



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Jennifer Keyport

County-District-School (CDS) Code: 34673146120000

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

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

IV. Goals, Action Plans and Progress Monitoring

Toby Johnson Middle School | Focused Work: 2025-2026

Goal Setting (Icapid: 796) | 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?

During the 2024-25 school year, the TJMS School Site Council met five times.

- September 25, 2024 "First Fall Meeting"

- November 20, 2024 "Second Fall Meeting"
- January 22, 2025 "Winter Meeting"
- April 23, 2025 "First Spring Meeting"
- May 21, 2025 "Second Spring Meeting"

The School Site Council (SSC) is balanced and members are:

- Jenny Keyport - Principal
- Hinnah Khan - Other Staff
- Caroline Martin - Classroom Teacher
- Karen Richey - Classroom Teacher
- Shani Phillips - Classroom Teacher
- Jose Gomez - Parent
- Megan Yazigi - Parent
- Beatrice Lavrov - Parent
- Grady S. - Student
- Mansher C. - Student

The SSC provided feedback and adjustments into the 2024-2025 LCAP and assisted with goal development on November 20, 2024 and January 22, 2025.

In April, 2025, staff, students, and parents of TJMS received an email with a survey link asking for their feedback and perspectives as part of the 2025-26 LCAP Needs Analysis.

On November 20, 2024, LCAP Metrics were shared with the School Site Council and feedback was solicited regarding "what works, what doesn't and why" with a Google form. In January, 2025, PIC data was shared with the site leadership team for reflection and celebration. In January, 2025, LCAP Metrics were shared with the Site Leadership Team and feedback was solicited with a Google form on each goal and action with "What's working, What is not and why?, and What modifications do we need to make?".

The TJMS ELAC Committee was given the opportunity to provide their input into the LCAP on October 28, 2024, February 3, 2025, and May, 14, 2025.

On April 18, 2025, the TJMS staff had the chance to submit budget requests related to the four strategic goals of the LCAP.

2. Impact of LCAP and Annual Update

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

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

Revisions included:

Site Goal 1:

Continue to focus on high quality instruction regardless of teacher assigned, which mandates, PLC collaboration and common assessments. Add accountability to release time. Continue to complete interim assessments with analysis.

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

Increase FONT walk throughs, feedback and celebration by admin for teachers to improve implementation of High Quality Instruction and ensure teachers feel seen and appreciated.

Site Goal 2:

Add specific goals to address disparities in specific sub groups. EGUSD focus is American Indian or Alaska Native, Black or African American, Foster Youth, Homeless, and SWD. At TJMS, Black or African American, Homeless and SWD are the subgroups with the most disparity and targeted intervention.

Add a goal to specifically target supports for Homeless students and educate staff about McKinney Vento.

Site Goal 3:
Continue the work and action plan for the Tier 1 and Tier 2 teams who are doing amazing work with fidelity. Keep the data analysis, targeted focus based on data and sharing data with all stakeholders monthly.

Continue supporting the "Campus Coach" (.5 Teacher in Charge and .5 Restorative Practices Teacher) who is making connections with students, families and deeply involved in both the Tier 1 and Tier 2 teams.

Continue with the ROAR program. Contract with Sac Connect as an intervention with two cohorts of student as a Tier 2 or Tier 3 intervention. Add "Sevies Sunset" to supplemental the loss of "Jump Start". Add a field trip for the House of Representatives work in Action Civis to the State Capitol.

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

Keep the weekly Paw Print newsletter, "Loved Ones on the Lawn Days" both in the fall and spring, Incoming 7th Grade course information nights, Ice Cream Social, and add Sevies Sunset to supplement loss of Jump Start.

Hold a second Jaguar Family University Night, increase the size of the "Diversity Day" night, add a monthly Principal chat for two way communication with families.

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.

