



## **Samuel Jackman Middle School**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**Principal:** Natasha Lewis-Jones

**County-District-School (CDS) Code:** 34673146109821

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

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

## IV. Goals, Actions and Services

Samuel Jackman Middle School | Focused Work: 2022-2023

### 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 Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

##### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

##### Goal 3: Wellness

- All students will have an equitable opportunity to learn in a 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 involve family and community partners.

#### Stakeholder Engagement

##### Involvement Process for LCAP and Annual Update

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

Information about goals and allocations were shared with School Site Council attendees, data was shared, and input was solicited on 10/27/21, 11/10/21, 1/26/22, 4/28/22, and 5/4/22. In December of 2021, staff, students, and parents completed an LCAP Needs Survey. In November 2021 staff completed a mid-year needs survey, the information gathered was used to prioritize LCAP spending. The SSC discussed and conducted the annual review on April 28, 2022 and drafted a preliminary budget and goals. On May 4, 2022, the LCAP was presented to and approved by the School Site Council. On May 5th, the LCAP was presented to the leadership team. Team members were able to provide input and bring the information to their

department members. On May 20, 2022, the LCAP was presented to the ELAC and members had an opportunity to provide input.

### Impact of LCAP and Annual Update

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

After the mid-year needs assessment, we were able to prioritize spending, and order materials that would help support students and staff. In addition, after the COVID-19 restrictions lifted, we were able to use LCAP money to fund professional speakers and lunch groups.

### Resource Inequities

**Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.**

In 2019-2020 Samuel Jackman Middle School was identified as a Alternative Targeted Support and Improvement (ATSI) school because our Students With Disabilities subgroup need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups. These include Actions and Services

1.1.1 Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special Education)

2.1.1 Bring PLCs together quarterly to have “cross-talk” to discuss goals across disciplines to look at alignment . Special Education has opportunity to look at accommodations/modifications to instruction/assessment for the success of students with disabilities.

3.1.3 Purchase student planners to help students develop organizational skills and communicate with parents/guardians. Allows special education case managers to improve home-school communication with families. Will benefit students improving executive functioning skills. Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course.

4.1.1 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: Madres Latinas, Black Excellence, Open House, and additional onsite and offsite opportunities through our Family and Community Engagement Office.

### Goals, Actions, and Progress Indicators

**District Strategic Goal 1:**

**All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.**

**District Needs and Metrics 1:**

**Students need high quality classroom instruction and curriculum as measured by:**

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

## Site Goal 1.1

Due to COVID-19 we have no Dashboard Data for the 2020-2021 school year. Understanding that education was complicated due to distance learning struggles, our goal for the Spring 2022 testing is to ensure students recover their learning loss and show a 5% growth based on our 2018-2019 data.

2019 ELA Distance from Standard (-50.4)  
 2019 Math Distance from Standard (-75.5)  
 2019 Science 23% Met or Exceeded  
 2020 ELA Goal (-45.0)  
 2020 Math Goal (-68.0)  
 2020 Science 30% Met or Exceeded

### ELA 2019 Data

African American 96.3 points below the standard (maintained 0.4 points)  
 Latino 48.8 points below the standard (increased 3.2 points)  
 SED 51.1 points below the standard  
 SWD 124.7 points below the standard (increased 15.4 points)  
 English Learners 107.8 points below the standard (increased 9.4 points)

### Math 2019 Data

African American 129.5 points below the standard (increased 4.8 points)  
 Latino 74.1 points below the standard (increased 11.7 points)  
 SED 76.7 points below the standard (increased 4.2 points)  
 SWD 173.1 points below the standard (maintained 0.4 points)  
 English Learners 78.7 points below the standard (increased 21.2 points)

