



Samuel Jackman Middle School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Natasha Lewis-Jones

County-District-School (CDS) Code: 34673146109821

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

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

IV. Goals, Action Plans and Progress Monitoring

Samuel Jackman Middle School | Focused Work: 2024-2025

Goal Setting (Icapid: 644)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will 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?

Information about goals and allocations were shared with School Site Council attendees, data was shared, and input was solicited on 11/26/23, 12/7/23, 1/11/24, 3/21/24, and 5/2/24. On January 5, 2024, the leadership team, and on February 21, 2024, the whole staff, was presented with LCAP updates and gave input about how to spend the remaining funds. The information gathered was used to prioritize LCAP

spending. The SSC discussed and conducted the annual review on March 21, 2024 and drafted a preliminary budget and goals. On May 2, 2024, the LCAP was presented to and approved by the School Site Council. On May 13th, the LCAP was presented to the leadership team. Team members were able to provide input and bring the information to their department members. The ELAC Committee was given the opportunity to provide their input into the LCAP on August 31, 2023, November 16, 2023, and May 17, 2024.

2. Impact of LCAP and Annual Update

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

The consultations affected the LCAP for the upcoming year by providing transparency to the process which provided an opportunity for those who engaged to gain a better understanding and provide input. As a result of the consultations with stakeholders, we were able to set focused goals, prioritize spending, and order items / employ outside agencies that would support staff and students for both the 2023-2024 and 2024-2025 school years.

Some of the input that is included in the SJMS LCAP are the following:

- SCOE coaching support
- Additional parent nights/activities
- Saturday Academy
- PLC release time
- PD for teachers in subject areas, PBIS, SEL, and Restorative Practices
- Continuing to provide lunchtime/before and after school activities/groups

Resource Inequities (ATSI 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.

Samuel Jackman has been classified as a Comprehensive Support and Improvement (CSI) school based on our subgroups being identified with a number 1 indicator in Suspension Rate, ELA & Math standardized testing, and ELPAC testing scores. Although, some of the subgroups have made improvements (African-American and Students with Disabilities) in some areas, the indicators display the need for additional targeted support to meet growth goals for all students. In addition, the majority of the student groups improved in the area of Chronic Absenteeism.

[CSI DATA](#)

Throughout our SJMS LCAP, we have put goals and actions in place to address the inequities amongst student groups in both academics and the suspension rate.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7554) (DTS: 12/13/23)

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

- ELA, students will improve by the following percentages in the 2024-2025 school year:
 - All Students, from 23% to 27%
 - African American, from 19% to 23% or more
 - American Indian, from 20% to 24% or more
 - Asian, from 30% to 34% or more
 - Hispanic, from 19% to 23% or more
 - Pacific Islander, from 19% to 23% or more
 - White, from 24% to 28% or more
 - Two or More, from 19% to 23% or more
 - EL, from 2% to 6% or more
 - Foster Youth, from 50% to 54% or more
 - Homeless, from 16% to 20% or more
 - SED, from 20% to 24% or more
 - SWD, from 2% to 6% or more
- Math, students will improve by the following percentages in the 2024-2025 school year:
 - All Students, from 13% to 17%
 - African American, from 6% to 10% or more
 - American Indian, from 0% to 4% or more
 - Asian, from 18% to 22% or more
 - Hispanic, from 11% to 15% or more
 - Pacific Islander, from 19% to 23% or more
 - White, from 15% to 19% or more
 - Two or More, from 14% to 19% or more
 - EL, from 3% to 7% or more
 - Foster Youth, from 25% to 29% or more
 - Homeless, from 4% to 8% or more
 - SED, from 11% to 15% or more
 - SWD, from 0% to 4% or more
- Science, students will improve by the following percentages in the 2024-2025 school year:
 - All Students, from 13% to 17%
 - African American, from 6% to 10% or more
 - American Indian, from 0% to 4% or more
 - Asian, from 15% to 19% or more
 - Hispanic, from 12% to 16% or more
 - Pacific Islander, from 14% to 18% or more

