from <X> to <Y> or higher

Math

- Average Math distance from standard scores will increase from <X> to <Y> or higher

Chronic Absenteeism

- Chronic Absenteeism for Students with Disabilities will decrease below 25% by May of 2027

Suspension Rate

- Suspension Rates will drop below 15% Students with Disabilities by May of 2027

Metric: Students with Disabilities Disparity

Action 2.2.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made

		based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Students with Disabilities Academic/Instructional Support This goal is supported by Site Goals 1.2.1, 1.2.2, 1.2.3 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. Intervention tracking spreadsheet will be used for progress monitoring. Chronic Absenteeism This goal is supported by site goals 4.1.1 Regional Attendance Improvement Technician will collaborate with School Office Technician and Admin to monitor attendance of African American students. Fostering Positive Relationships This goal is supported by site Goals 3.1.1, 3.2.2 Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup. 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. 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. Special Education students will be scheduled into Advisory sections with their case managers. Meeting weekly. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	Formative and summative assessments will be collected by classroom teachers and reviewed with case managers, weekly. GPA's will be reviewed at progress reports and the end of each Quarter by case managers and classroom teachers. Special Education PLC will meet weekly to review formative assessment data as well as Intervention Spreadsheet. Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins. At the end of the first month of school, RAIT will provide an attendance report for Students with Disabilities to Admin and case managers. 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. Case managers will check-in with students and document contact via Synergy Student Contact Log. 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. 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. 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.	

Site Goal 2.3

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. .

English Language Arts:

- Average ELA distance from standard scores will increase from <X> to <Y> or higher

Math

- Average math distance from standard scores will increase from <X> to <Y> or higher

Chronic Absenteeism

- Chronic Absenteeism for Homeless students will decrease below 40% by May of 2027

Suspension Rate

- Suspension Rates will drop below 15% for Homeless Students by May of 2027

Metric: Homeless Student Disparity

Action 2.3.1

Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Homeless students and Academic/Instructional Support</u> This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Working in collaboration with relevant District departments, identify and provide targeted support to students experiencing homelessness including: Academic intervention, tutoring and homework assistance Access to the ASSES after school program. Supplies and other basic educational needs <u>Chronic Absenteeism</u>	Progress Monitoring 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. GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors At the end of the first month of school, RAIT will provide an attendance report for Homeless students to counselors 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-in.	Evaluation

This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Homeless students By August, and quarterly thereafter, Admin will identify the students experiencing homelessness and monitor attendance, behavior, suspensions, and academic progress <u>Building Positive Relationships</u> This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1 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.) <u>Possible Expenditures could include:</u> Purchase of school supplies (backpacks, school supplies, PE Clothes, Hygiene Items, snacks, funds for field trips and other extracurricular activities)	Counselors will check-in with students and document contact via Synergy Student Contact Log. Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness. Administration will meet with front office staff quarterly to monitor enrollment and address barriers for students experiencing homelessness.	
---	--	--

Site Goal 2.4

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. .

English Language Arts:

- *Average ELA distance from standard scores will increase from <X> to <Y> or higher*

Math

- *Average math distance from standard scores will increase from <X> to <Y> or higher*

Chronic Absenteeism

- Chronic Absenteeism for Foster Youth students will decrease to 30% by May 28 of 2027.

Suspension Rate

- Suspension Rates for Foster Youth students will drop below 30% by May 28, 2027 .

Action 2.4.1

Targeted Student Group(s)

- Foster Youth

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Foster Youth and Academic/Instructional Support</u> This goal will be directly supported by Site Goals 1.2.1 and 1.2.2, 1.2.3 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. If needed, our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care. For foster youth with academic or attendance concerns, phone calls will be made to the foster family to share the supports JRMS can provide. Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in. <u>Chronic Absenteeism</u> 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. <u>Building Positive Relationships</u> 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	Progress Monitoring GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors Counselors will check-in with students and document contact via Synergy Student Contact Log. 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 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. Counselors and Foster Youth case manager will check-in with students and document contact via Synergy Student Contact Log.	Evaluation

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

Site Goal 2.5

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

English Language Arts:

- Average ELA distance from standard scores will increase from <X> to <Y> or higher

Math

- Average math distance from standard scores will increase from <X> to <Y> or higher

Chronic Absenteeism

- Chronic Absenteeism for Native American students will fall below 25% by May 28 of 2027

Suspension Rate

- Suspension Rates for Native American students will fall below 20% by May 28 of 2027

Metric: African American Disparity

Action 2.5.1

Targeted Student Group(s)

- American Indian or Alaska Native

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Native American student and Academic/Instructional Support</u> This goal will be directly supported by Site Goals 1.2.1 and 1.2.2, 1.2.3 Counselors will monitor the progress of our Native american students in both academics and attendance. If the student has an IEP,	Progress Monitoring GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors Counselors will check-in with students and document contact via Synergy Student Contact Log.	Evaluation

the case manager will assist with this as well. 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. 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. Native American students 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 Native american students and track attendance. Building Positive Relationships This goal will be directly supported by Site Goals: 3.1.1, 3.2.2, 3.2.3. RAIT acounseling and Admin will reach out to guardians/families as needed to provide support.	At the end of the first month of school, RAIT will provide an attendance report for Native American students to counselors and Admin 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. Counselors will check-in with students and document contact via Synergy Student Contact Log.	
--	--	--

