Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Jennifer Keyport

County-District-School (CDS) Code: 34673146120000

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Action Plans and Progress Monitoring

Toby Johnson Middle School | Focused Work: 2024-2025

Goal Setting (Icapid: 645)

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?

During the 2023-24 school year, the TJMS School Site Council met five times.

- September 14, 2023
- October 12, 2023
- November 30, 2023

- February 8, 2024
- May 16, 2024

The SSC provided feedback and adjustments into the 2023-24 LCAP and assisted with goal development on November 30, 2023 and February 8, 2024.

In April, 2023, staff, students, and parents of TJMS received an email with a survey link asking for their feedback and perspectives as part of the 2024-25 LCAP Needs Analysis.

On October 12, 2023, LCAP Metrics were shared with the School Site Council and feedback was solicited regarding "what works, what doesn't and why" with a Google form. On October 2, 2023, PIC data was shared with the site leadership team for reflection and celebration. On November 26, 2023, LCAP Metrics were shared with the Site Leadership Team and feedback was solicited with a Google form on each goal and action with "What's working, What is not and why?, and What modifications do we need to make?".

The TJMS ELAC Committee was given the opportunity to provide their input into the LCAP on October 23, 2023, January 18, 2024, and March 20, 2024.

On March 26, 2024, theTJMS staff had the chance to submit budget requests related to the four strategic goals of the LCAP.

2. Impact of LCAP and Annual Update

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

These consultations validated the work we were doing and the need to either discontinue, revise, or add goals and actions.
Revisions included:

Site Goal 1: There is a need to continue to offer professional development and collaboration for teachers to improve instruction for students in all sub groups.

- Continue to focus on high quality instruction regardless of teacher assigned, which mandates, PLC collaboration and common assessments. Add accountability to release time. Offer targeted professional development in ELA Literacy instruction. Continue to complete interim assessments with analysis.

Site Goal 2: Continued release days for PLC collaboration.

- Add an accountability piece to keep PLC work focused on the 4 common questions with common assessments by all.
- Ensure interim assessments are given with fidelity to align best practices and outcomes.

Site Goal 3: Continue the work and action plan for the Tier 1 and Tier 2 teams who are doing amazing work with fidelity.

- Keep the data analysis, targeted focus based on data and sharing data with all stakeholders monthly.
- Continue supporting the "Campus Coach" (.5 Teacher in Charge and .5 Restorative Practices Teacher) who is making connections with students, families and deeply involved in both the Tier 1 and Tier 2 teams.
- Improve the advocacy program by ensuring the coordinator is invested in the work, staff and students are surveyed to make the learning relevant and the lessons are implemented with fidelity.

Site Goal 4: All feedback is to continue with the structure for Family and Community Engagement.

- Keep the weekly Paw Print newsletter, "Loved Ones on the Lawn Days" both in the fall and spring, Incoming 7th Grade course information nights, Ice Cream Social, and Jump Start.
- Develop the AVID University Night to be campus wide and recruit bigger participation.

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.

As of Spring, 2024, TJMS entered ATSI for Students with Disabilities for the following reasons, linked document and summary below:

Linked document:
[ATSI DATA](#)

ATSI Summarized:
2022 State Indicators have SWD at level 1 in Math, ELA, Chronic Absenteeism, and Suspensions.
2023 State Indicators have SWD in red in Math, ELA, Chronic Absenteeism, and Suspensions.

Throughout TJMS LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

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: 7565) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 63% to 68% of our students meeting or exceeding standards on CAASPP.

- Very Low Category:
    - Students with Disabilities (SWD) will increase from 16% met or exceeded standards to 26%
- Low Category:
    - African American students will increase from 44% met or exceeded standards to 49%
    - English Learners (EL) students will increase from 21% met or exceeded standards to 26%
    - Socioeconomically Disadvantaged students will increase from 47% met or exceeded standards to 52%

Overall Math scores will increase from 50% to 55% of our students meeting or exceeding standards on CAASPP.