**Metric:** CAASPP

## Actions/Services 1.1.1

### Principally Targeted Student Group

• All • EL • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> <li>• Provide additional FTE, purchase supplementary: curriculum, technology, instructional supplies, software and resources.</li> <li>• Provide opportunities for PLC work within general education, intervention, and special education content teams to set SMART goals and monitor student learning/progress.</li> <li>• Schedule weekly department meetings 2x a month.</li> <li>• Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special</li> </ul>	<p><u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research 2010</p> <p><i>Teacher Turnover: Why It Matters and What We Can Do About It</i> (research brief) by Desiree Carver-Thomas and Linda Darling-Hammond</p> <p>Dana, N. F., &amp; Yendal-Hoppey, D. (2016). <i>The PLC Book</i>. Thousand Oakes, CA: Corwin.</p> <p>Hallam, P. R., Smith, H. R., Hite, J.</p>	<ul style="list-style-type: none"> <li>• CAASPP results</li> <li>• Hold quarterly PLC meeting with staff in the library to “data dig” and look at student work/performance towards SMART goals for the quarter, as well as set new benchmarks for the next quarter</li> <li>• Administrative and Peer-to-Peer Walkthroughs of classrooms will be conducted to gather data on the strategies used to address the SMART goals.</li> <li>• Department Mtg agendas and minutes that include information about the progress on the SMART goals and</li> </ul>

Education)  0.2 FTE Intervention (\$17600) - Title I  0.4 FTE (\$36,000) - Sup Con	M., Hite, S. J., & Wilcox, B. R. (2015). Trust and collaboration in PLC teams: Teacher relationships, principal support, and collaborative benefits. <i>NASSP bulletin</i> , 99(3), 193-216.	student learning. • Monthly leadership meetings hosted by admin and instructional coaches to discuss movement in departments, learning goals, and progress towards SMART goals
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Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$17600	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$19500	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$36000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$8752	Materials/Supplies/Equipment	

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase maintenance agreement for teacher workroom Duplo to ensure that staff can utilize frequent assessments and reteaching opportunities to participate in PLC process and increase learning (set measurable and relevant goals, review common data, share teaching strategies, etc.).	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment	Staff Curriculum Implementation Survey

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$7000	Contracts/Services /Subscriptions	

**Site Goal 1.2**

Increase the achievement of students on the ELPAC.

2019 53.7% Progressed at least one level  
 2020 Goal 60.0% will progress at least one level

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- Asian • EL • Hispanic or Latino • R-FEP

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>Provide funding for additional supports of EL instruction and mandated ELPAC testing coordination:</p> <ul style="list-style-type: none"> <li>• EL Coordinator (time sheets)</li> <li>• Extended Day learning opportunities for EL students</li> <li>• Instructional Supplies</li> <li>• Professional Learning/release Time (time sheets)</li> <li>• Light Snacks for ELAC</li> <li>• EL Task Force comprised of EL teachers who meet as a department team to practice SDAIE strategies and implement them in the classroom               <ul style="list-style-type: none"> <li>◦ Includes a special education teacher to offer support for dually identified students</li> </ul> </li> <li>• FTE to target English Learners (especially newcomers) by reducing class sizes and improving support for direct instruction in English to get our ELs to grade level. (\$37,864)</li> </ul>	<p><u>Response to Intervention and English Language Learners</u>: Hanover Research Jul. 20, 2012</p>	<p>Increased ELPAC results            Increased Redesignation Rates            PLC data collection that documents student progress</p>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
EL Supplemental (7250/0000)	\$37864	Certificated- Salaries	
EL Supplemental (7250/0000)	\$500	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	\$7189	Certificated- Timesheets	

**District Strategic Goal 2:**

**All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.**

**District Needs and Metrics 2:**

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

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/Local assessment)**

**Site Goal 2.1**

All Professional Learning Communities will develop and use in house common assessment data to improve instruction for all students, with targeted intervention and reteaching support provided for low-performing, EL, and special education students. Specifically, PLCs will increase opportunities to demonstrate mastery on standard based common assessments by providing multiple tests or retests. PLCs will utilize in house and district created common assessments to determine areas of strength and weakness and collaborate to develop reteaching and reassessment strategies.