As of December, 2024, TJMS was exited from ATSI.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	<ul style="list-style-type: none">A-G Completion - Percent of Graduates Completing A-G RequirementsAP/IB Exams - Percent of Graduates Passing an AP/IB ExamCAASPP (ELA, Math, Science) - Distance from StandardCAASPP (ELA, Math, Science) - Percent Standard Met or ExceededCTE Sequence Completion - Percent of Graduates Completing a CTE SequenceProgress toward English Proficiency - Percent Increasing ELPI Level

- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8983) (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: 8983) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>PLCs (teachers and support staff) will collaborate to develop site-based assessments that inform them of PLC, classroom and individual student progress. Funding will be provided for planning and meeting materials, sub coverage, and timesheet compensation.</p> <p>Every core teacher (plus AVID - \$1044 for two teachers, two days each & Theatre - \$261 for one teacher for one release day) will join their PLCs to use two release days per year (41 teachers x two release days = 82 days. 82 days x \$261/day for subs = ~\$21,402) to continue their work and reach the goal of having a common,</p>	<ul style="list-style-type: none"> • PLC release day accountability form • Teachers will have common assessments that are used regularly and could provide these when asked. • Teachers will provide the analysis of the results of a common assessment and how they used it to inform their practice. • Common Assessment Data will be reviewed and analyzed by Departments. • GPA data and D/F Grade data will be reviewed by Admin, teams, restorative practices teacher, and counselors after each grading period for 	

assessment tool created for each essential learning, common pacing guides, procedures for reviewing data and assessing program quality, and ultimately improving student outcomes.

Each PLC will collaborate on early out Wednesdays.

The goal is for teachers to work collaboratively through the PLC process to use, analyze and interpret common assessments (PLC, Illuminate, CAASPP) (closely aligned with Goal 1.2 and 1.3)

Teachers will collaboratively plan formative and summative common assessments tied to department-determined essential skills.

Teachers will give the common assessment, analyze results and use this data to inform instruction.

Admin will continue to work with the activities director to build conditions for thriving around exams and incentivize best effort by students with positive rewards.

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

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

Certificated Timesheets - Supplemental
\$23,000

targeted intervention and parent communication.

CAASPP Data (ELA)

- Overall English Language Arts (ELA) scores will increase from 60% to 65% of our students meeting or exceeding standards on CAASPP.
 - Very Low Category (red):
 - Long-Term English Learner (LTEL) student from 10% (2024) to 15% (2025)
 - Low Category (orange):
 - African American students from 38% (2024) to 43% (2025)
 - English Learners (EL) students from 35% (2024) to 40% (2025)
 - Hispanic students from 40% (2024) to 45% (2025)
 - Socioeconomically Disadvantaged (SED) students from 48% (2024) to 53% (2025)
 - Students with Disabilities (SWD) from 10% (2024) to 15% (2025)

CAASPP Data (Math)

- Overall Math scores will increase from 50% to 55% of our students meeting or exceeding standards on CAASPP.
 - Very Low Category (red):
 - Long-Term English Learner (LTEL) student from 11% (2024) to 16% (2025)
 - Students with Disabilities (SWD) from 16% (2024) to 21% (2025)
 - Low Category (orange):
 - African American students from 38% (2024) to 43% (2025)
 - English Learner (EL) students from 11% (2024) to 16% (2025)
 - Socioeconomically Disadvantaged students (SED) from 39% (2024) to 44% (2025)

CAASPP Data (Science)

- Overall Science scores will increase from 41% to 46% of our students meeting or exceeding standards on CAASPP.
 - 4 lowest "Groups by Performance Level" on California Dashboard:
 - Students with Disabilities (SWD) from 13% (2024) to 18% (2025)
 - Long-Term English Learner (LTEL) student from 11% (2024) to 16% (2025)
 - African American students from 16% (2024) to 21% (2025)
 - English Learner (EL) students from 2% (2024) to 7% (2025)

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

Action 1.2.1 (SiteGoalID: 8886) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	