- Very Low Category:
    - Students with Disabilities (SWD) will increase from 17% met or exceeded standards to 27%
- Low Category:
    - African American students will increase from 27% met or exceeded standards to 32%
    - English Learners (EL) students will increase from 19% met or exceeded standards to 24%
    - Hispanic students will increase from 36% met or exceeded standards to 41%
    - Socioeconomically Disadvantaged students will increase from 35% met or exceeded standards to 40%

These sub groups will be targeted for academic intervention and tutoring services.

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

Action 1.1.1   (SiteGoalID: 7565) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
Provide funding for teachers to attend professional development opportunities. Potential PD opportunities include: • CLMS Conference • CADA Conference • NGSS (Science) Conference • Statewide PBIS Conference	What data will be collected? How often and when will it be collected? Data shared with? • Principal meets with Math and English coach monthly to check in on common assessment progress and analysis.	

- State Science Teachers Conference
- CAHPERD (Physical Education) Conference
- English Language Development Conference
- CSLA (Library) Conference
- Special Education Training
- Ford's Theater Oratory Program Membership
- AVID Summer Institute and trainings
- VAPA professional development

Emphasis this year for professional development will be attending conferences and workshops that target strategies to help with the achievement gap and disproportionality for Black/African American, EL, Foster Youth, Students with Disabilities and Low Income students.

Pay for substitutes so teachers can attend this professional development.

Yearlong Franklin Region focus and TJMS Admin focus will be specifically on teaching, modeling, discussing and tracking with font Instructional Framework Principle of teachers effectively using Success Criteria.

- The amount and frequency of teachers taking strategies learned at professional development and training fellow staff members at department and staff meetings.
- Observation of department and PLC meetings and how the new training is impacting lesson and assessment design and classroom delivery strategies.
- Department level common formative assessment data collected by grade level PLC's and analyzed by 3 teachers, coach (if applicable) and supporting department administrator.
- Common assessment data broken down by subgroups in PLC's with support of coach at least once per term to measure progress at decreasing disproportionality.

Action 1.1.2   (SiteGoalID: 7565) (DTS: 04/29/24)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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	• 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

	shared with?	progress?
Action Plan	**Progress Monitoring**	**Evaluation**
To specifically target students identified by the ATSI (Students with Disabilities), TJMS plans to: • Get as many Special Education Teachers and English Teachers to participate in the EGUSD Secondary Literacy Cohort for Four Release Days in 2024-2025. • Align the English, Bridge (Math/English), and English SpEd PLCs to ensure all teachers are following the same curriculum map focused on the same foundational skills. • Work with the ELA and Math Coaches to use all SBAC prep materials with students to familiarize them with the format and context. • Enroll SWDs in targeted after school tutoring.	What data will be collected? How often and when will it be collected? Data shared with? • Admin asks for Curriculum maps at the start of the year to ensure use of common scope and sequence. • Admin attends Department PLCs and Team meetings to be present while discussing plans, common assessments and best practices. • Work with ELA and Math coach to provide SBAC performance task prep materials mid year. • Monitor completion rates of interim math and English Assessments.	

Site Goal 1.2   (SiteGoalID: 7566) (DTS: 12/13/23)

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

• 66% EL and 62% EL Long Term, which is above the desired outcome for EGUSD of 55%

to:

• 71% EL and 67% EL Long Term according to the CA Dashboard publication.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.2.1   (SiteGoalID: 7566) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 EL students will be identified and scheduled first in the master schedule to ensure numbers do not exceed 1/3 of any one class and: • Provide direct intervention and strategies designed for EL students. • Ensure both grade levels are in compliance with the FPM guidelines. • Provide an ELD teacher in periods 1 and 2 for low level EL students that are not ready for the general education English class. Provide translation for documents and interpretation services. Regular translator support on campus once a week (if available). Provide funding for professional development around designated and integrated ELD. Continue to host Regional ELAC meetings with three translators, shared food, celebrations of student success, and awards. Send teachers, EL Coordinators and an ELAC Parent Member to the CASE conference. Provide funding for certificated staff to administer the initial ELPAC.	**Progress Monitoring** What data will be collected? How often and when will it be collected? Data shared with? • EL Coordinator, ELPAC Coordinator (admin), and EL Coach will measure EL student results and growth on common assessments in core classes as compared with their general education peers. • Increase EL and RFEP student enrollment in Honors courses at TJMS and FrHS measured by course selection data with targeted recruitment by EL Coordinator and counselors. • EL student grades in core classes monitored by EL Coordinator.	**Evaluation**

