Samuel Jackman Middle School

Local Control Accountability Plan (LCAP)
2025-2026

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

Goal Setting (lcapid: 789) | goalsComplete: 0

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Information about goals and allocations were shared with School Site Council attendees, data was shared, and input was solicited on 10/14/24, 1/21/25, 3/11/25, 3/28/25, 4/25/25 and 5/15/25. The leadership team (January 21st, February 11th, and March 3rd of 2025) and the whole staff (March 12, 2025) were 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 April 25, 2025 and drafted a preliminary budget and goals. On May 12th, the LCAP draft was presented to the leadership team. Team members were able to provide input and bring the information to their department members. On May 22, 2025, the LCAP was presented to and approved by the School Site Council.   The ELAC Committee was given the opportunity to provide their input into the LCAP on January 30, 2025.

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 2024-2025 and 2025-2026 school years.

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

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

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

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

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, Math standardized testing, and Chronic Absenteeism. 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.

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:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment **All students will receive high-quality classroom**	**Students need high quality classroom instruction and curriculum as measured by:**

curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

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

Site Goal 1.1   (SiteGoalID: 8976) (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 1.1.1   (SiteGoalID: 8976) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Illuminate Benchmark Assessments • Benchmark Assessments will be given to all Math and ELA students • Communicate testing dates to families and staff	All of the following will be monitored by administration, ELA/Math Department Chairs, and/or ELA/Math Coaches: • Benchmark completion rates • SJMS Calendar (or alternative calendar)	

Coaches to train staff on the use of Illuminate assessments to determine areas in need of reteaching	Information will be presented to or reviewed by administration, ELA/Math Department Chairs/Coaches, and Math/ELA Department at least once a semester.	
• 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.		

Action 1.1.2 (SiteGoalID: 8976) (DTS: 04/24/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ELPAC • 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	All of the following will be monitored quarterly by ELPAC Coordinator, and/or EL Coach: • Percentage of completed Illuminate Assessments • Illuminate Scores • LTEL ELA Grades • ELPAC completion rate 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 quarter.	

- ELA, students will improve by the following percentages in the 2025-2026 school year:
  - All Students, from 23% to 27%
  - African American, from 10% to 14% or more
  - Asian, from 33% to 37% or more
  - Hispanic, from 19% to 23% or more
  - Pacific Islander, from 24% to 28% or more
  - White, from 38% to 42% or more
  - Two or More, from 14% to 18% or more
  - EL, from 3% to 7% or more
  - LTEL from 7% to 11% or more
  - Homeless, from 11% to 15% or more
  - SED, from 21% to 25% or more
  - SWD, from 1% to 5% or more
- Math, students will improve by the following percentages in the 2025-2026 school year:
  - All Students, from 11% to 15%
  - African American, from 5% to 9% or more
  - Asian, from 16% to 20% or more
  - Hispanic, from 8% to 12% or more
  - Pacific Islander, from 14% to 20% or more
  - White, from 15% to 19% or more
  - Two or More, from 3% to 7% or more
  - EL, from 1% to 5% or more
  - LTEL from 2% to 6% or more
  - Homeless, from 3% to 7% or more
  - SED, from 9% to 13% or more
  - SWD, from 1% to 5% or more
- Science, students will improve by the following percentages in the 2025-2026 school year:
  - African American, from 4% to 8% or more
  - Asian, from 15% to 19% or more
  - Hispanic, from 11% to 15% or more
  - Pacific Islander, from 15% to 19% or more
  - White, from 25% to 29% or more
  - Two or More, from 11% to 15% or more

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

Action 1.2.1   (SiteGoalID: 8858) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

Action Plan	Progress Monitoring	Evaluation
		• Based on your summary, what will you adapt/adopt/abandon?
Teacher Support / Instructional Support 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, IXL, No RedInk, Flocabulary, WeVideo, Books for book studies, etc.). Staff will meet to discuss curriculum, school/dept goals, student progress, strengthens/areas of concern, solutions, and more. • Department meetings • 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 We will purchase allowable, reasonable, and necessary supplies to complete this goal.	All of the following will be monitored at least once a quarter by administration: • Walkthroughs (FONT / Peer-to-Peer • Department meeting agendas and minutes • Instructional Coach meeting minutes • Leadership meeting minutes • 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 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.	

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.).