		<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>Provide funding for teachers to attend professional development opportunities. Potential PD opportunities include:</p> <ul style="list-style-type: none"> CA Science Teachers - \$7,200 CSLA (CA Librarian Assoc.) - \$2,000 Broadway Teachers Workshop - \$3,800 CAPE (CA Athletics & PE) - \$3900 <p>Pay for substitutes so teachers can attend this professional development.</p> <p>The Science Department is almost entirely new teachers. They will be given one additional PLC release day to develop a Scope and Sequence aligned to NGSS Standards (\$1,560). The Science Department also plans to participate in a Lesson Study needing 3 hours per teacher to plan and debrief (\$1080).</p> <p>The Math Department is in the second year of using new math curriculum. They will be given one additional PLC release day to develop common assessments for the new curriculum. (\$1,827). In addition, as part of their work in adopting "Building Thinking Classrooms", 6 sets of "Wipebooks" will be purchased (\$1,200).</p> <p>EL Instructional Support We will continue to offer foundational literacy tutoring for our newcomers after school 2-3 days/week. In response to the</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Principal meets with Math and English coach monthly to check in on common assessment progress and analysis. The amount and frequency of teachers taking strategies learned at professional development and training fellow staff members at department and staff meetings. Observation of department and PLC meetings and how the new training is impacting lesson and assessment design and classroom first instruction delivery strategies. Department level common formative assessment data collected by grade level PLC's and analyzed by 3 teachers, coach (if applicable) and supporting department administrator. Common assessment data broken down by subgroups in PLC's with support of coach at least once per term to measure progress at decreasing disproportionality. 	<p>Evaluation</p>

needs exhibited by the students and the data reflected in ELPAC testing, reading continues to be a barrier for the majority of our EL students.

Whole Staff PD

We will offer professional development during a staff meeting to reacquaint all staff members with the general typologies and needs of multilingual learners, with a special focus on LTELs. [If we offer staff-led PD days: Teachers will be highly encouraged to attend the Integrated ELD PD session led by our MLE instructional coach or EL coordinator).

ELA Department

We will ask the MLE and ELA Instructional Coaches to attend ELA department PLCs and guide them towards catering our instruction to increase the support that our LTEL students need. Coaches can lead us through best practices and strategies that can be used throughout the courses of instruction. Additionally, they can help lead us in the creation of CAASPP and ELPAC related practice opportunities geared towards LTELs in the classroom.

To help increase the capacity within our ELA Department, we will send the two ELA department chairs to join the two ELD teacher at CABE. All attendees will report back least 2 key takeaways from the conference that can be implemented in other classrooms.

Math Department

The math Instructional coach can work alongside the math department and our MLE instructional coach to make specific math task types more accessible to students who struggle with academic language, such as our LTELs and newcomers.

We will purchase allowable,

<p><i>reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets - Supplemental</u> \$7,000</p> <p><u>Contracts/Services/Subscriptions - Supplemental</u> \$17,000</p> <p><u>Materials/Supplies/Equipment - Supplemental</u> \$1,200</p>		
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Site Goal 1.3 (SiteGoalID: 9351) (DTS: 04/21/25)

Increase the number of students receiving high quality instruction in every class, every day by implementing research-driven best practices for ALL content areas.

Implementation of effectively communicated success criteria will increase from 61% (2024) to 66% (2025) by the end of the year as measured by the Teaching and Learning Program Implementation Continuum(PIC).

- Student survey data regarding whether their teacher explains how students will know they have learned a lesson will increase from 65% to 70%.
- Teacher survey data regarding the current level of implementation of success criteria will increase from 67% to 72%.
- FONT implementation data will increase from 39% to 44%.