Provide funding for certificated staff to administer the summative ELPAC. Provide funding for time spent by EL Coordinator, a classroom teacher on campus. Provide light refreshments at ELAC meetings. Timesheet teachers to participate in our site ELAC. Pilot a Math "Peer Tutoring" elective where our highest achieving students in math can be trained to be a math peer tutor and be a peer tutor as an elective, to push in to Math classes to support English Learners and SWDs with first instruction. EL Coordinator will provide PD for all staff based on a "Differentiating Instruction" flip book for English/Multilingual Learners that was purchased for each staff member during the 23-24 year. This will be PD that revisits the ELD standards and focuses on how to use the flip book to support better access to the curriculum on first instruction for EL students, but all students as a result.		

Site Goal 1.3   (SiteGoalID: 7901) (DTS: 05/13/24)

August - December - Implementation of effectively communicated success criteria will increase from 64.2% to 74.2% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains how students will know they have learned a lesson will increase from 70% to 80%.
- Teacher survey data regarding the current level of implementation of success criteria will increase from 63.9% to 73.9%.
- FONT implementation data will increase from 42.4% to 52.4%.

Metric: Other

Action 1.3.1 (SiteGoalID: 7901) (DTS: 05/13/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
The Franklin Region will work with their CPL coaches to create common professional development modules delivered to staff on the topic of Success Criteria during the 24/25 school year. The TJMS Admin Team will calibrate over the summer and develop a very specific Instructional 24-25 for walk throughs, FONT use, and consistent feedback language, focused on Success Criteria.	The Franklin Region will use initial FONT data from the 24/25 school year, separating out scores for the areas of relevant, explicit, and accessible and compare those scores to FONT Data pulled at the end of each quarter.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 645)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets

Supplemental/Concentration (7201/0000)	6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	6000	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)	9000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	3780	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: 7569) (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: 7569) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Teachers will work collaboratively through the PLC process to use, analyze and interpret common assessments (PLC, Illuminate, CAASPP) (closely aligned with Goal 2.2 and Action 2.2.1). 1. Working closely in collaboration with district coaches, departments will either develop a SMART goal for one essential skill or for ELA and Math an area of the CAASPP testing or Illuminate assessment that is low for the majority of students. This SMART goal will include a timeline, the common assessment, and the definition of success. 2. Teachers will collaboratively plan formative and summative common assessments tied to department-determined essential skills. 3. Teachers will give the common assessment, analyze results and use this data to inform instruction. 4. Admin will continue to work with the activities director to build conditions for thriving around exams and incentivize best effort by students with positive rewards. 5. At the end of the 23-24 school year, Principal met with the Math and Bridge Departments along with the Math coach to look over and discuss interim assessments, expectations around reaching at least a 95% participation rate, and any barriers that might prevent that along with needed supports. Admin will	**Progress Monitoring** What data will be collected? How often and when will it be collected? Data shared with? • SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration and through the PLC release day accountability form. • Teachers will have common assessments that are used regularly and could provide these when asked. • Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice. • Common Assessment Data will be reviewed and analyzed by Departments. • GPA data will be reviewed by Admin, teams, restorative practices teacher, and counselors after each grading period for targeted intervention and parent communication. • Illuminate data will be reviewed by Admin and Departments with district coaches when available during Dept and PLC Meetings.	**Evaluation**

continue to work with coaches to positively celebrate the good work that comes from analyzing the interim data together to improve instructional practices and outcomes for students.

