



Samuel Jackman Middle School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Rebecca Mackin

County-District-School (CDS) Code: 34673146109821

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

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

IV. Goals, Action Plans and Progress Monitoring

Samuel Jackman Middle School | Focused Work: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Information about goals and allocations were shared with School Site Council attendees, data was shared, and input was solicited on 10/16/25, 2/27/26, 3/24/26, 5/15/26 and 5/26/26. The leadership team (March 3, 2026) and the whole staff (January 14, 2026, February 18, 2026, and March 11, 2026) were presented with LCAP budget 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 May 18, 2026 and drafted a preliminary budget and goals. Team members were able to provide input and bring the information to their department members. On May 26, 2026, 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 February 12, 2026.

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 2025-2026 and 2026-2027 school years.

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

- Continued SCOE coaching support
- Parent nights/activities
- Continuing 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.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: • A-G Completion - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard • CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded • CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence • Progress toward English Proficiency - Percent Increasing ELPI Level • Reclassified - Percent of English Learners Reclassified • Test Participation Rate on Districtwide Assessments
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Site Goal 1.1 • ELA, students will improve by the following percentages in the 2026-2027 school year: ◦ All Students, from 30% to 35% ◦ African American, from 21% to 26% or more ◦ Asian, from 36% to 41% or more ◦ Hispanic, from 24% to 29% or more ◦ Pacific Islander, from 33% to 38% or more ◦ White, from 26% to 31% or more ◦ Two or More, from 35% to 40% or more ◦ EL, from 6% to 11% or more ◦ LTEL from 8% to 13% or more ◦ Homeless, from 17% to 22% or more ◦ SED, from 29% to 34% or more ◦ SWD, from 8% to 13% or more • Math, students will improve by the following percentages in the 2026-2027 school year: ◦ All Students, from 14% to 18%

- African American, from 9% to 13% or more
- Asian, from 20% to 24% or more
- Hispanic, from 9% to 13% or more
- Pacific Islander, from 17% to 21% or more
- White, from 21% to 25% or more
- Two or More, from 14% to 18% or more
- EL, from 5% to 9% or more
- LTEL from 4% to 8% or more
- Homeless, from 8% to 12% or more
- SED, from 14% to 18% or more
- SWD, from 6% to 11% or more
- Science, students will improve by the following percentages in the 2025-2026 school year:
 - African American, from 4% to 9% or more
 - Asian, from 22% to 27% or more
 - Hispanic, from 13% to 18% or more
 - Pacific Islander, from 19% to 24% or more
 - White, from 26% to 31% or more
 - Two or More, from 20% to 25% or more

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.1.1

Targeted Student Group(s)

- All

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

department chairs • Administrative meetings with instructional coaches monthly (Math, ELA, EL, and Equity) • 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. 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 <i>\$14,181 - Title</i> <i>\$7,985 - Supp Con</i> Classified Salaries <i>\$70,000 - Title</i> Materials/Equipment <i>\$6,904 - Title</i> Contracts/Services <i>\$30,000 - Title</i> <i>\$9,107 - Supp Con</i>		
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Action 1.1.2

Targeted Student Group(s)

- All

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

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 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. Certificated Timesheets \$15,000 - <i>Supp Con</i>	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 - 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).	
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Action 1.1.3

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Saturday Academy ELA, Math, and EL classes will be offered to provide remediation and/or enrichment to	All of the following will be monitored at least once a quarter by administration and/or Saturday School Teacher: Reduced D/F Data	

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, Supplies, and Administration) We will purchase allowable, reasonable, and necessary supplies to complete this goal. Supp Con Materials/Equipment \$500 - Supp Con Certificated Timesheets \$28,000 - Supp Con Classified Timesheets \$10,000 - Supp Con	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.	
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Action 1.1.4

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	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) - 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.	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 - FONT Walkthrough Data Information will be presented to the VAPA department and/or School Site Council at least once a year.	