Metric: Success Criteria

Action 1.3.1 (SiteGoalID: 9351) (DTS: 04/21/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>The Franklin Region will work with their CPL coaches to create common professional development modules delivered to staff on the topic of Success Criteria during the 25/26 schoolyear.</p> <p>The TJMS Admin Team will calibrate over the summer and develop a very specific Instructional 25-26 for walkthroughs, FONT use, and consistent feedback language, focused on Success Criteria.</p> <p>Yearlong Franklin Region focus and TJMS Admin focus will be specifically on teaching, modeling, discussing and tracking with font Instructional Framework Principle of teachers effectively using Success Criteria.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<p>The TJMS Admin team will use initial FONT data from the 24/25 school year, separating out scores for the areas of relevant, explicit, and accessible and compare those scores to FONT Data pulled at the end of each quarter.</p>	

Site Goal 1.4 (SiteGoalID: 9352) (DTS: 04/21/25)

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

- 57% EL and 69% EL Long Term making progress towards English Proficiency, which is above the desired outcome for EGUSD of 55% to: 63% EL and 74% EL Long Term according to the CA Dashboard publication.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.4.1 (SiteGoalID: 9352) (DTS: 04/21/25)

Targeted Student Group(s)

- EL

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>EL students will be identified and scheduled first in the master schedule to ensure numbers do not exceed 1/3 of any one class and:</p> <ul style="list-style-type: none"> Provide direct intervention and strategies designed for EL students. Ensure both grade levels are in compliance with the FPM guidelines. Provide an ELD teacher in periods 1 and 2 for low level EL students that are not ready for the general education English class. <p>Provide translation for documents and interpretation services. Regular translator support on campus once a week(if available).</p> <p>Provide funding for professional development around designated and integrated ELD.</p> <p>Continue to host Regional ELAC meetings with three translators, shared food, celebrations of student success, and awards, and supplies to do activities and projects together.</p> <p>Send teachers, EL Coordinators and an ELAC Parent Member to the CASE conference.</p> <p>Provide funding for certificated staff to administer the initial ELPAC.</p> <p>Provide funding for certificated staff to administer the summative</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> EL Coordinator, ELPAC Coordinator (admin), and EL Coach will measure EL student results and growth on common assessments in core classes as compared with their general education peers. Increase EL and RFEP student enrollment in Honors courses at TJMS and FrHS measured by course selection data with targeted recruitment by EL Coordinator and counselors. EL student grades in core classes monitored by EL Coordinator. 	<p>Evaluation</p>

<p>ELPAC.</p> <p>Provide funding for time spent by EL Coordinator, a classroom teacher on campus.</p> <p>Provide light refreshments and snacks for ELAC/MLAC (English/Multilingual Learner Advisory Committee) and other ML family involvement/engagement events. Timesheet teachers to participate in our site ELAC.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets - EL Supplemental</u> \$6,000</p> <p><u>Contracts/Services/Fees - EL Supplemental</u> \$8,000</p> <p><u>Materials/Supplies/Equipment - EL Supplemental</u> \$1,220</p>		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 796)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	30000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1200	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	17000	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	6000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	1220	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	8000	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: 8887) (DTS: 02/13/25)

Decrease suspension rates as measured by the EGUSD LCAP Metrics:

- Overall suspension rates will decrease from 5.7% of students being suspended at least once to 5% as measured by the EGUSD LCAP Metrics.
 - Students with Disabilities (SWD) from 17% (2024) to 12% (2025)
 - African American students from 19% (2024) to 15% (2025)
 - Homeless students from 20% (2024) to 15% (2025) (15 students total in 2024)
 - Students with Disabilities (SWD) from 17% (2024) to 14% (2025)
 - Foster youth from 25% (2024) to 15% (2025) (4 students total in 2024)

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8887) (DTS: 02/13/25)

Targeted Student Group(s)