Site Goal 2.2   (SiteGoalID: 7562) (DTS: 12/13/23)

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

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7562) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
There are twelve core content course-alike PLCs which operate	What data will be collected? How often and when will it be	

at Toby Johnson . Each PLC has three teachers that work collaboratively to design the academic program and assessment tools for that particular course. The course-alike PLCs on campus are:

Math 7
Math 8
English 7
English 8
Social Science 7
Social Science 8
PE 7
PE 8
Science 7
Science 8
Math/ELA Bridge 7
Math/ELA Bridge 8

Each of these PLCs will use one to two release days per year to continue their work and reach the goal of having a common, formative assessment tool created for each essential learning, common pacing guides, procedures for reviewing data and assessing program quality, and ultimately improving student outcomes.

Each PLC will collaborate on late start Wednesdays.

collected?
Data shared with?

- Department chair meetings each term with Principal. Common assessments, pacing guides, and lesson planning will be discussed.
- Common assessment data. Teachers track common assessment data on shared spreadsheets within grade level PLCs at least once each term with the support of the coach when applicable.
- PLC meeting agendas, minutes, and observations weekly.
- Walkthrough data. Looking for formative assessment and summative assessment data being used to drive instruction.
- Illuminate interim completion rates.
- Percentage of students reaching proficiency on Illuminate assessments.

Funding Sources for District Goal 2 (DEV - LCAP ID: 645)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	15329	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

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: 7563) (DTS: 12/13/23)

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

- 79% of students will have Favorable Responses in the school climate survey, up from 74%
- 93% of parents will have Favorable Responses in the school climate survey, up from 88%

In targeted subgroups:

- 76% of Black/African American students will have Favorable Responses in the school climate survey, up from 71%
- 76% of EL students will have Favorable Responses in the school climate survey, up from 71%
- 77% of socially economically disadvantaged students will have Favorable Responses in the school climate survey, up from 72%
- 70% of students with disabilities will have Favorable Responses in the school climate survey, up from 65%

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7563) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
• Hold Jump Start for incoming 7th graders the week before school starts. • Provide assemblies and rallies to connect students to school, build school culture, and teach students about the expectations of being a student at TJMS. • Host a comic/guest speaker in October to focus on coping skills for different mental health challenges, including depression. • Hold regular PBIS Tier 1 meetings monthly. • Dedicate time at each staff meeting to PBIS strategies and implementation. This data will focus on PTSG discipline referrals to determine effectives of PBIS tier strategies for those students. • Contract with speakers for the students and staff to reinforce PBIS core values and outcomes. Speakers will focus on being relevant to PTSG students.	What data will be collected? How often and when will it be collected? Data shared with? • Attendance at Jump Start. • Track progress on Tiered Fidelity Inventory for both PBIS Tier 1 (once monthly) and Tier 2 (twice monthly). Data shared at every staff meeting. • Monitor the number of teachers distributing PBIS Gold Tickets (Activities Director and PBIS Coordinator) • Record the number of Jag Swag tickets distributed. • Compare results of PBIS surveys for students and staff year over year. PBIS Tier 1 team and Restorative Practices teacher and TIC. • In house PBIS surveys will be sent out after various events and tracking of Jag Swag distribution will be broken down by month to determine which events are having the most impact.	

Site Goal 3.2 (SiteGoalID: 7567) (DTS: 12/13/23)

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

- Decrease percentage of African American students suspended at least once from 21.3% to 16.3%.
- Decrease percentage of students with disabilities suspended at least once from 15.5% to 10.5%.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 7567) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 Continue the ROAR programs by identifying cohorts of at-risk students (primarily African American and Students with Disabilities with low math, low ELA, high chronic absenteeism, and higher suspension rates) in both grades that will benefit from daily interventions, including: • Check-in and check-out each day with program teacher. • Grade and behavior checks filled out by classroom teachers.	**Progress Monitoring** What data will be collected? How often and when will it be collected? Data shared with? • Referrals for students in ROAR compared to before they started the program. • Grade and attendance for students in ROAR. • Purple tracking sheets used Monday - Thursday daily each week that assign a score for each student's progress that day towards meeting the four PBIS core values. Each student can earn 48 points	**Evaluation**

- Community building and restorative circles.
- Field trips for team building and self reflection (Local Food Bank and Peak Adventures).
- Organization and time management skills.
- Deescalating techniques to avoid confrontations in class and on campus.
- Focus on the Academic Enablers in the Framework for High Quality Instruction.
- Refreshments and supplies for parent informational meetings, ceremonies, and events.
- Team building field trips for PBIS Tier 2 students.