CTE and GATE Funding		
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Action 1.1.5

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 • Tutors (SCOE/AVID) We will purchase allowable, reasonable, and necessary supplies to complete this goal. AVID & Title (Contracts/Services - \$9,000)	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 1.1.6

Targeted Student Group(s)

- All

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

SCOE Coaching Support Provide site-based support for teaching 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 • Calibrated walkthrough with administrations Supp Con Contracts/Services \$15,000 - Supp Con	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).	
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Action 1.1.7

Targeted Student Group(s)

- All

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

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	- 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).	
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Action 1.1.8

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
English Learners 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) - 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	All of the following will be 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 Information will be presented to or reviewed by administration, EL Coordinator, EL Coach, and/or EL Department at least once a quarter.	

students

Contract classified Teaching Associate
General for support in EL newcomer courses.
The preferred language of the Teaching
Associate is Farsi/Darsi/Pashtu **(\$70,000 -
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
- Release Days / Time

Certificated Salaries

\$40,000 - EL Supp

Certificated Timesheets

\$17,936 - EL Supp

Classified Salaries

\$70,000 - Title

Classified Timesheets

\$1,000 - EL Supp

Materials/Equipment

\$3,000 - EL Supp

Contracts/Services

\$1,500 - EL Supp

Site Goal 1.2

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Illuminate Benchmark Assessments • Benchmark Assessments will be given to all Math and ELA students • Communicate testing dates to families and staff • Coaches to train staff on the use of Illuminate assessments to determine areas in need of reteaching • ELA/Math Department Chairs and Coaches, as well as, supervising administrators will assist with scheduling and following up with teachers to ensure the tests are given.	Progress Monitoring 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) Information will be presented to or reviewed by administration, ELA/Math Department Chairs/Coaches, and Math/ELA Department at least once a semester.	Evaluation

Action 1.2.2

Targeted Student Group(s)

- All

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

Action Plan	Progress Monitoring	Evaluation
ELPAC Coordinator • ELPAC coordination • Monitor ELPAC participation rates • Recruit, train, and schedule proctors • Initial testing and placement, with support from the MST Certificated Timesheets \$5,000 - EL Supp	All of the following will be monitored by ELPAC Coordinator, and/or EL Coach: • ELPAC completion rate Information will be presented to or reviewed by administration, ELPAC Coordinator, EL Coach, EL Department, and/or the School Site Council.	

Site Goal 1.3

Implementation of effective active participation will increase from 61.7% to 65% 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 55.7% to 60%.
- Teacher survey data regarding the current level of implementation of active participation will increase from 78.3% to 80%.
- FONT implementation data will increase from 40.3% to 45% (PIC Data).
- Student survey data regarding whether their teacher expects all students to participate every day will increase from 65.7% to 70%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.3.1

Targeted Student Group(s)

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

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

District Strategic Goal 2:	District Needs and Metrics 2:
Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm	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

their identities, and address their needs to close achievement, opportunity, and relationship gaps.

- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1

Metric:

Action 2.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <i>Restorative Counselor</i> 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 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.	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

<i>Counselor</i> (.2 FTE to complete a 1.0 FTE position). Duties to include, but not limited to, the following: • Brief Intervention coordinator • Coordinate small groups • Address chronic absenteeism and work with AIO & administration • Mentoring to prevent behaviors leading to classroom/school suspension • One-on-one mentoring Certificated Salaries \$159,706 - Title \$27,800 - Supp Conn		
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Action 2.1.2

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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 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	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 • 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.	

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		
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Action 2.1.3

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan After School Tutoring Provides daily supplemental support after the school day. • 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 AR Funding	Progress Monitoring All of the following will be monitored at least once a quarter by administration and/or Tutoring Lead: • 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.	Evaluation

Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries

Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
Wellness	Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:
All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	• Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended

Site Goal 3.1
School climate will promote a 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 15% to 10% or less Students with Disabilities, suspended at least once a day, from 24.4% to 20% or less Hispanic, suspended at least once a day, from 13.1% to 10% or less African American, suspended at least once a day, from 31% to 27% or less
Metric: Active Participation

Action 3.1.1
Targeted Student Group(s)
• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Hire Administration (1.0 FTE) to assist with creating a positive school climate. The position 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 interventions/activities, AVID, attendance, restorative practices, parent partnerships, community involvement, intervention programs, and more. Certificated Salaries \$179,254 - 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

Targeted Student Group(s)