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

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
<p>Provide students from targeted subgroups access to wrap around services and mentors from internal and external organizations/ partners/ programs, that focuses on their academic successes and positive behavior, providing additional intervention when required. Intervention groups include but are not limited to:</p> <ul style="list-style-type: none"> PBIS Tier II Sac Connect (\$2,775 x 2 10 week cohorts = \$5550) Various group counseling provided by TJMS Social Worker and Counseling staff. ROAR Program (\$8000 Contracts, \$3000 Timesheets, \$500 Materials) <p>Continue the ROAR programs by identifying cohorts of at-risk students (primarily African American and Students with Disabilities with low math, low ELA, high chronic absenteeism, and higher suspension rates) in both grades that will benefit from daily interventions, including:</p> <ul style="list-style-type: none"> Check-in and check-out each day with program teacher. Grade and behavior checks filled out by classroom teachers. Community building and restorative circles. Field trips for team building and self reflection (Local 	<p>Metrics:</p> <ul style="list-style-type: none"> PBIS Data "No Activities List" Data Site Discipline Data Participating student GPA's Attendance Data PBIS 5 Star Rewards Program Usage Data California Healthy Kids Survey (CHKS) Social Emotional Learning/Culture & Climate Survey (SEL/CC) PBIS Tiered Fidelity Inventory (TFI) 	

<p>Food Bank and Peak Adventures).</p> <ul style="list-style-type: none"> • Organization and time management skills. • De-escalating techniques to avoid confrontations in class and on campus. <p><u>Contracts/Services/Subscriptions - Supplemental</u> \$14,000</p> <p><u>Certificated Timesheets - Supplemental</u> \$3,000</p> <p><u>Materials/Supplies/Equipment - Supplemental</u> \$500</p>		
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Action 2.1.2 (SiteGoalID: 8887) (DTS: 04/22/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Provide 0.5 FTE to partially fund a 1.1 FTE Restorative Practices Teacher to oversee Restorative Practices implementation, coordinate, manage and supervise various programs such as restorative circles, conflict resolution, and student discipline re-entry.</p> <p>This person will work closely with the Equity Coach, counselors, and administrators to increase campus supervision during passing, lunch, before and after</p>	<p>What data will be collected? (metrics below)</p> <p>How often and when will it be collected? Monthly for discipline data and by term for attendance and grades.</p> <p>Data shared with? Shared with all staff at monthly staff meetings, with families in the Paw Print each term when appropriate, in more detail with the Tier 1 and Tier 2 teams monthly.</p>	

<p>school and build connections and relationships specifically with PTSGs. This person will also develop plans of action to improve school attendance, on task behavior, academic achievement and social interactions with peers for students most in need. This certificated staff member will also push in to classrooms to assist teachers in developing strategies to approach students with challenging behavior in restorative ways in order to get to the root of problems and develop plans of action to improve behavior and academic achievement. The Restorative Practices teacher will be a member of the Tier 1 and Tier 2 MTSS teams.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Salaries - Supplemental</u> \$52,752</p>	<p>Metrics:</p> <ul style="list-style-type: none"> • Discipline data (suspension rates) • Attendance and Tardies • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • 2 or more F's • Hatching's checklist developed by counselors and monitored by counselors and RP Teacher. 	
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Action 2.1.3 (SiteGoalID: 8887) (DTS: 05/15/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p><u>African American Students and Academic/Instructional Support</u></p>	<p>Progress Monitoring</p> <p>Progress Monitoring</p> <p>English and Math PLCs will meet</p>	<p>Evaluation</p>

Regional Equity Coach will provide professional development on implementing culturally responsive teaching strategies.

Staff will receive training in and/or share best practices for reaching African American students. This training/PD will take place during staff meetings and/or through other professional development avenues such as conferences, seminars, book studies.

Staff will also review ELA and Math SBAC data and RP Teacher will track progress for African American students.

Counselors will identify specific African American students who are earning D's or F's in Math or English.

RP "Coach", Teachers, administrators, and counselors will conduct check-ins with these students and make contact home.

Additional progress will be monitored using "Students of Concern" spreadsheet used by teams to develop plans for academic intervention and support.

Chronic Absenteeism

Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of African American students.

Building Positive Relationships

RP Coach/Counselor/Teacher/Admin phone calls home to families to offer supports in targeted areas of need displayed by current GPA/Discipline data.

Personal communication from counselors to families to encourage Honors course enrollment or Honors progress check-ins.

weekly to review formative assessment data

FONT Data will be reviewed quarterly to monitor implementation of high-quality instruction.

