



Toby Johnson Middle School

Local Control Accountability Plan (LCAP) 2026-2027

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: 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?

During the 2025-26 school year, the TJMS School Site Council met five times.

- September 24, 2025 "First Fall Meeting"
- November 19, 2025 "Second Fall Meeting"
- January 21, 2026 "Winter Meeting"
- April 22, 2026 "First Spring Meeting"
- May 20, 2026 "Second Spring Meeting"

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

- Jenny Keyport - Principal
- Hinnah Khan - Other Staff
- Caroline Martin - Classroom Teacher
- Michel Perez - Classroom Teacher
- Amanda Fiddymont - Classroom Teacher

- Aisha Madu - Parent
- Sarah Fetter - Parent
- Mackenzie Wieser - Parent
- Jacob M. - Student
- Rosalea O. - Student

The SSC provided feedback and adjustments into the 2025-2026 LCAP and assisted with goal development on November 19, 2025 and January 21, 2026.

In April, 2026, staff, students, and parents of TJMS received an email with a survey link asking for their feedback and perspectives as part of the 2026-27 LCAP Needs Analysis.

On November 19, 2025, "[2025 LCAP Metrics TJMS](#)" were shared with the School Site Council and feedback was solicited. In January, 2026, LCAP Metrics were shared with the Site Leadership Team and feedback was solicited. On February 2, 2026, "[TJMS Data Picture 2022-2025](#)" was shared with the site leadership team for reflection and celebration.

The TJMS ELAC Committee was given the opportunity to provide their input into the LCAP on October 1, 2025, January 15, 2026, and May, 13, 2026.

On April 17, 2026, the TJMS staff had the chance to submit action items with 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 (See [TJMS One-Sheet 26-27 LCAP Draft](#)):

Site Goal 1:

All Goals were met. Continue to focus on high quality instruction regardless of teacher assigned, which mandates PLC collaboration and common assessments. As a result, PLC release dates will remain a priority. Continue to complete interim assessments with analysis. Restrict PD opportunity to English, Science, Math, EL, and SpEd teachers as the highest priority. Continuously improve admin calibration and protection of instructional walk through time and data reporting. There is a need to adapt to a new EL Coordination/Coaching model in 26-27 and the LCAP reflects the change.

Site Goal 2:

Continued and refined goals to address disparities in specific sub groups. At TJMS, depending on metric, the greatest disparity exists for African American Students and Students with Disabilities. The disparity varies for Homeless and Foster Youth as the total group size is small. Quarterly monitoring and intervention will be led by the Restorative Practices Coach in collaboration with the Tier 2 Team and Counselors.

Site Goal 3:

Continue the work and action plan for the Tier 1 and Tier 2 teams who are doing amazing work with fidelity. The climate survey data continues to steadily increase in all groups. Keep the data analysis, targeted focus based on data and sharing data with all stakeholders monthly. Adjust to a new part time counselor, loss of one full time counselor, change in the Social Worker (3 in four years) and extended absences of Restorative Coach in 25-26. Continue "Sevies Sunset" and add a two week Summer School separately for both grade levels. Continue a rally for incoming 7th grade students in April. It was tried for the first time in April, 2026.

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, Sevies Sunset to supplement loss of Jump Start, Incoming 7th Grade School Day rally in the Spring, and swap out one Back to School Night for a Fall "Community Night". The Principal will add Talking Points polls to every event to increase engagement, solicit feedback/input, and track attendance.

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

Site Goal 1.1

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

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
Admin communicates the expectation: interims are given with fidelity according to the District schedule. The planned assessment dates will be shared by each Department with Admin. Each PLC will collaborate on late start Wednesdays. Goal: work collaboratively through the PLC process to use, analyze and interpret common assessments (PLC, Illuminate, CAASPP) (closely aligned with Goal 1.1 and 1.3).	• Secretary and Principal will track and monitor planned released days. • Supervising Admin will monitor and support release day work. • Teachers will, upon request, 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, Tier II team,	