Certificated Timesheets
$13,181 - Title
$7,985 - Supp Con
Classified Salaries
$75,000 - Title
Materials/Equipment
$2,500 - Title
Contracts/Services
$23,000 - Title
$500 - Supp Con

Action 1.2.2   (SiteGoalID: 8858) (DTS: 04/24/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
PLCs 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	All of the following will be monitored at least once a quarter by administration and/or the leadership team members: • Site developed common lessons after PLC meeting/release day turned into administration • Common Formative/Summative Assessments	

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?)

- 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
- Summer Planning
- Contracted PD/support, including but not limited to Solution Tree

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

CSI Funding

- Artifacts turned into admin from the meetings
    - Agendas
    - Minutes
    - Common Assessments
    - Unit Plans
- Teacher Survey

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).

Action 1.2.3   (SiteGoalID: 8858) (DTS: 04/24/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Saturday Academy	**Progress Monitoring** All of the following will be	**Evaluation**

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.)

- Recruitment
- Lesson Preparation/Planning
- Program Funding (Teaching, Security, Custodial Support, and Administration)

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

CSI Funding

monitored at least once a quarter by administration and/or Saturday School Teacher:

- Reduced D/F Data

All of the following will be monitored during the fourth quarter, summer, and quarter one of the next school year by administration:

- Increased Promotion Rate
- Increased CAASPP scores

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

Action 1.2.4   (SiteGoalID: 8858) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
CTE and GATE • 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)	All of the following will be monitored at least once a year by administration and/or CTE Staff: • Increased ELA CAASPP scores • Grades • Student completion of Paxton modules • Student Interest/Enrollment Requests • High School Pathway Interest/Requests	

- Robotic Equipment
- Service existing equipment
- GATE Coordinator
- Release Time to collaborate with VHS CTE staff

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

CTE and GATE Funding

- FONT Walkthrough Data

Information will be presented to the VAPA department and/or School Site Council at least once a year.

Action 1.2.5   (SiteGoalID: 8858) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan AVID • 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) We will purchase allowable, reasonable, and necessary supplies to complete this goal. ***AVID and CSI Funding***	**Progress Monitoring** All of the following monitored at least quarterly by AVID coordinator and/or team: • CAASPP Results • Quarterly grades • Illuminate assessment data in ELA and Math disaggregated by AVID status • AVID Implementation Assessment • Student Interest/Enrollment Requests Information presented to the supervising administrator quarterly.	**Evaluation**

Action 1.2.6   (SiteGoalID: 8858) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan SCOE Coaching Support Provide site-based support for teaching Social Science, English/EL, and Science. • One coach per department • Monthly content area team planning, lesson delivery support, individual teacher coaching/observation/debrief • 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	**Progress Monitoring** All of the following will be monitored at least once a quarter by administration: • FONT Walkthrough Data • SCOE observation schedule • Completion of at least two common lessons with instructional rounds • Illuminate Data • End Unit Assessments • Teacher evaluations (how well they do on the CSTPs) • Teacher survey Information will be reviewed by administration and SCOE coach(es) (quarterly), and reviewed with department chairs during their check-ins with administration (quarterly).	**Evaluation**

- Calibrated walkthrough with administrations

CSI Funding

Action 1.2.7   (SiteGoalID: 8858) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
Instructional Coaches An increase of coaching support to improve scholar achievement • 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 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 Coaching cycles • Assessment • Illuminate training and scheduling support • Attend / participate in SCOE PD days • Work with teachers to monitor test scores and grades	All of the following will be monitored at least once a quarter by administration, Coach, and/or Content Department (Chair): • FONT Walkthrough Data • SCOE PD attendance • Content teacher evaluations (how well they do on the CSTPs) • Illuminate completion rates and scores. • Review a document that accounts for which days/periods the coach is working in the classrooms. • Number of coaching cycles • PLC attendance • Grades (quarterly) • Teacher survey • CAASPP Results Information will be presented to the supervising administrator and reviewed with department chairs during their check-ins with administration (quarterly).	

Action 1.2.8   (SiteGoalID: 8858) (DTS: 04/25/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
English Learners and EL	All of the following will be	

Coordinator

- 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

Purchase library books that reflect the home languages of SJMS students for enrichment and to support reading fluency.

Provide opportunities for EL staff to attend workshops/conferences. After attending, the expectation is that they share strategies with SJMS staff at a meeting (staff, PLC, Leadership, etc.)