- White, from 18% to 22% or more
- Two or More, from 22% to 26% or more
- EL, from 1% to 5% or more
- Foster Youth, from 50% to 54% or more
- Homeless, from 0% to 4% or more
- SED, from 0% to 4% or more
- SWD, from 14% to 18% or more

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

Action 1.1.1 (SiteGoalID: 7554) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Teacher Support / Instructional Support</p> <p>Purchase supplementary curriculum, technology, instructional supplies, software, and resources, to increase the quality of instruction/curriculum, and enhance student engagement/teacher effectiveness. Items may include, but are not limited to, No RedInk, Flocabulary, WeVideo, Books for book studies, etc.).</p> <p>Staff will meet to discuss curriculum, school/dept goals, student progress, strengthens/areas of concern, solutions, and more.</p> <ul style="list-style-type: none"> • Department meetings 	<p>Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration:</p> <ul style="list-style-type: none"> • Walkthroughs (FONT / Peer-to-Peer • Department meeting agendas and minutes • Instructional Coach meeting minutes • Leadership meeting minutes • Sign-In Sheets, Conference Feedback Form, and Teacher-led PD • Number of completed coaching cycles • Illuminate completion rates and scores • School secretary will monitor teacher use of Duplo and a survey will be given at the end of the year to determine if teachers would like to 	<p>Evaluation</p>

- Leadership meetings and retreat
- Individual administrative meetings with department chairs
- Administrative meetings with instructional coaches monthly (Math, ELA, EL, Equity, and AVID.)
- Administrative meetings and retreat

Increase the quality of instruction students receive by providing teachers with professional development. This may include, but is not limited to:

- Book Studies
- Release Days
- On-Site PD
- Contracted PD from an outside provider
- PD for certificated and/or classified staff via conferences

Provide FTE for academic interventions and more individualized and targeted supports to students

- 0.2 FTE Intervention - Title I (\$20,359)
- 0.4 FTE - Sup Con

We will purchase allowable, reasonable, and necessary supplies to complete this goal.

Purchase to include, but not limited to, a maintenance agreement for a workroom Duplo. This will ensure that staff can utilize frequent assessments and reteaching opportunities to participate in PLC process and increase learning (set measurable and relevant goals, review common data, share teaching strategies, etc.). Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.

continue use the following year.

Information will be presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a semester.

Action 1.1.2 (SiteGoalID: 7554) (DTS: 05/02/24)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>PLCs</p> <p>Teachers will work collaboratively during release days and after school to align curriculum to content standards, provide students high-quality instruction aligning to the Instructional Framework, as well as, create/analyze common assessments. The work will be driven by the four PLC guiding questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?)</p> <ul style="list-style-type: none"> • Professional development release days and time sheets • Purchase related curriculum, technology and software • Professional literature and subscriptions • Supplies • Printing costs • Supplementary materials • Conferences/Workshops • Site Planning/ Department/Curriculum Team Release Time 	<p>Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration and/or the leadership team members:</p> <ul style="list-style-type: none"> • Site developed common lessons after PLC meeting/release day turned into administration • Walkthrough Data • Improvement in report card grades • Common Formative/Summative Assessments • Artifacts turned into admin from the meetings <ul style="list-style-type: none"> ◦ Agendas ◦ Minutes ◦ Common Assessments ◦ Unit Plans <p>Information will be presented to staff at a staff and/or leadership meeting (quarterly) or reviewed with department chairs during their check-ins with administration (quarterly).</p>	<p>Evaluation</p>

<ul style="list-style-type: none"> • Summer Planning <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>		
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Action 1.1.3 (SiteGoalID: 7554) (DTS: 05/02/24)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Saturday Academy</p> <p>ELA, Math, and EL classes will be offered to provide remediation and/or enrichment to students. This program will target students who are failing or excelling in classes and new comers. (Additional subjects may be added.)</p> <ul style="list-style-type: none"> • Recruitment • Lesson Preparation/Planning • Program Funding (Teaching and Administration) <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>	<p>Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration and/or Saturday School Teacher:</p> <ul style="list-style-type: none"> • Increased Promotion Rate • Increased CAASPP scores • Reduced D/F Data <p>Information will be presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a semester.</p>	<p>Evaluation</p>