PLCs (teachers and Coaches, when available) will be given release days 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. Planned Release Days: • Every core teacher, including SpEd and EL (47 Teachers x 2 days x \$261/day = \$24, 534) • AVID Teachers (2 Teachers x 2 days x \$261/day = \$1044) • SpEd Teachers - Release Days for transitioning incoming 7th SWD (6 Teachers x 2 days x \$261/day = \$3132) • Geography Teacher, write new course (1 Teacher x 2 days x \$261/day = \$522) Admin will continue to work with the Activities Director to build conditions for thriving around District and State 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets - Supplemental</u> - \$29,232	restorative practices teacher, and counselors after each grading period for targeted intervention and parent communication. • Interim Participation Rates reviewed by admin after test dates	
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Site Goal 1.2

CAASPP Data (ELA)

- Overall English Language Arts (ELA) scores will increase from 67% (2025) to 70% (2026) of our students meeting or exceeding standards on CAASPP.
 - Very Low Category (red):
 - No Student Groups were in red 2025. Maintain in 2026.
 - Low Category (orange):
 - Students with Disabilities (SWD) from 19% (2025) to 25% (2026)

CAASPP Data (Math)

- Overall Math scores will increase from 55% to 60% of our students meeting or exceeding standards on CAASPP.
 - Very Low Category (red):
 - No Student Groups were in red 2025. Maintain in 2026.
 - Low Category (orange):
 - Long-Term English Learners from 15% (2025) to 20% (2026)
 - Students with Disabilities from 19% (2025) to 24% (2026)

CAASPP Data (Science)

- Overall Science scores will increase from 44% to 49% of our students meeting or exceeding standards on CAASPP.
 - 2 lowest "Groups by Performance Level" on California Dashboard:
 - Orange: Students with Disabilities (SWD) from 13% (2025) to 18% (2026)
 - Yellow: English Learner (EL) student from 10% (2025) to 15% (2026)

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

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 <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 Provide funding for Math, English, Science, EL, or SpEd teachers to attend professional development opportunities. Potential PD opportunities include: CA Science Education Conference in Sacramento; funding for conference registration and mileage/parking for 6 teachers (~\$2,400) Pay for substitutes so teachers can attend professional development. EL Instructional Support We will continue to offer foundational literacy tutoring for our newcomers after school 2-3 days/week. In response to the 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. 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	Progress Monitoring Observation of department and PLC meetings. Principal and/or VP meet with EL, English, and Math Coach monthly to determine opportunities for targeted PD for teachers based on teacher and Coach analysis of grade and interim data. Principal and Department chairs closely scrutinize PD opportunities to ensure it aligns with Goal. Any teacher participating in Professional Development will provide actionable summary of learning. Monitor: - Grade data at Progress and Term (Restorative Coach) and/or counselor. - Interim Data when available (Coach guides teachers) - Common assessment data by grade level and Department PLC, ongoing.	Evaluation

practice opportunities geared towards LTELs in the classroom. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets - Supplemental</u> \$3,000 <u>Contracts/Services/Subscriptions - Supplemental</u> \$3116		
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Site Goal 1.3

Increase the number of students receiving high quality instruction in every class, every day by implementing research-driven best practices for ALL content areas. In the PIC, the Overall "Teaching and Learning: The extent to which sites are implementing the framework for high quality instruction" will increase from 71.9% (2025) to 76% (2026)

- Student Perspective Survey, "Does your teacher tell you how you will know if you have learned a lesson?" will increase from 67.2% (2025) to 70% (2026).
- FONT implementation data will increase from 44.8% (2025) to 53% (2026)

Metric: Success Criteria

Action 1.3.1

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
Admin will work with their CPL coaches to plan any possible PD or opportunity to provide staff on the topic of Success Criteria during the 26/27 schoolyear. The TJMS Admin Team will continue to calibrate for instructional walkthroughs, FONT use, and consistent feedback language, focused on Success Criteria. The admin team will schedule and protect walk through time weekly throughout the school year.	The Admin team will monitor number of FONT walk throughs, total number of walk throughs per teacher, collect and share the data with teachers at monthly staff meetings. Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. FONT walkthrough data will be shared with	