Students of Concern Spreadsheet will be reviewed, weekly, at Team meetings

Admin and counselors will monitor D/F Grades: At the end of Progress Reports Quarters 1, 2, 3

Admin and counselors will monitor African American student progress in English and Math for each grading period for Quarters 1, 2, 3

At the end of the first month of school, RAIT will provide an attendance report for African American students to counselors

Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in.

Counselors will check-in with students and document contact via Synergy Student Contact Log.

Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for African American students who are struggling and share with counselors

Counselor/Admin call logs or email correspondence to families regarding student needs displayed by current data including attendance, GPA, and discipline data. Contact will be documented in Synergy.

Counselor call logs or email correspondence to families regarding Honors course enrollment or Honors progress check-ins. Contact will be

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	documented in Synergy. Honors enrollment rate as data point. Data collected by counselors and shared with Admin.	
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Site Goal 2.2 (SiteGoalID: 9385) (DTS: 04/22/25)

By May of 2026, chronic absenteeism for students experiencing homelessness will decrease from 33% to 20% as measured by the California Dashboard. **Number of students experiencing homelessness was 15*

Metric: Homeless Student Disparity

Action 2.2.1 (SiteGoalID: 9385) (DTS: 04/22/25)

Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>By October, all front office personnel will attend homeless education training focused on supporting McKinney Vento enrollment and related policies to improve identification and enrollment requirements.</p> <p>Front office personnel will ensure identified families are provided McKinney Vento and SAFE Program information via SAFE Program brochure and completed Housing Questionnaires are sent to the SAFE Program.</p> <p>By August, and quarterly thereafter, the Restorative</p>	<ul style="list-style-type: none"> • Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness. • Administration will meet with front office staff monthly to monitor enrollment and address barriers for students experiencing homelessness. • Administration and relevant staff (Restorative Practices Teacher, Tier 2 Team, Counselors, Teachers, Social Workers, Psych, Nurses, etc) will monitor student data for 	

Practices Teacher will identify the students experiencing homelessness and monitor attendance, behavior, suspension, and academic progress/credit accumulation.

Bi-annually, administration will schedule meetings with Leadership and SAFE Program staff to collaborate on intervention strategies and improving resources for students experiencing homelessness.

Working in collaboration with SAFE Program staff and other relevant District departments, identify and provide targeted support to students experiencing homelessness including:

- Academic intervention, tutoring and homework assistance
- Access to Expanded Learning activities (targeted tutoring, etc.)
- Supplies and other basic educational needs (backpacks, school supplies, PE clothing, etc)
- Credit Recovery Options (*new option for schools to recover ADA offering students extra hours of academic intervention*)

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

Purchase of school supplies (backpacks, school supplies, PE Clothes, Hygiene Items, snacks, funds for field trips and other extra-curricular activities)

Materials/Supplies/Equipment
\$1,000

students experiencing homelessness and develop intervention plans.

Funding Sources for District Goal 2 (DEV - LCAP ID: 796)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	52752	Certificated- Salaries
Supplemental/Concentration (7201/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	14000	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

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

For the 2025-2026 school year, our goal is to increase Favorable Responses in the School Climate survey by:

- Parents from 92% (2024) to 95% (2025)
- Staff from 84% (2024) to 88% (2025)
- Parents from 71% (2024) to 76% (2025)

In targeted student subgroups:

- SWD from 64% (2024) to 69% (2025)
- Homeless from 60% (2024) to 65% (2025)
- African American from 66% (2024) to 71% (2025)

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 8888) (DTS: 04/22/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• 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?
<p>Action Plan</p> <p>Hold "Sevies Sunset" for incoming 7th grade students and parents to pick up schedules and walk around campus before school starts.</p> <p>Provide assemblies and rallies to connect students to school, build school culture, and teach students about the expectations of being a student at TJMS.</p> <p>Hold regular PBIS Tier 1 meetings monthly.</p> <p>Dedicate time at each staff meeting to PBIS strategies and implementation. This data will</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Attendance at Sevies Sunset• Track progress on Tiered Fidelity Inventory for both PBIS Tier 1 (once monthly) and Tier 2 (twice monthly). Data shared at every staff meeting.• Monitor the number of teachers distributing PBIS Gold Tickets (Activities Director and PBIS Coordinator)• Record the number of Jag Swag tickets distributed.• Compare results of PBIS surveys for students and staff year over year. PBIS Tier	<p>Evaluation</p>

focus on PTSG discipline referrals to determine effectiveness of PBIS tier strategies for those students.