Action 1.1.4 (SiteGoalID: 7554) (DTS: 05/02/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>AVID</p> <ul style="list-style-type: none"> Provide AVID 7th and 8th grade elective sections AVID Summer Institute / Conferences On-site PD Speakers/Presenters AVID Coordinator Field Trips (including scholarships, transportation and entry fees) Recruitment On-site contracts with outside providers Tutors (SCOE/AVID) <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>	<p>Progress Monitoring</p> <p>All of the following monitored at least quarterly by AVID coordinator and/or team:</p> <ul style="list-style-type: none"> CAASPP Results Quarterly grades PLC performance data in ELA and Math disaggregated by AVID status AVID Implementation Assessment <p>Information presented to the supervising administrator quarterly.</p>	<p>Evaluation</p>

Action 1.1.5 (SiteGoalID: 7554) (DTS: 05/02/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>CTE and GATE</p> <ul style="list-style-type: none"> • Paxton Patterson/Future Quest Units • Annual PLTW fee • Software • Subscriptions • Field Trips (including scholarships, transportation and entry fees) • Competitions • Instructional Equipment and supplies (technology based) • Robotic Equipment • Service existing equipment • GATE Coordinator • Release Time to collaborate with VHS CTE staff <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>	<p>All of the following will be monitored at least once a year by administration and/or CTE Staff:</p> <ul style="list-style-type: none"> • Increased ELA CAASPP scores • Grades • Student completion of Paxton modules • Student Interest/Enrollment Requests • High School Pathway Interest/Requests • FONT Walkthrough Data <p>Information will be presented to the VAPA department and/or School Site Council at least once a year.</p>	
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Action 1.1.6 (SiteGoalID: 7554) (DTS: 05/13/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>SCOE Coaching Support</p> <p>Provide site-based support for teaching Social Science, English/EL, and Science.</p> <ul style="list-style-type: none"> • One coach per department • Monthly content area team planning, lesson delivery 	<p>All of the following will be monitored at least once a quarter by administration:</p> <ul style="list-style-type: none"> • FONT Walkthrough Data • SCOE observation schedule • Completion of at least two common lessons with instructional rounds • Illuminate Data 	

<p>support, individual teacher coaching/observation/debrief</p> <ul style="list-style-type: none"> • Provide PLC support (including attending PLC meetings on the Mondays they are present) • Meet with department chairs to identify specific goals • Support creating common lessons and assessments • Align curriculum to content standards and provide students high-quality instruction aligning to the Instructional Framework • Facilitate/Participate in instructional rounds/observations and discussion • Monthly meeting with coach and administration to discuss progress • Site coaches to participate in instructional rounds and planning to keep the work consistent • Calibrated walkthrough with administrations 	<ul style="list-style-type: none"> • End Unit Assessments • Teacher evaluations (how well they do on the CSTPs) • Teacher survey <p>Information will be reviewed by administration and SCOE coach(es) (quarterly), reviewed with department chairs during their check-ins with administration (quarterly), and presented to staff at a staff/leadership meeting (quarterly).</p>	
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Action 1.1.7 (SiteGoalID: 7554) (DTS: 05/15/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>ELA Instructional Coach</p> <p>An increase of ELA coaching support to improve scholar achievement</p>	<p>Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration, ELA Coach, and/or ELA Department (Chair):</p>	<p>Evaluation</p>

<ul style="list-style-type: none"> • ELA Instructional coach in-class support for implementing the principles of the Instructional Framework • Work in classes to provide targeted supports for students. • Attend / participate in ELA PLC meetings, at least once a month, to analyze student work/data, performance towards SMART goals, and/or create new goals/common assessments/lessons. • Conduct ELA Coaching cycles • Assessment • Illuminate training and scheduling support • Attend / participate in SCOE ELA PD days • Work with ELA teachers to monitor test scores and grades 	<ul style="list-style-type: none"> • FONT Walkthrough Data • SCOE PD attendance • ELA teacher evaluations (how well they do on the CSTPs) • ELA Illuminate completion rates and scores. • Review a document that accounts for which days/periods the ELA coach is working in the classrooms. • Number of ELA coaching cycles • PLC attendance • ELA Grades (quarterly) • Teacher survey • CAASPP Results <p>Information will be presented to the supervising administrator and reviewed with department chairs during their check-ins with administration (quarterly).</p>	
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Site Goal 1.2 (SiteGoalID: 7557) (DTS: 12/13/23)