Admin will share FONT data at every monthly Certificated Staff meeting, to include; total number of walk throughs and levels of implementation of Success Criteria and Learning Targets. 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	staff at staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.	
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Site Goal 1.4

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:

- 74% EL and 70% EL Long Term (2025) making progress towards English Proficiency, which is above the desired outcome for EGUSD of 55% to: 76% EL and 73% EL Long Term (2026) according to the CA Dashboard publication.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1

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 <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
EL students will be identified and scheduled first in the master schedule to ensure numbers do not exceed 1/3 of any one Gen Ed class and: • Provide direct intervention and strategies designed for EL students. • Ensure both grade levels are in compliance with the FPM guidelines.	• Designated ELD Teachers will monitor student grades. • Increase EL and RFEP student enrollment in Honors courses at TJMS and FrHS measured by course selection data with targeted recruitment by counselors. • EL student grades in core classes monitored by Counselors.	

- Provide an ELD teacher in periods 1 and 2 for low level EL students that are not ready for the general education English class.
- Admin work with new EL Coach to learn EL "Progress Monitoring" and meeting monthly to consistently review.

Provide translation for documents and interpretation services. Translator support on campus as needed.

Provide funding for professional development around designated and integrated ELD.

The EGUSD model for EL Coordination is changing from the 25-26 year to the 26-27 year. The EL Coordinator will no longer be a Site Staff. Our desired actions are below. However, we need to meet the new Regional Coach and work with them to see how we might achieve these actions or change them based on their schedule, capacity and ideas.

- 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.
- Send teachers, EL Coordinators and an ELAC Parent Member to the CASE conference.
- Provide funding for certificated staff to administer the initial ELPAC.
- Provide funding for certificated staff to administer the summative ELPAC.
- 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.

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

Certificated Timesheets - EL Supplemental
\$14,000

Classified Timesheets - EL Supplemental
\$500

Materials/Supplies/Equipment - EL Supplemental
\$1,000

Contracts/Services/Subscriptions - EL Supplemental
\$6,776

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

Decrease suspension rates as measured by the EGUSD LCAP Metrics:

- Overall suspension rates will decrease from 5.4% of students being suspended at least once to 4.5% as measured by the EGUSD LCAP Metrics.
 - Students with Disabilities (SWD) from 14.5% (2025) to 11% (2026)
 - African American students from 20.6% (2025) to 15% (2026)
 - Homeless students individually monitored by Counselors. Less than 11 total.
 - Foster youth individually monitored by Counselors. Less than 11 total.

Action 2.1.1

Targeted Student Group(s)

• 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 Provide students from targeted subgroups (African American and Students with Disabilities) 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: - PBIS Tier II - Sac Connect (\$2,775 - 10 week cohort for girls - boys found less effective in 2025) - Various group counseling provided by TJMS Social Worker and Counseling staff. - ROAR Program (\$8000 Contracts, \$3000 Timesheets, \$500 Materials) Continue the ROAR programs by identifying cohorts of at-risk students (primarily African American and Students with Disabilities with low math, low ELA, high chronic absenteeism, and higher suspension rates) in both grades that will benefit from daily interventions, including: - Check-in and check-out each day with program teacher. - Grade and behavior checks filled out by classroom teachers. - Community building and restorative circles. - Field trips for team building and self reflection (Local Food Bank and Peak Adventures). - Organization and time management skills.	Progress Monitoring Metrics monitored by Tier 1 and Tier 2 teams, Counselors, Restorative Coach and Admin: - Tier 1 PBIS Data Monthly "No Activities List" Data - Site Discipline Data - Participating student GPA's - Attendance Data - PBIS 5 Star Rewards - Program Usage Data	Evaluation

De-escalating techniques to avoid confrontations in class and on campus. <u>Contracts/Services/Subscriptions - Supplemental</u> \$10,775 <u>Certificated Timesheets - Supplemental</u> \$3,000 <u>Materials/Supplies/Equipment - Supplemental</u> \$225		
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Action 2.1.2

Targeted Student Group(s)