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

In addition to the comprehensive ROAR program, the "Campus Coach" (TIC/Restorative Practices Teacher) will focus on support and intervention for PTSG students, check in check out programs, and more thorough attendance and grade checks with students that need increased tier 2 intervention.

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

The Student House of Representatives will form sub committees, facilitated by admin, to examine the disparities in suspension rates and exclusionary discipline. The work will be lead by the student equity council.

each day, 12 per class. Points are charted by the ROAR teachers each day.
- Promotion rate for 8th grade class.
- Percentage of recruited students that enroll in ROAR.
- Students completing check in check out daily.
- Attendance and decreased rates of referrals for PTSG students tracked by Coach.
- Teacher feedback on SEL lessons in Advocacy and participation in SEL lessons.
- All data will be collected at the end of each ROAR session by the teacher and ROAR counselor and analyzed by the counselor to share with admin.

Action 3.2.2 (SiteGoalID: 7567) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 Provide .6895 FTE to partially fund a 1.1 FTE Restorative Practices Teacher and TIC. This person will work closely with counselors and administrators to increase campus supervision during passing, lunch, before and after school and build connection and relationships with PTSGs. This person will also develop plans of action to improve school attendance, on task behavior, academic achievement and social interactions with peers for students most in need. This certificated staff member will also push in to classrooms to assist teachers in developing strategies to approach students with challenging behavior in restorative ways in order to get to the root of problems and develop plans of action to improve behavior and academic achievement.	**Progress Monitoring** What data will be collected? (metrics below) How often and when will it be collected? monthly for discipline data and by term for attendance and grades. Data shared with? Shared with all staff at monthly staff meetings, with families in the Paw Print each term when appropriate, in more detail with the Tier 1 and Tier 2 teams. Metrics: • Discipline data (suspension rates) • Attendance and Tardies • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • 2 or more F's • Hatching's checklist developed by counselors and monitored by counselors and TIC	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 645)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	76051	Certificated- Salaries
Supplemental/Concentration (7201/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5500	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	500	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:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1   (SiteGoalID: 7564) (DTS: 12/13/23)

Decrease absentee, tardy, and early dismissal rates for all students and especially Students with Disabilities by 2%, as measured by the California School Dashboard. According to the 2019 California School Dashboard, 12.4% of the students were chronically absent, while Students with Disabilities represented 25.3% of chronically absent students.

Metric: Percent Chronically Absent

Action 4.1.1   (SiteGoalID: 7564) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 Events held at TJMS to introduce students and families to 7th Grade: • Jump Start, held the Thursday and Friday before school starts to get incoming 7th grade students ready for the start of school and familiar with campus. • Course information and TJMS Showcase nights, held two days in the Winter of 6th grade to give parents an opportunity to hear about the transition to middle school and course offerings available to all students. • Ice Cream Social, held in May to give students a chance to tour campus, meet other incoming 7th graders, and have a positive first experience on campus.	**Progress Monitoring** What data will be collected? How often and when will it be collected? Data shared with? Parent feedback on in house PBIS surveys (collected annually by PBIS committee and shared whole staff). Number of incoming 7th graders that complete online course selection (collected by counselors and reported to admin annually). Parent feedback on LCAP survey (collected by district, shared with Principal, analyzed by SSC, ELAC, and whole staff). Attendance and parent feedback at the following events:	**Evaluation**

Loved Ones on the Lawn is a chance for parents to join students and staff for lunch. It will be held four times during the school year. Volunteers to help with traffic control before and after Ted Talks for and by students - "Toby" Talks. Topics to discuss challenges and help bring us together Students BroadCasting Sports Events - TJTV. Experience for the student and benefits the audience.	• Ice cream social (Incoming 7th grade) • Course selection nights (Incoming 7th Grade) • Loved Ones on the Lawn (from parents in person to all staff) Weekly feedback form to parents in the Paw Print. Feedback read by Principal and shared with relevant individuals.	