Increase the number of students who are reclassified from 13% to 16% or more.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1 (SiteGoalID: 7557) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>English Learners</p> <p>EL Coordinator</p> <ul style="list-style-type: none"> Assist with arranging EL Tutoring Assist with signing EL students up for Saturday Academy Attend to maintenance of EL student records including EL/RFEP monitoring, EL student identification and course placement, reclassification, and parent communication Attend English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings at a minimum of three times per school year Participate in the Initial and Summative administration of the ELPAC Assist with administering and analyzing the results of the My Road to Reclassification in the Academic Writing Classes Communicate regularly with administration Identify LTEL students who have a C or lower in their classes, then check-in with student and their teachers to discuss strengths/weaknesses and determine needed supports Attend/support EL PLCs ...and more <p>Purchase library books that reflect the home languages of SJMS students for enrichment and to support reading fluency.</p> <p>Provide opportunities for EL staff to attend workshops/conferences. After attending, the expectation is</p>	<p>All of the following will be monitored at least once a quarter by administration, EL Coordinator and/or EL Coach:</p> <ul style="list-style-type: none"> ELA Grades Attendance at EL Saturday Academy Non-English library books purchased Conference Form completion and staff presentations LTEL ELA Grades Illuminate Scores Documentation of meetings with LTELs and their teachers My Road to Reclassification Completion for students in the Academic Writing classes (3 times per year) <p>Information will be presented to or reviewed by administration, EL Coordinator, EL Coach, and/or EL Department at least once a quarter.</p>	

that they share strategies with SJMS staff at a meeting (staff, PLC, Leadership, etc.)

Additional FTE for EL support classes offered in Science, Math, and Social Science

- Provide academic interventions for more individualized and targeted supports to students

Contract classified Teaching Associate- Bilingual Translator/Interpreter (BTATI) for support in EL newcomer courses. The preferred language of the BTATI is Farsi/Darsi/Pashtu (*should funding permit*)

- Provide academic interventions during the school day
- Assist teachers with lesson preparation and getting supplemental materials ready
- Maintain and track data on student performance levels in core courses
- Revise lesson material with students individually or in small groups
- Collaborate with EL Team teachers to recognize issues students are facing and recommend solutions
- Document student progress

We will purchase allowable, reasonable, and necessary supplies to complete this goal, including, but not limited to:

- Instructional Materials and Supplies/Equipment
- Technology and software
- Training Materials and Light Snacks for ELAC
- Additional curriculum, materials, and/or online subscriptions

Provide funding for additional supports of EL instruction/intervention, ELPAC testing, and enrichment

<ul style="list-style-type: none"> • Fieldtrips • Tutoring • Professional Learning/Release Time • Extended Day learning opportunities • ELPAC Testing • After hour BTA translation services 		
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Site Goal 1.3 (SiteGoalID: 7864) (DTS: 05/02/24)

In the Valley Region, implementation of effective active participation will increase from 67.6% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher asks questions, and gives enough time to come up with an answer, will increase from 64% to 72%.
- Teacher survey data regarding the current level of implementation of active participation will increase from 81.6% to 83%.
- FONT implementation data will increase from 45.3% to 50% (PIC Data).
- Student survey data regarding whether their teacher expects all students to participate every day will increase from 74.7% to 77%.