- 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	Progress Monitoring	Evaluation
Provide 0.5 FTE to partially fund a 1.0 FTE Restorative Practices Teacher/"Coach" to oversee Restorative Practices implementation, coordinate, manage and supervise various programs such as restorative circles, conflict resolution, and student discipline re-entry. This person will work closely with the Tier 2 Team, Counselors (new part time), Social Worker (new) and Administrators to 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 into 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. <i>We will purchase allowable, reasonable, and</i>	What data will be collected?(metrics below) How often and when will it be collected? Monthly for discipline data and by term for attendance and grades. Data shared with? Shared with all staff at monthly staff meetings, with families in the Paw Print each term when appropriate, in more detail with the Tier 1 and Tier 2 teams monthly. Metrics: - Discipline data (suspension rates) - Attendance and Tardies - California Healthy KidsSurvey (CHKS) - Social EmotionalLearning/Culture & ClimateSurvey (SEL/CC) 2 or more F's - Hatching's checklist developed by counselors and monitored by counselors and RP Teacher.	

<i>necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Salaries - Supplemental</u> \$63,201		
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Action 2.1.3

Targeted Student Group(s)

- Black or African American

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
African American Students and Academic/Instructional Support Counselors will identify specific African American students who are earning D's or F's in Math or English at Progress Report and Term grade reporting. 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, Social Worker, and Counselor 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	Progress Monitoring English and Math PLCs will meet 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 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

By May of 2027, chronic absenteeism for students experiencing homelessness will decrease as measured by the California Dashboard. **Number of students experiencing homelessness was less than 11 and will be individually monitored.*

Metric: Homeless Student Disparity

Action 2.2.1

Targeted Student Group(s)

- Homeless

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
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. By the start of September, and quarterly thereafter, the Restorative Practices Teacher and Counselors will identify (Using Synergy Report U-PGM1412: Special Services Student List) the students experiencing	- Restorative Practices Coach and Counselors will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness. - Vice Principal on the RAIT team will meet with front office staff monthly to monitor enrollment and address barriers for students experiencing homelessness. - Lead by Counselors, the Restorative Practices Teacher, Tier 2 Team, Social	

homelessness and monitor attendance, behavior, suspension, and academic progress/credit accumulation. Counselors and the Tier 2 Team, 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) • Attendance Recovery Options (new option for schools to recover ADA offering students extra hours of academic intervention) <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> 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	Workers, Psych, Nurses, etc., will monitor student data for students experiencing homelessness and develop intervention plans.	
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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: 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
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Site Goal 3.1 Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2026-2027 school year, our goal is to increase Favorable Responses in the School Climate survey by: • Students from 74% (2025) to 79%% (2026) • Parents from 91% (2025) to 94%% (2026) • Staff from 85% (2025) to 89% (2026) In targeted student subgroups: • SWD from 68% (2025) to 73% (2026) • Homeless from 72% (2025) to 75% (2026) • African American from 70% (2025) to 74% (2026)	Metric: School Climate - Average Favorability Rating
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Action 3.1.1 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

Summer school July 6-17 (8th Grade) and July 20-31 (Incoming 7th Grade) focused on SEL standards, Academic Enablers, Academic Standards, and connection.

Hold "Sevies Sunset" for incoming 7th grade students and parents to pick up schedules and walk around campus the night before school starts.

Provide assemblies and rallies to connect students to school, build school culture, and teach students about the expectations of being a student at TJMS.

Hold regular PBIS Tier 1 meetings monthly and report data at every staff meeting.

Dedicate time at each staff meeting to PBIS strategies and implementation. This data will focus on PTSG discipline referrals to determine effectiveness of PBIS tier strategies for those students.

Connect with and rely upon Equity Coaches to support the training of classified staff (i.e. campus safety staff, cafeteria staff, paraeducators, front office staff, etc.) in the foundational elements of Restorative Practices that most closely aligns to their job duties. Similar to the way SAFE trained front office staff on McKinney Vento in the prior year.

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 to examine the disparities in suspension rates and exclusionary discipline.

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.

Support between 30-40 student-led after school clubs ("Something for everyone")

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

Progress Monitoring

- 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 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.