Additional FTE (0.2) for EL counseling support for students **($40,000 - EL Supp)**

monitored at least once a quarter by administration, EL Coordinator and/or EL Coach:

- 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)

Information will be presented to or reviewed by administration, EL Coordinator, EL Coach, and/or EL Department at least once a quarter.

- Scheduling
- Orientation
- Academic / SEL intervention
- Parent Contact
- Individualized and targeted supports
- ...and more

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 **($75,000 - Title)**

- 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

- Fieldtrips
- Tutoring
- Professional Learning/Release Time
- Extended Day learning opportunities
- ELPAC Testing
- After hour BTA translation services

Certificated Salaries
$40,000 - EL Supp
Certificated Timesheets
$9,828 - EL Supp
Classified Salaries
$75,000 - Title
Classified Timesheets
$1,000 - EL Supp
Materials/Equipment
$3,000 - EL Supp
Contracts/Services
$1,500 - EL Supp

Site Goal 1.3   (SiteGoalID: 9552) (DTS: 05/22/25)

Implementation of effective active participation will increase from 58.9%% to 62% 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 55.1% to 60%.
- Teacher survey data regarding the current level of implementation of active participation will increase from 75.3% to 77%.
- FONT implementation data will increase from 34.5% to 40% (PIC Data).
- Student survey data regarding whether their teacher expects all students to participate every day will increase from 65.4% to 70%.

Metric: Active Participation

Action 1.3.1   (SiteGoalID: 9552) (DTS: 05/22/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Instructional Framework • Plan professional development with site instructional coaches as it relates to active participation in order to deepen implementation of the Instructional Framework. • Provide PD on FONT and active participation • Teachers will participate in classroom observations utilizing the description of practice to support implementation of the instructional framework • Teachers work with an instructional coach for a cycle of inquiry/lesson study for the purpose of planning and debriefing principles of the Instructional Framework	All of the following will be monitored at least once a quarter by administration: • FONT Implementation Completion • FONT Walkthrough Data • PD feedback • Coaching Cycles • Teacher Classroom Observations Information will be shared with the leadership team and/or staff once a quarter.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 789)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	13181	Certificated- Timesheets

Title I – Basic (4900/3010)	75000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	23000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	7985	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	500	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	40000	Certificated- Salaries
EL Supplemental (7250/0000)	9828	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	1000	Classified- Timesheets
EL Supplemental (7250/0000)	3000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	1500	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

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

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8859) (DTS: 02/13/25)

Metric:

Action 2.1.1   (SiteGoalID: 8859) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **_formative student data_** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Restorative Counselor Counselor will assist with creating a positive school climate. The position will focus on Restorative Practices implementation, coordinate, manage and supervise various programs such as restorative circles and student conflict management. The counselor will also support the study skills class/students at least once a week and provide SEL, college/career, school guidance lessons. The counselor will work closely with the Equity Coach, counselors, and administrators to develop plans of action to improve on task behavior, academic achievement and social interactions with peers for students most in need. The counselor will also push in to classrooms to assist teachers in developing strategies to approach	All of the following monitored monthly by administration and/or PBIS team: • Decrease in Suspension Rates • Decrease in Physical Altercations • Decrease in Teacher Referrals • Increase in school attendance Information presented to staff at least once a quarter.	

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, as well as, facilitate student-teacher restorative meetings. The Restorative Practices counselor will be a member of the Tier 1 and/or Tier 2 MTSS teams.

Funding may be used for:

- Conferences/Workshops
- Release Days
- On-Site PD
- Supplementary materials

Certificated Salaries
$159,706 - Title

Action 2.1.2   (SiteGoalID: 8859) (DTS: 04/25/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Students with Disabilities • Case managers will create and monitor student IEPs consistently. • Case managers will hold IEP meetings and submit IEP documentation on time. • At least once a year, teachers will receive professional development on	All of the following will be monitored at least once a quarter by administration, STRATS Department Chair and/or Program Specialist: • SWD Grades • SWD Attendance • Library books purchased for students at various reading levels	

- topics related to special education.
- Students with disabilities may receive para support in the classroom.
- Students may receive specialized instruction during the school day.
- STRATS Department Chair meet with supervising administrator monthly
- STRATS Department members meet monthly
- STRATS PLC teams meet twice a month

Funding may be used for:

- Teacher conferences/workshops
- Student conferences/workshops
- Student fieldtrips and extracurricular opportunities
- Tutoring
- Library books for students below grade level
- Release Days

- SWD Illuminate Scores
- SEIS Documentation
- Meeting Notes and Attendance

Information will be presented to or reviewed by administration, STRATS Department Chair and/or Program Specialist at least once a quarter.