Contract with speakers for the students and staff to reinforce PBIS core values and outcomes. Speakers will focus on being relevant to PTSG students.

Use and supplement district funded SEL program (Character Strong) in Advocacy. Students attend Advocacy every Wednesday.

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

The House of Representatives (having one "delegate" student from every advocacy class) will work to identify matters most important to students, find solutions, advocate for change, and work to improve campus life for all students.

- Field Trip to tour the Capital with Q & A with an Elk Grove Representative (\$2,000)

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

Contracts/Services/Equipment - Supplemental
\$2,000

1 team and Restorative Practices teacher and TIC.

- In house PBIS surveys will be sent out after various events and tracking of Jag Swag distribution will be broken down by month to determine which events are having the most impact.

Funding Sources for District Goal 3 (DEV - LCAP ID: 796)

Funding Source

Amount

Description of Use

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	<input type="text" value="2000"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="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: <ul style="list-style-type: none"> • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1 (SiteGoalID: 8889) (DTS: 02/13/25)

By May of 2026, Chronic absenteeism will reduce from 13.3% (2024) to 10% (2025) for ALL students as measured by the California Dashboard.

Red Designation:

- Two or More Races from 16.5% to 13%

Orange Designation:

- African American from 19.9% to 14%
- English Learners from 15.7% to 12%
- Socioeconomically Disadvantaged from 19.8% to 14%
- Students with Disabilities from 21.3% to 16%
- White from 15.1% to 12%

Metric: Percent Chronically Absent

Action 4.1.1 (SiteGoalID: 8889) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>In the summer, establish a site Attendance Team to include an SOA, Admin, and RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.</p> <p>Before school starts, Admin will communicate (electronically and In-Person) to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <p>Distribute weekly newsletter to connect families with staff and activities happening on campus.</p>	<p>Parent lunch day attendance (shared with admin and activities director 2 times per year).</p> <p>Weekly newsletter readership rates (collected by Principal in SMORE app).</p> <p>Number of postcards mailed home (Team leaders ensure one to each student annually).</p> <p>Number of families of Students with Disabilities connecting with Campus Coach and/or receiving attendance recognition for improving (Hatching's report monitored by each counselor per team).</p>	

<p>Hold two parent lunch days (Loved Ones on the Lawn) on campus.</p> <p>Mail home postcards recognizing positive student behaviors and interactions.</p> <p>Positive phone calls home.</p> <p>Focus positive phone calls home early in the year towards students that are less connected to school and families that are less likely to participate.</p> <p>The Campus Coach will work with students that are struggling with attendance, focused on incentives in RSP classes for attendance. This includes phone calls home, check in check out, and regular monitoring of MTSS Hachings site form.</p> <p>Coach will increase porch visits for student subgroups with chronic absenteeism.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Materials/Supplies/Equipment</u> \$601</p>		
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Site Goal 4.2 (SiteGoalID: 9339) (DTS: 04/21/25)

Increase community/parent participation and engagement at school events to build a positive school community.

- EGUSD Parent Survey results on Relationship Between School Staff and Families: Effective Provision of a Respectful and Welcoming Environment, will increase from 93% (2024) to 95% (2025).
- EGUSD Parent Survey results on Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement, will increase from 86% (2024) to 90% (2025).