Funding Sources for District Goal 2		
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 (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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 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. <i>Average student ratings of overall climate will increase from <x> to <y>favorable or higher</i> <i>Average student ratings of SEL competencies will increase from <X> to <Y> favorable or higher</i>

Metric: Active Participation

Action 3.1.1

Targeted Student Group(s) • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Tier I</u> 1. All Staff will engage in the promotion of the	Progress Monitoring The Tier I PBIS team, and coach, will review the monthly data for students receiving	Evaluation

JRMS 4B's and a positive school climate through full implementation of the sites PBIS initiatives. To Include the following: • 5 Star Rutter Buck distribution • Tier I interventions in the classroom • PBIS kick-off (Aug) & PBIS Reboot (Jan) JAMES RUTTER will contract with a speaker to promote school wide culture and climate. <i>10k Contracts and Services-Title I</i>	RUTTER BUCKS and checking into 5 Star for events AND tutoring. Data will be presented monthly to staff	
---	--	--

Action 3.1.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>PBIS Tier 2</u> Continue the work of MTSS Tier 2 committee who will meet weekly during the school year. MTSS Tier 2 team and school social worker will review GPA, attendance and discipline data weekly to develop and implement intervention plans for struggling students. MTSS Tier 2 team will train/refresh staff in using MTSS referral process. Tier 2 team will review MTSS forms submitted by teacher, teams, and counselors to make informed decisions on targeted Tier 2 interventions. MTSS Tier 2 team and counselors will update teams on interventions and progress of students. Student Groups will be led on campus: as determined by the Tier 2 MTSS 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, Attendance	Progress Monitoring 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 used to gather data and monitor progress. PBIS Tier 2 team will log and track interventions and provide timely reports back to teachers/teams on a biweekly basis. PBIS Tier 2 TIPS meeting agendas will be created and utilized by team. Students of concerns and MTSS referrals (RFA) will be monitored by PBIS Tier 2 Coordinator, Admin, and counselors. PBIS Tier 2 team will share updates with Teams for Students of Concern once they have been referred to PBIS Tier 2 team. 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	Evaluation

Ander Management.	meeting to identity targeted action steps and implementation. 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.	
-------------------	---	--

Action 3.1.3

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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: • SEL • Bullying/Cyberbullying • Transcript Review (quarterly) Intervention Advisory sections will be continued in 26-27 to support identified at-risk students. Sections to include: • 5 Sections for RSP teachers (Caseload students) • EL section for targeted EL students • Student Equity Council section to adress and develop plan of action for identified site inequities. A Co-Advisor will be added to support the restructure and development of the Advisory lessons for 26-27. • Development of the yearly calander • Work with Tier I PBIS to include monthly PBIS initives in lessons • Development of TIER I acknowledgment system for lesson completion • Section and Individual completion raffle (FACE donations)	Advisory calendar will be created and lessons linked to weekly Advisory lessons PBIS Tier I Coordinator will collaborate with Advisory coordinator for lessons and lesson accountability. Intervention Advisory sections will track Attendance, Behavior and Academic Progress Bi-Quarterly. Survry Completion of 25-26 CHKS and Student Perspective Survey will be tracked through Advisory section Completion Percentage	

• Work with Counseling for SEL competency lessons • Development of site wide Rapid Measure surveys to survey student SEL coompetency ratings 4,000 Title I certificated time sheet		
--	--	--

Site Goal 3.2

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

The percentage of students suspended 1 or more times will decrease from to or lower

- (5/8)Current Data: All students 12.0%; Hispanic _12.7_%; African American _30.6_%; SED _12.5_%; SWD _20.1_%; Two or More _22.0_%
- Goal by May 2027: All students _10.5_%; Hispanic _10.5_%; African American _20.0_%%; SED _10.5_%; SWD _15.0_%; White ; Two or More _15.0_%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan JRMS will fully staff a Wellness Center with a 1.0 FTE Wellness Counselor. The Wellness counselor will provide services to include: • Conflict Mediation • Group Sessions • Individual Sessions • Grief and Loss • Tier II team Counseling lead • Restorative Practices • Risk Assessments	Progress Monitoring Montly data will be tracked to include Wellness Center check in for services. Check-in will be segregated into reason for visit. • Tracking of yearly decrease in Ed Code 48900.a1 violations. • The designated team member will bring monthly suspension data to Tier 1 Meetings.	Evaluation • MENTOR CALIFORNIA PROPOSAL • ALL THINGS PRETTY PROPOSAL

1.0 FTE- Title I \$ 154,341 (Lisa Mehl)

JAMES RUTTER MIDDLE SCHOOL will fund .4 FTE of a counseling Position to complete a 1.0 position. Duties to include, but not limited to, will be:

- Brief Intervention coordinator for the site
- Coordinate small groups
- Chronic absenteeism liaison for counseling with AIO, Administration and Tier II
- Advisory Co-Coordinator

.4 FTE-Supplemental Concentration \$32,000 (Sandi Lo)

JAMES RUTTER MIDDLE SCHOOL will partner with Mentor California via a grant funded through FACE.