Metric: Other

Action 1.3.1 (SiteGoalID: 7864) (DTS: 05/02/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Regional Goal	All of the following will be	

<ul style="list-style-type: none"> • Work with regional coaches to develop PD centered around active participation • Provide additional PD on FONT and active participation • Regional principals will share and contribute to a spreadsheet that documents FONT implementation. 	<p>monitored at least once a quarter by Valley Region Principals:</p> <ul style="list-style-type: none"> • FONT Implementation Completion • FONT Walkthrough Data • PD feedback <p>Information will be shared with site administration once a quarter.</p>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 644)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	22359	Certificated- Salaries
Title I – Basic (4900/3010)	15000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	15000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	14827	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	8000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	8110	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	20000	Certificated- Salaries

EL Supplemental (7250/0000)	1000	Certificated- Timesheets
EL Supplemental (7250/0000)	20000	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	500	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	2321	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7559) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7559) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Illuminate Benchmark	All of the following will be	

<p>Assessments</p> <ul style="list-style-type: none"> Benchmark Assessments will be given to all Math and ELA students Communicate testing dates to families and staff Coaches to train staff on the use of Illuminate assessments to determine areas in need of reteaching ELA/Math Department Chairs and Coaches, as well as, supervising administrators will assist with scheduling and following up with teachers to ensure the tests are given. 	<p>monitored by administration, ELA/Math Department Chairs, and/or ELA/Math Coaches:</p> <ul style="list-style-type: none"> Benchmark completion rates SJMS Calendar (or alternative calendar) <p>Information will be presented to or reviewed by administration, ELA/Math Department Chairs/Coaches, and Math/ELA Department at least once a semester.</p>	
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Action 2.1.2 (SiteGoalID: 7559) (DTS: 05/02/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>ELPAC</p> <ul style="list-style-type: none"> EL monitoring, ELPAC coordination, initial testing and placement will be managed by EL Coordinator, with support from the EL Coach. Summative Assessments will be given to all EL students 	<p>All of the following will be monitored quarterly by ELPAC Coordinator, and/or EL Coach:</p> <ul style="list-style-type: none"> Percentage of completed Illuminate Assessments Illuminate Scores LTEL ELA Grades ELPAC completion rate <p>Information will be presented to or reviewed by administration, ELPAC Coordinator, EL Coach, EL Department, and/or the School Site Council at least once a</p>	

	quarter.	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 644)		
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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions

District Strategic Goal 3:

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: 7555) (DTS: 12/13/23)

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

Goal is to reduce suspension rates overall for targeted sub groups by the following percentages:

All Students, from 15.9% to 11% or less

Students with Disabilities, from 24.9% to 20% or less

African American, from 45.7% to 40% or less

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7555) (DTS: 12/13/23)**Targeted Student Group(s)**

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>Hire Program Administrator, School Office Technician, additional AVID sections, and additional counseling to assist with creating a positive school climate. These positions will focus on school engagement, restorative processes, SEL strategies, cultural responsive teaching strategies, high quality instructional strategies, after/before school enrichment opportunities, conflict mediation and/or mentoring. Continue to focus efforts on educational equity (including staff training) to reduce suspensions for African American, Hispanic, Foster Youth and SWD. In addition, the Program Administrator may oversee CSI interventions/activities, Title IX, CAASPP, attendance, restorative practices, parent partnerships, community involvement, intervention programs, and more.</p> <p>Title Funds (\$172,170 total): Program Administrator #1 (1.0 FTE - \$140,058) Counselor (0.2 FTE - \$32,112) AVID Teacher (0.4 FTE)</p> <p>Supplemental Concentration Funds: Program Administrator #2 (0.5 FTE - \$82,567) School Office Technician (0.5 FTE - \$34,395)</p>	<p>All of the following monitored monthly by administration and/or PBIS team:</p> <ul style="list-style-type: none"> • Decrease in Suspension Rates • Decrease in Physical Altercations • Decrease in Teacher Referrals • Increase in school attendance <p>Information presented to staff at least once a quarter.</p>	
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Action 3.1.2 (SiteGoalID: 7555) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Enhance school/lunchtime, ASES, and other before and after school opportunities for students to provide academic and social emotional supports for foster youth, English Learners and struggling students:</p> <ul style="list-style-type: none"> teachers/paraeducators (time sheets) supplies software equipment contract with outside providers tutoring (time sheets) transportation scholarships cultural and enrichment opportunities literature (library books) mentoring/tutoring college prep program guest speakers student enrichment opportunities (ropes course, college/job tours, etc.) <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>	<p>Progress Monitoring</p> <p>All of the following monitored monthly by administration and/or PBIS team:</p> <ul style="list-style-type: none"> Program Attendance SEL Survey Results Suspension rates during lunch time (high frequency time) Increased GPA Lowering at-home suspensions Increasing SBAC scores in ELA and Math <p>Information will be presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a semester.</p>	<p>Evaluation</p>