- All

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

- tutoring (time sheets) - transportation - scholarships - cultural and enrichment opportunities - literature (library books) - mentoring/tutoring college prep program - guest speakers - summer school - student enrichment opportunities (ropes course, college/job tours, etc.) We will purchase allowable, reasonable, and necessary supplies to complete this goal. Certificated Timesheets \$8,000 - <i>Supp Con</i> Classified Timesheets \$750 - <i>Supp Con</i> Materials/Equipment \$4,000 - <i>Title</i> \$3,000 - <i>Supp Con</i> Contracts/Services \$5,000 - <i>Title</i> \$52,950 - <i>Supp Con</i>	administration, leadership, staff, and/or the School Site Council at least once a semester.	
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Action 3.1.3

Targeted Student Group(s)

- All

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

Contracts/Services \$8,000 - Title		
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Action 3.1.4

Targeted Student Group(s)

- All

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

Action 3.1.5

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for	• Describe your step by step plan for	• Describe the overall implementation and

intervention, for at-risk students, as related to your goal.	progress monitoring your action plan. What formative student data will you collect and how often?	effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

The Chronic Absenteeism rate will improve by the following percentages in the 2026-2027 school year:

- All Students, from 21% to 15% or less
- African American, from 30.7% to 26% or less
- Asian, from 8.9% to 5% or less
- Hispanic, from 23.4% to 20% or less
- Pacific Islander, from 29.4% to 25% or less
- White, from 23.9% to 20% or less
- Two or More, from 39.3% to 35% or less
- EL, from 14.8% to 10% or less
- LTEL from 17.2% to 13% or less
- Homeless, from 42.9% to 39% or less
- SED, from 22% to 19% or less
- SWD, from 31.1% to 28% or less

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Attendance • Good and/or Improved	All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, and/or District Attendance Support	

attendance certificates • Bi-Monthly Talking Points about attendance facts • 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. We will purchase allowable, reasonable, and necessary supplies to complete this goal. <i>Classified Timesheets</i> \$1925 - Title	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.	
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Site Goal 4.2

Increase the productivity and frequency of home/school partnerships.

Increase opportunities for Parent Involvement including monthly parent engagement opportunities.

According to the 2025 Parent Perspective Survey results, 94% of 88 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 2026-2027 school year is to increase the percentage to 96% or more and to have at least 100 parents participate in the survey.

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- All

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

		based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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 are not limited to: College and/or Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, Family Nights/Activities, Home Visits and additional onsite and offsite opportunities through our Family and Community Engagement Office • Materials • Interpretation/Translation Services • Awards • Time sheet teachers to present • Time sheet classified staff to make recruitment and follow up 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 \$1925 - Title Materials/Equipment \$500 - Title	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 • 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		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$159,756	\$0	\$0	\$159,756
Certificated- Timesheets	\$14,181	\$656	\$0	\$3,850	\$18,687
Classified- Salaries	\$70,000	\$0	\$0	\$0	\$70,000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$6,904	\$0	\$4,000	\$500	\$11,404
Contracts/Services/Subscriptions	\$43,353	\$0	\$12,000	\$0	\$55,353

Title I Basic (4900/3010) Total: \$315,200

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$27,800	\$179,254	\$0	\$207,054
Certificated- Timesheets	\$50,985	\$0	\$8,000	\$0	\$58,985
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$10,000	\$0	\$750	\$0	\$10,750
Materials/Supplies/Equipment	\$500	\$0	\$3,000	\$0	\$3,500
Contracts/Services/Subscriptions	\$24,107	\$0	\$52,950	\$0	\$77,057

Supplemental/Concentration (7201/0000) Total: \$357,346

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$40,000	\$0	\$0	\$0	\$40,000
Certificated- Timesheets	\$22,936	\$0	\$0	\$0	\$22,936
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1,000	\$0	\$0	\$0	\$1,000
Materials/Supplies/Equipment	\$3,000	\$0	\$0	\$0	\$3,000
Contracts/Services/Subscriptions	\$1,500	\$0	\$0	\$0	\$1,500

EL Supplemental (7250/0000) Total: \$68,436

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$315,200	\$134,438	\$160,412	\$16,000	\$4,350	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$357,346	\$83,592	\$32,000	\$241,754	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$68,436	\$68,436	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$740,982	\$286,466	\$192,412	\$257,754	\$4,350	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$315,200
Subtotal of state or local funds included for this school	\$425,782