**ELA 2019 Data**

African American 96.3 points below the standard (maintained 0.4 points)

Latino 48.8 points below the standard (increased 3.2 points)

SED 51.1 points below the standard

SWD 124.7 points below the standard (increased 15.4 points)

English Learners 107.8 points below the standard (increased 9.4 points)

**Math 2019 Data**

African American 129.5 points below the standard (increased 4.8 points)

Latino 74.1 points below the standard (increased 11.7 points)

SED 76.7 points below the standard (increased 4.2 points)

SWD 173.1 points below the standard (maintained 0.4 points)

English Learners 78.7 points below the standard (increased 21.2 points)

**Metric:** Assessment System

**Actions/Services 2.1.1****Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
Provide opportunities through PLCs to implement Common Core State Standards. <ul style="list-style-type: none"> <li>• professional development release days and time sheets</li> <li>• Purchase related curriculum, technology and software</li> <li>• train staff on the use of and develop Illuminate</li> </ul>	<u>21st Century Professional Development</u> Hanover Research 2012 <u>Best Practices in Professional Learning Communities:</u> Hanover Research 2013  Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional	Site developed common assessments Walkthroughs Quarterly PR and final grades Individual IEP goals/benchmarks met/not met

- assessments to determine areas in need of reteaching.
- professional literature and subscriptions
  - supplies
  - Books for book study
  - printing costs
  - supplementary materials
  - conferences
- Bring PLCs together quarterly to have “cross-talk”
    - Discuss SMART goals across disciplines to look at alignment
    - Provide staff with research based culturally relevant teaching strategies and opportunities to develop those strategies to meet needs of African American, Latino, Socioeconomically Disadvantaged and Foster Youth.
    - Special Education to look at accommodations/modifications to instruction/assessment for the success of students with disabilities

learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$18000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$28000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	

**District Strategic Goal 3:**

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout



- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

### Site Goal 3.1

Due to COVID-19 our data from March, 2019 through June 2022 is is not a accurate comparison. Our goal for the 2022-2023 school year will be to improve upon our 2018-2019 data.

School climate will promote a safe, respectful, and inclusive environment that encourages student engagement. Goal is to reduce suspension rates overall for targeted sub groups by the following percentages:

18-19 Suspension Rate Data:

All Students 16.6%

Students with Disabilities 24.5%

African American 35%

Goal:

All students 15%

Students With Disabilities 22%

African American 28%

**Metric:** School Climate

### Actions/Services 3.1.1

#### Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Hire Program Administrator Academic Program Coordinator and additional counseling to assist with creating a positive school climate. These positions will focus on school engagement, restorative processes, SEL strategies, cultural responsive teaching strategies, high quality instructional strategies, after/before school enrichment opportunities, conflict mediation and mentoring. Continue to focus efforts on educational equity (including staff training) to reduce suspensions for African American, Hispanic, Foster Youth and SWD.</p> <p><b>APC (\$62,583) Title 1 Program Administrator #1 (\$73,529) / #2 (\$78,122) (1.0) (\$151,651 Total) Counselor (0.2 FTE) (\$29,007)</b></p>	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> <li>• research affirms that high quality extended learning opportunities are positively related to student achievement.</li> </ul> <p><u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.</p>	<p>Decrease in Suspension Rates Decrease in Physical Altercations Decrease in Teacher Referrals Decrease in IEP manifestation determination meetings Increase in school attendance</p>

**AVID Teacher (0.4 FTE) (\$34,177)**

Hire classified staff or an outside provider to assist with creating a positive school climate by supporting the site starting from the first lunch to 30 minutes after school. This position will focus on school engagement, restorative processes, conflict mediation and mentoring. This person would focus efforts on building relationships, decreasing physical altercations, and reducing suspensions for African American, Hispanic, Foster Youth and SWD. **(\$30,548)**

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$277418	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$30548	Classified- Timesheets	