Action 3.1.3 (SiteGoalID: 7555) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>Purchase student planners to help students develop organizational skills and communicate with parents/guardians in order to increase school/home communication and school engagement and increase academic success and decrease disengaged behaviors that may lead to school discipline issues.</p> <p>Allows teachers to improve home-school communication with families</p> <ul style="list-style-type: none"> • Will benefit students improving executive functioning skills • Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course 	<p>All of the following monitored quarterly by administration and/or department chairs:</p> <ul style="list-style-type: none"> • Student Survey • Parent survey • SWD grades <p>Information presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a year.</p>	

Action 3.1.4 (SiteGoalID: 7555) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>Continue implementation of PBIS and Restorative Practices</p> <p>PBIS team will meet on a monthly basis to review schoolwide implementation and behavior data</p>	<p>All of the following monitored monthly by administration and/or PBIS team:</p> <ul style="list-style-type: none"> • Suspension Rates • Teacher Referrals 	

<p>to develop school wide lessons, behavior flowchart, staff PD and other necessary timely support.</p> <p>Utilize HAWK Time for Character Strong Implementation to support SEL focus.</p> <ul style="list-style-type: none"> • Providing funding for: <ul style="list-style-type: none"> ◦ professional speakers ◦ conferences ◦ student leadership development to ensure student voice (IYT, Cultural groups such as BSU, Girl Groups/Boys Groups) ◦ release time (time sheets) ◦ materials and supplies ◦ positive messaging (signs and banners) and public displays - PBIS funds/Sup Com ◦ PBIS meetings (timesheets) 	<ul style="list-style-type: none"> • MTSS Referrals/Interventions • Attendance • RISE Rally participants • Student Perspective Survey • CHKS <p>Information will be presented to or reviewed by administration, PBIS Team, leadership staff, and/or the School Site Council at least once a quarter.</p>	
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Action 3.1.5 (SiteGoalID: 7555) (DTS: 05/02/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>VAPA/Student Fees Include:</p> <ul style="list-style-type: none"> • Art supplies • Band: Musical Instruments, SMART Music, Sheet music, 	<p>All of the following monitored at least quarterly by administration and/or VAPA Department Chair:</p> <ul style="list-style-type: none"> • VAPA Event Participation 	

<p>equipment repair (Tom Hannickel)</p> <ul style="list-style-type: none"> Field Trips (including scholarships, transportation and entry fees) <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>	<ul style="list-style-type: none"> PBIS student engagement surveys VAPA Student Grades Decrease in VAPA Teacher Referrals <p>Information presented to VAPA Department members at least once a semester.</p>	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 644)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	172170	Certificated- Salaries
Title I – Basic (4900/3010)	14000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	40000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	30095	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	82567	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10894	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	34395	Classified- Salaries
Supplemental/Concentration (7201/0000)	500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	36000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	8538	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4: 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: <ul style="list-style-type: none"> • 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
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Site Goal 4.1 (SiteGoalID: 7556) (DTS: 12/13/23) Increase the productivity and frequency of home/school partnerships. Increase opportunities for Parent Involvement including monthly parent engagement opportunities. According to the 2023 Parent Survey results, 87% of all SJMS parents indicated that there are favorable relationships between school staff and families (effective provision of a respectful and welcoming environment). The goal for the 2024-2025 school year is to increase the percentage to 90% or more.
Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 7556) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p>Provide Family and Community Engagement programs and services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities.</p> <p>These opportunities include but are not limited to: College and/or Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, Family Nights/Activities, Home Visits and additional onsite and offsite opportunities through our Family and Community Engagement Office</p> <ul style="list-style-type: none"> Materials Interpretation/Translation Services Awards Time sheet teachers to present Time sheet classified staff to make recruitment and follow calls as needed. Conferences Contracted performances/activities <p>Increase communication efforts via Synergy emails and Talking Points messaging from administration and teaching staff.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete this goal.</p>	<p style="text-align: center;">Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, MTSS Team, and/or District Attendance Support Person:</p> <ul style="list-style-type: none"> Attendance Rates at the events/meetings Decrease in Chronic Absenteeism On-Campus Parent Volunteers Parent Survey Results CHKS Results SEL Survey Results MTSS referrals <p>Information will be presented to or reviewed by administration, leadership, and/or the School Site Council at least once a semester.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 4.2 (SiteGoalID: 7558) (DTS: 12/13/23)