Metric: Parents indicating a respectful and welcoming school environment

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>Provide Family and Community Engagement programs and Services with a focused emphasis on African American, English Learner, Foster Youth, Homeless Youth, and Students with Disabilities.</p> <p>These opportunities include but are not limited to:</p> <ul style="list-style-type: none"> • Parent Connect Nights with both school and community booths for organizations to join • 2 School Wide University Nights (organized by AVID committee) - \$1,200 to timesheet workshop presenters. • 2 Loved Ones on the Lawn days • 1 Fall "Diversity Day" with an evening event open to the public • 1 Incoming 7th Grade Ice Cream Social with break out session for all families of Students with IEPs. • 7th Grade "Sevie Sunset" Schedule pick up the evening before the first day of school • Two Incoming 7th Grade Course Information Nights and programs showcase • and additional onsite and off site opportunities through 	<p>Progress Monitoring</p> <p>All of the following will be monitored at least once a quarter by administration, FACE Parent Liaison, MTSS Team, Campus Coach (RP Teacher), and/or District Attendance Support Person:</p> <ul style="list-style-type: none"> • Attendance Rates at the events/meetings • Decrease in Chronic Absenteeism • On-Campus Parent Volunteers • Parent Survey Results • CHKS Results • SEL Survey Results (Perspective Surveys) • MTSS referrals <p>Information will be presented to or reviewed by administration, leadership, and/or the School Site Council at least once a semester.</p>	<p>Evaluation</p>

our Family and Community Engagement Office (lead by the FACE Liaison)

Increase communication efforts via Synergy emails and Talking Points (time at monthly Staff Meetings) messaging from administration and teaching staff.

Add a monthly Principal Chat for parents and guardians, alternating in person and Zoom meetings.

Site Principal will send out weekly newsletters (Paw Print) informing parents/guardians of upcoming activities and important dates. Communication will include encouraging parent involvement and participation in surveys by providing an explanation of the importance of the feedback to chart future progress and effect change as necessary.

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

Certificated Timesheets

Supplemental

\$1,500

Materials/Supplies/Equipment

\$500

Site Goal 4.3 (SiteGoalID: 9542) (DTS: 05/15/25)

Parent Response Rate for the Parent Perspective Survey will increase from 12% to 25%.

Metric: Other

Action 4.3.1 (SiteGoalID: 9542) (DTS: 05/15/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan <ul style="list-style-type: none">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 <ul style="list-style-type: none">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?
<p>Action Plan</p> <p>TJMS admin will collaborate with FACE, EL coordinator and counseling to increase Parent Perspective Survey percentage.</p> <p>Data Processor will generate list of all students that do not have an older sibling in high school. That list will be used for office staff to call parents to individually ask them to complete the parent survey.</p> <p>Perspective Survey QR code will be provided in the 8th grade promotion packet.</p> <p>Survey will be scheduled to be pushed out via TP/synergy/School Messenger to parents with survey link attached.</p> <p>EL Coordinator will push Survey through ELAC Spring meeting and with communication to their connected families.</p> <p>QR survey link will be made available at sigh-in for Loved Ones on the Lawn Day during survey window.</p> <p>ADMIN will collaborate with FACE liaison for continued community communication during testing window.</p>	<p>Progress Monitoring</p> <p>Completion percentage will be monitored when pushed out by RED.</p>	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 796)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1101	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

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$52752	\$0	\$0	\$52752
Certificated- Timesheets	\$30000	\$3000	\$0	\$1500	\$34500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1200	\$1500	\$0	\$1101	\$3801
Contracts/Services/Subscriptions	\$17000	\$14000	\$2000	\$0	\$33000

Supplemental/Concentration (7201/0000) Total: \$124,053

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$6000	\$0	\$0	\$0	\$6000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1220	\$0	\$0	\$0	\$1220
Contracts/Services/Subscriptions	\$8000	\$0	\$0	\$0	\$8000

EL Supplemental (7250/0000) Total: \$15,220

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

Toby Johnson Middle School (420) | 2025-2026

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	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$124,053	\$48,200	\$71,252	\$2,000	\$2,601	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$15,220	\$15,220	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,273	\$63,420	\$71,252	\$2,000	\$2,601	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$139,273	Title I Centralized Services	\$0
		Title I Preschool	\$0