- Summer PD (early training) will be offered June 5. Co-PD offering hosted at Jackman Middle School (Timesheet by FACE)
- Early Release PD for JRMS Staff (9/17/26, 11/12/26, 1/21/27)
- Additional staff PD/training TBD with contractual talks are ongoing.

15k Cert time sheets-Supp Con

2k classified time sheets-Supp Con

JAMES RUTTER MIDDLE SCHOOL will partner with ALL THINGS PRETTY in 26-27 in support of at risk female students.

- 30 week programming
- 2 mentors
- both lunches and pull our mentorship
- Programing celebrations and recognitions

34K Supp Conn-Contracts and Services

JAMES RUTTER will contract with CROSSOVER for lunch time activities during 26-27

- two coordinators
- three days per week
- 1st & 2nd lunch

30 Contracts & Services-Supp Conn

Tier 1 Team will monitor referrals and suspension data at their monthly meetings.

Site led professional development to PBIS, SEL, RP. (integrating SEL into academic content, Deescalation Techniques).

- 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.
- 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

Counselor Position funded via Supp Conn

- Brief Intervention Coordinator

-coordinate all Brief Interventions scheduled.

-Disseminate google form tracker and monitor completion and follow up.,

- Advisory Co-Cordinator

-Represente counseling in the development of SEL competency lessons and accountability for the fidelity of delivery in all Advisory sections.

-Monthly share out at Tier I and staff meeting

--	--	--

Funding Sources for District Goal 3		
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)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

By May of 2026, The percentage of students chronically absent will decrease from <X> to <Y> or lower

Red Designation:

- EL students will decrease from to
- Two or More Races from to
- White Students from to

Orange Designation:

- African American students will decrease from to
- Hispanic students will decrease from to
- SED will decrease from to
- Asian students will decrease from to
- LTEL students will decrease from to

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 why it's important to attend school. Continue communications throughout the year. 3. Home Visits will be coordinated for at risk students. 4. Admin will utilize pre-service, along with staff meetings, to train about district policies and positive messaging regarding attendance.	Progress Monitoring • Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. • Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. • The Attendance Team will share data with staff at staff meetings and report to the community	Evaluation

5. School Status Attend software pilot to target attendance. Traning in May. Eval process TBD

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal

Action 4.1.2

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Site Goal 4.2

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

Targeted Student Group(s)

- EL • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation.

		Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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 childrems education and strengthen parent-teacher-school collaboration. Parent engagement 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) JRMS will partner with FACE to support communication with families advertising all events. Flyers will be created, translated and distributed, on multiple platforms, to JRMS community. Admin will coordinate with FACE liason and JRMS team to increase ParentVue sign up and participation rate. \$15,000 Contracts/Services Title I We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal	El coordinator and Admin will monitor PIQE registration and participation up to the 8 week parent graduation at the completion of the program. Attendance at events will increase and will be monitored through event sign-in sheets.	

Action 4.2.2

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
JRMS admin will collaborate with FACE, EL coordinator and counseling to increase Parent Perspective Survey percentage. Perspective Survey QR code will be provided at the 8th grade promotion meeting for	Completion percentage will be monitored when pushed out by RED.	

completion. Survey will be scheduled to be pushed out via TP/synergy to parents with survey link attached EL Coordinator will push Survey through ELAC Spring meeting and with communication to their connected families. QR survey link will be made available at sign-in for Bring your Parent to Lunch day during survey window. ADMIN will collaborate with FACE liason for continued community communication during testing window. Testing		
--	--	--

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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	\$86,871	\$0	\$154,341	\$0	\$241,212
Certificated- Timesheets	\$8,129	\$0	\$4,400	\$0	\$12,529
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$859	\$1,000	\$1,859
Contracts/Services/Subscriptions	\$25,000	\$0	\$10,000	\$15,000	\$50,000

Title I Basic (4900/3010) Total: \$305,600

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$41,934	\$0	\$32,000	\$0	\$73,934
Certificated- Timesheets	\$143,000	\$0	\$15,000	\$0	\$158,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$2,000	\$0	\$2,000
Materials/Supplies/Equipment	\$12,143	\$0	\$0	\$0	\$12,143
Contracts/Services/Subscriptions	\$20,000	\$0	\$64,000	\$0	\$84,000

Supplemental/Concentration (7201/0000) Total: \$330,077

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$41,934	\$0	\$0	\$0	\$41,934
Certificated- Timesheets	\$15,000	\$0	\$0	\$0	\$15,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$708	\$0	\$0	\$0	\$708
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$57,642

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) | 2026-2027

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	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$305,600	\$120,000	\$0	\$169,600	\$16,000	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$330,077	\$217,077	\$0	\$113,000	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$57,642	\$57,642	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$693,319	\$394,719	\$0	\$282,600	\$16,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$305,600
Subtotal of state or local funds included for this school	\$387,719