2023 Data shows that SJMS has a 21.6% Chronic Absenteeism rate. The goal for the 2024-2025 school year is to have a rate of 11% or less.

Action 4.2.1 (SiteGoalID: 7558) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Attendance</p> <ul style="list-style-type: none">Good and/or Improved attendance certificatesBi-Monthly Talking Points about attendance factsKnock and talk visitsPorch visitsCollaboration between the AIO regional liaison and SJMS administrationAt least 4 Parent Newsletters per year to include attendance rates and tips.Provide attendance rates and information at SSC and ELAC meetings.School MessengerAuto dialers as necessaryPositive reinforcement through teacher communication via phone, Talking Points, and/or emailParent/Student SurveysConversations at school events and meetingsProvide FTE/Time sheet funding for supplemental classified staffing to support improvement in student attendance. The position will support parental outreach and communication to	<p>Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, and/or District Attendance Support Person:</p> <ul style="list-style-type: none">School Attendance RatesChronic Absenteeism Rate <p>Information will be presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a quarter.</p>	<p>Evaluation</p>

families of chronically absent students.		
We will purchase allowable, reasonable, and necessary supplies to complete this goal.		

Funding Sources for District Goal 4 (DEV - LCAP ID: 644)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	3965	Classified- Timesheets
Title I – Basic (4900/3010)	7000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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

Contracts/Services/Subscriptions

EL Supplemental (7250/0000)

0

Materials/Supplies/Equipment



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	\$22359	\$0	\$172170	\$0	\$194529
Certificated- Timesheets	\$15000	\$0	\$14000	\$1000	\$30000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$3965	\$3965
Contracts/Services/Subscriptions	\$15000	\$0	\$40000	\$7000	\$62000
Materials/Supplies/Equipment	\$14827	\$0	\$30095	\$0	\$44922

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$82567	\$0	\$82567
Certificated- Timesheets	\$8000	\$0	\$10894	\$0	\$18894
Classified- Salaries	\$0	\$0	\$34395	\$0	\$34395
Classified- Timesheets	\$1500	\$0	\$500	\$0	\$2000
Contracts/Services/Subscriptions	\$0	\$0	\$36000	\$0	\$36000
Materials/Supplies/Equipment	\$8110	\$0	\$8538	\$0	\$16648

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$20000	\$0	\$0	\$0	\$20000
Certificated- Timesheets	\$1000	\$0	\$0	\$0	\$1000
Classified- Salaries	\$20000	\$0	\$0	\$0	\$20000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$500	\$0	\$0	\$0	\$500
Materials/Supplies/Equipment	\$2321	\$0	\$0	\$0	\$2321

Justification of School-Wide Use of Funds

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

n/a

V. Funding

Samuel Jackman Middle School (418) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$375,265	\$67,186	\$0	\$256,265	\$11,965	\$39,849
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$190,504	\$17,610	\$0	\$172,894	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$43,821	\$43,821	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$609,590	\$128,617	\$0	\$429,159	\$11,965	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$375,265	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$234,325	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Natasha Lewis-Jones	_____	_____
School Site Council Chairperson	Sara Hedayet	_____	_____
EL Advisory Chairperson	Maria Arroyo	_____	_____