Action 2.1.3   (SiteGoalID: 8859) (DTS: 04/25/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
After School Tutoring Provides daily supplemental support after the school day.	All of the following will be monitored at least once a quarter by administration and/or Tutoring Lead:	

- Assistance in all subject areas
- Supports study and organizational skills
- Provides a quiet and safe environment to complete assignments
- Teachers, paras, and college students provide services
- Provides enrichment opportunities

Certificated Timesheets
$13,922 - Title

- D/F Data

All of the following will be monitored during the fourth quarter, summer, and quarter one of the next school year by administration:

- Promotion Rate
- CAASPP scores

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

Funding Sources for District Goal 2 (DEV - LCAP ID: 789)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	159706	Certificated- Salaries
Title I – Basic (4900/3010)	13922	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions

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

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8860) (DTS: 02/13/25)

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, suspended at least once a day, from 18.7% to 12% or less
Students with Disabilities, suspended at least once a day, from 27% to 23% or less
Hispanic, suspended at least once a day, from 15% to 12% or less
African American, suspended at least once a day, from 44% to 40% or less

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 8860) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Hire Administration **(1.5 FTE)** and a School Office Technician *(if funding permits)*, to assist with creating a positive school climate. These positions will focus on school engagement, SEL strategies, cultural responsive teaching strategies, high quality instructional strategies, and/or after/before school enrichment opportunities. Continue to focus efforts on educational equity (including staff training) to reduce suspensions for African American, Hispanic, Foster Youth and SWD. In addition, the Administrator may oversee CSI interventions/activities, AVID, attendance, restorative practices, parent partnerships, community involvement, intervention programs, and more. **Certificated Salaries** *$256,527 - Supp Con*	**Progress Monitoring** All of the following monitored monthly by administration and/or PBIS team: • Decrease in Suspension Rates • Decrease in Physical Altercations • Decrease in Teacher Referrals • Increase in school attendance Information presented to staff at least once a quarter.	**Evaluation**

Action 3.1.2   (SiteGoalID: 8860) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

		adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Enhance school/lunchtime, ExL, and other before and after school opportunities for students to provide academic and social emotional supports for foster youth, English Learners and struggling students: • teachers/classified staff (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.) We will purchase allowable, reasonable, and necessary supplies to complete this goal. **Certificated Timesheets** *$10,000 - Supp Con* **Classified Timesheets** *$750 - Supp Con* **Materials/Equipment** *$5,000 - Title* *$6,000 - Supp Con* **Contracts/Services** *$9,000 - Title* *$54,750 - Supp Con*	All of the following monitored monthly by administration and/or PBIS team: • 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 Information will be presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a semester.	

Action 3.1.3   (SiteGoalID: 8860) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	**Progress Monitoring Plan**	**Data Collection & Evaluation**

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 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. Allows teachers to improve home-school communication with families • Will benefit students improving executive functioning skills • Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course **Contracts/Services** *$7,000 - Title*	**Progress Monitoring** All of the following monitored quarterly by administration and/or department chairs: • Student Survey • Parent survey Information presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a year.	**Evaluation**

Action 3.1.4   (SiteGoalID: 8860) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	

		• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan
 	
Continue implementation of PBIS and Restorative Practices
 	
PBIS team will meet on a monthly basis to review schoolwide implementation and behavior data to develop school wide lessons, behavior flowchart, staff PD and other necessary timely support.
 	
Utilize HAWK Time for Character Strong Implementation to support SEL focus.
 	