Evaluation

**Materials/Supplies/Equipment -
Supplemental
\$1,119**

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

By May of 2027, Chronic absenteeism will reduce from 11.7% (2025) to 9.5% (2026) for ALL students as measured by the California Dashboard.

Red Designation:

- White from 19.5% to 15% *NOTE: a very small group significantly skewed this data

Orange Designation: No Student Groups

- Maintain in 2026

Yellow Designation:

- African American from 17.3% to 14%
- Hispanic from 14.9% to 12%
- Socioeconomically Disadvantaged from 14.9% to 12%
- Students with Disabilities from 18.5% to 16%

Metric: Percent Chronically Absent

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 At the start of school, reconvene the 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. Implementing the plan will happen from the RP Site Coach, Counselors, and Social Worker. 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. Principal distributes the weekly "Paw Print" newsletter to connect families with staff and activities happening on campus. Hold two parent lunch days (Loved Ones on the Lawn) on campus; fall and spring.	Progress Monitoring Attendance at large events, estimates captured with Talking Points polls. • Back to School Night • Sevie Sunset • Community Night • Ice Cream Social • Incoming 7th Grade Course Info Nights • Loved Ones on the Lawn (x2) Weekly newsletter readership rates (collected by Principal in SMORE app). Number of postcards mailed home (Team leaders ensure one to each student annually). Number of families of Students with Disabilities connecting with Campus Coach and/or receiving attendance recognition for improving (Hatching's report monitored by each counselor per team).	Evaluation

"Teams" (Integrated Teachers with the same students) mail home postcards recognizing positive student behaviors and interactions. Positive phone calls home from all Certificated Staff. 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. The Campus Coach and Counselors 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 Tier 2 data record. Coach and Social Worker will increase porch visits for student subgroups with chronic absenteeism. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	Monitor attendance for students in Targeted Groups.	
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Site Goal 4.2

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 92% (2025) to 95% (2026). - EGUSD Parent Survey results on Input in Decision Making: Effective Provision of Opportunities for Parent Input, will increase from 90% (2025) to 92% (2026).

Metric: Parents indicating a respectful and welcoming school environment

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 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
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: • Sevie Sunset for 7th Grade - Families are Welcome • Fall Back to School Night • Fall "Community Night" (instead of second Back to School Night) • 2 School Wide University Nights (organized by AVID committee) - \$1,000 to timesheet workshop presenters. • 2 Loved Ones on the Lawn days • 1 Incoming 7th Grade Ice Cream Social with break out session for all families of Students with IEPs. • Two Incoming 7th Grade Course Information Nights and programs showcase • Additional onsite and off site opportunities through 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. The principal will send a Talking Points poll connected to every family event, to: increase engagement, solicit input/feedback, and track attendance numbers. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets Supplemental</u> \$1,000	All of the following will be monitored at least once a quarter by administration, Social Worker, Part Time Counselor, and Campus Coach (RP Teacher), 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 (Perspective Surveys) • MTSS referrals Information will be presented to or reviewed by administration, leadership, and/or the School Site Council at least once a semester. Completion percentage will be monitored when pushed out by RED. Parent Response Rate for the Parent Perspective Survey will increase from 12% to 25%.	

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	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$63,201	\$0	\$0	\$63,201
Certificated- Timesheets	\$32,235	\$3,000	\$0	\$1,000	\$36,235
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$1,225	\$1,119	\$0	\$2,344
Contracts/Services/Subscriptions	\$3,116	\$10,775	\$0	\$0	\$13,891

Supplemental/Concentration (7201/0000) Total: \$115,671

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	\$14,000	\$0	\$0	\$0	\$14,000
Classified- Salaries	\$500	\$0	\$0	\$0	\$500
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1,000	\$0	\$0	\$0	\$1,000
Contracts/Services/Subscriptions	\$6,776	\$0	\$0	\$0	\$6,776

EL Supplemental (7250/0000) Total: \$22,276

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) | 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	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$115,668	\$38,000	\$75,549	\$1,119	\$1,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$22,276	\$22,276	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,944	\$60,276	\$75,549	\$1,119	\$1,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$137,944