Action 4.1.2   (SiteGoalID: 7564) (DTS: 04/29/24)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
Distribute weekly newsletter to connect families with staff and activities happening on campus. Hold four parent lunch days on campus. Mail home postcards recognizing positive student behaviors and interactions. Positive phone calls home. Focus positive phone calls home early in the year towards students that are less connected to school and families that are less likely to	What data will be collected? How often and when will it be collected? Data shared with? • Parent lunch day attendance (registration numbers collected by office technicians and shared with admin and activities director 4 times per year). • Weekly newsletter readership rates (collected by Principal in SMORE app. 23-24 numbers averaged 1500 (600 greater than in 22-23) family read	

participate.

The Campus Coach will work with students that are struggling with attendance, focused on incentives in RSP classes for attendance. This includes phone calls home, check in check out, and regular monitoring of MTSS Hatchings site form.

Coach will increase porch visits for students with disabilities with chronic absenteeism.

receipts per week and 115 staff per week).
- Number of postcards mailed home (Team leaders ensure one to each student annually).
- Number of families of Students with Disabilities connecting with Campus Coach and/or receiving attendance recognition for improving (Hatching's report monitored by each counselor per team).

Site Goal 4.2   (SiteGoalID: 7923) (DTS: 05/20/24)

Increase the productivity and frequency of home/school partnerships.
Increase opportunities for Parent Involvement including quarterly parent engagement opportunities.

According to the 2023 Parent Survey results, 94% of all TJMS 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 98% or more.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1   (SiteGoalID: 7923) (DTS: 05/20/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 Provide Family and Community Engagement programs and	**Progress Monitoring** All of the following will be monitored at least once a quarter	**Evaluation**

services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities.

These opportunities include but are not limited to: School Wide University Nights (organized by AVID committee), 4 Loved Ones on the Lawn days, Home Visits and additional onsite and offsite opportunities though our Family and Community Engagement Office (lead by the FACE Liaison)

- Interpretation/Translation Services
- Awards
- Conferences

Increase communication efforts via Synergy emails and Talking Points messaging from administration and teaching staff. Continue the weekly Paw Print Newsletter. Add a survey component to the newsletter.

by administration, FACE Parent Liaison, MTSS Team, Campus Coach, and/or District Attendance Support Person:

- Attendance Rates at the events/meetings
- Decrease in Chronic Absenteeism
- On-Campus Parent Volunteers
- Parent Survey Results
- CHKS Results
- SEL Survey Results
- MTSS referrals

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

Funding Sources for District Goal 4 (DEV - LCAP ID: 645)		
Funding Source	**Amount**	**Description of Use**
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

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$76051	$0	$76051
Certificated- Timesheets	$10000	$15329	$5000	$0	$30329
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$6000	$0	$5500	$0	$11500
Materials/Supplies/Equipment	$0	$0	$500	$0	$500

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$6000	$0	$0	$0	$6000
Certificated- Timesheets	$0	$0	$0	$0	$0
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$9000	$0	$0	$0	$9000
Materials/Supplies/Equipment	$3780	$0	$0	$0	$3780

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.

TJMS has below 40% of enrollment of unduplicated pupils. The most economical use of funds is to include low performing and struggling students into intervention classes, utilize the PLC model to make curriculum accessible for all, and to create tutoring opportunities outside the school day to assist students. In addition, honors, AVID, and high school linked math and world language courses are available to all students.

V. Funding

Toby Johnson Middle School (420) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		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	$0	$0	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$118,380	$16,000	$15,329	$87,051	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$18,780	$18,780	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$137,160	$34,780	$15,329	$87,051	$0	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$0	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$137,160				

		Signatures: (Must sign in blue ink)	Date
Principal	Jenny Keyport		
School Site Council Chairperson	Mark Brown		
EL Advisory Chairperson	Caroline Martin		