• Providing funding for:
  ○ 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)
 	
PBIS Funding
	Progress Monitoring
	
	All of the following monitored monthly by administration and/or PBIS team:
	
	• Suspension Rates
	• Teacher Referrals
	• MTSS Referrals/Interventions
	• Attendance
	• RISE Rally participants
	• Student Perspective Survey
	• CHKS
	
	Information will be presented to or reviewed by administration, PBIS Team, leadership staff, and/or the School Site Council at least once a quarter.
		Evaluation

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan VAPA/Student Fees Include: • Art supplies • Band: Musical Instruments, SMART Music, Sheet music, equipment repair (Tom Hannickel, etc) • Field Trips (including scholarships, transportation and entry fees) We will purchase allowable, reasonable, and necessary supplies to complete this goal. ***VAPA Funding***	**Progress Monitoring** All of the following monitored at least quarterly by administration and/or VAPA Department Chair: • VAPA Event Participation • PBIS student engagement surveys • VAPA Student Grades • Decrease in VAPA Teacher Referrals Information presented to VAPA Department members at least once a semester.	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 789)		
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)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	16000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	256527	Certificated- Salaries

Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	750	Classified- Timesheets
Supplemental/Concentration (7201/0000)	6000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	54750	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

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

Site Goal 4.1   (SiteGoalID: 8861) (DTS: 02/13/25)

2024 CA Dashboard Data shows that SJMS has a 23.6% Chronic Absenteeism rate. The goal for the 2025-2026 school year is to have a rate of 15% or less.

Metric: Percent Chronically Absent

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Attendance • Good and/or Improved attendance certificates • Bi-Monthly Talking Points about attendance facts • Knock and talk visits • Porch visits • Collaboration between the AIO regional liaison and SJMS administration • At least 4 Parent Newsletters per year to include attendance rates and tips. • Provide attendance rates and information at SSC and ELAC meetings. • School Messenger • Auto dialers as necessary • Positive reinforcement through teacher communication via phone, Talking Points, and/or email • Parent/Student Surveys • Conversations at school events and meetings • Provide FTE/Time sheet funding for supplemental classified staffing to support improvement in student attendance. The position will support parental outreach and communication to families of chronically absent students.	All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, and/or District Attendance Support Person: • School Attendance Rates • Chronic Absenteeism Rate Information will be presented to or reviewed by administration, leadership, staff, and/or the School Site Council at least once a quarter.	

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

Classified Timesheets
$2,000 - Title
Materials/Equipment
$4,000 - Title

Site Goal 4.2   (SiteGoalID: 9434) (DTS: 04/25/25)

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

According to the 2024 Parent Perspective Survey results, 92% of all SJMS parents indicated that there are favorable relationships with School Connectedness / Sense of Belonging (percentage reflects the response to the statement: I feel welcome to participate at this school). The goal for the 2025-2026 school year is to increase the percentage to 95% or more.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 9434) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Provide Family and Community Engagement programs and services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities. These opportunities include but	**Progress Monitoring** 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: • Attendance Rates at the events/meetings	**Evaluation**

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 though our Family and Community Engagement Office

- 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

Increase communication efforts via Parent Newsletters, Synergy emails, and Talking Points messaging from administration and teaching staff.

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

Classified Timesheets
$1,000 - Title
Classified Timesheets
$1,000 - Title
Materials/Equipment
$3,078 - Title

- 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: 789)		
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)	3000	Classified- Timesheets
Title I – Basic (4900/3010)	7078	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

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	$0	$159706	$0	$0	$159706
Certificated- Timesheets	$13181	$13922	$0	$1000	$28103
Classified- Salaries	$75000	$0	$0	$0	$75000
Classified- Timesheets	$0	$0	$0	$3000	$3000
Materials/Supplies/Equipment	$2500	$0	$5000	$7078	$14578
Contracts/Services/Subscriptions	$23000	$0	$16000	$0	$39000

Title I – Basic (4900/3010) Total: **$319,387**

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$256527	$0	$256527
Certificated- Timesheets	$7985	$0	$10000	$0	$17985
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$750	$0	$750
Materials/Supplies/Equipment	$0	$0	$6000	$0	$6000
Contracts/Services/Subscriptions	$500	$0	$54750	$0	$55250

Supplemental/Concentration (7201/0000) Total: **$336,512**

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$40000	$0	$0	$0	$40000
Certificated- Timesheets	$9828	$0	$0	$0	$9828
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$1000	$0	$0	$0	$1000
Materials/Supplies/Equipment	$3000	$0	$0	$0	$3000
Contracts/Services/Subscriptions	$1500	$0	$0	$0	$1500

EL Supplemental (7250/0000) Total: **$55,328**

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) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$319,387	$113,681	$173,628	$21,000	$11,078	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$336,512	$8,485	$0	$328,027	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$55,328	$55,328	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$711,227	$177,494	$173,628	$349,027	$11,078	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$319,387
Subtotal of state or local funds included for this school	$391,840

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0