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Enhance lunchtime, ASES, and other before and after school opportunities for students to provide academic and social emotional supports for foster youth, English Learners and struggling students:</p> <ul style="list-style-type: none"> <li>• teachers/paraeducators (time sheets)</li> <li>• supplies</li> <li>• software</li> <li>• equipment</li> <li>• contract with outside providers</li> <li>• tutoring (time sheets)</li> <li>• transportation</li> <li>• scholarships</li> <li>• cultural and enrichment opportunities</li> <li>• literature (library books)</li> </ul>	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> <li>• research affirms that high quality extended learning opportunities are positively related to student achievement.</li> </ul> <p><u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.</p>	<p>CHKS Results SEL Survey Results Suspension rates during lunch time (high frequency time)</p>

- Character Strong Curriculum (\$3,999) and PD (\$2,000)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$9499	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$5989	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$37500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$15000	Contracts/Services /Subscriptions	

### Actions/Services 3.1.3

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase student planners to help students develop organizational skills and communicate with parents/guardians in order to increase school/home communication and school engagement and increase academic success and decrease disengaged behaviors that may lead to school discipline issues.</p> <p>Allows teachers to improve home-school communication with families</p> <ul style="list-style-type: none"> <li>• Will benefit students improving executive functioning skills</li> <li>• Helps case manager see what is happening in general education classes so that students can work on other classes in MSAT course</li> </ul>	<p>Tyler, A. N. <i>Homework Organization For Students (And Their Parents)</i>. [<a href="http://ezinearticles.com/Homework-Organization-For-Students-and-their-Parents">http://ezinearticles.com/Homework-Organization-For-Students and their Parents</a>]</p>	<p>CHKS Results SEL Survey Results Quarterly grades Parent surveys SWD grades/goals met</p>

Funding Source	Amount	Description of Use	
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Title I – Basic (4900/3010)	\$6500	Contracts/Services /Subscriptions	
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**Actions/Services 3.1.4**

**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Continue implementation of PBIS, Restorative Practices and WEB <ul style="list-style-type: none"> <li>• Providing funding for:               <ul style="list-style-type: none"> <li>○ professional speakers,</li> <li>○ conferences</li> <li>○ student leadership development to ensure student voice (IYT, Cultural groups such as BSU, Girl Groups)</li> <li>○ release time (time sheets)</li> <li>○ materials and supplies</li> <li>○ positive messaging (signs and banners) and public displays - PBIS funds/Sup Com</li> </ul> </li> </ul> Professional Speaker \$7,000 Student Speaker \$3,000	<b>SCHOOL CLIMATE RESEARCH SUMMARY:</b> August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey <a href="https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf">https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</a>	Suspension Rates Teacher Referrals CHKS Results SEL Survey Results MTSS Referrals/Interventions Attendance Number of Manifestation Determination meetings

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$10000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$10000	Contracts/Services /Subscriptions	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$6200	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$31000	Contracts/Services /Subscriptions	

**Actions/Services 3.1.5**

**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide AVID Coordinator, FTE, Professional Development, supplies, field trip scholarships, outreach, entrance fees, transportation fees, on-site contracts with outside providers, annual fees (NJHS, etc), and supplies to guarantee all students, including Foster Youth, have opportunities for culturally relevant/academic program participation:</p> <ul style="list-style-type: none"> <li>• AVID Teacher (0.4 FTE)</li> </ul>	<p><u>An Integrated Approach to Academic and Social Supports:</u> Tom Vander Ark, Mary Ryerse, 2017</p> <ul style="list-style-type: none"> <li>• AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.</li> </ul>	<p>CHKS Results SEL Survey Results CAASPP Results Quarterly grades Redesignation (LTELs especially) PLC performance data in ELA and Math disaggregated by AVID status</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$34965	Certificated- Salaries	
AVID (7233/0000)	\$1232	Contracts/Services /Subscriptions	
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets	
AVID (7233/0000)	\$4000	Certificated-Stipends	
AVID (7233/0000)	\$2068	Materials/Supplies/Equipment	
PreAP Training (7218/0000)	\$5000	Contracts/Services /Subscriptions	

**Actions/Services 3.1.6**

**Principally Targeted Student Group**

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>GATE: Provide GATE Coordinator and field trip scholarships, entrance fees, academic competitions, transportation fees, on-site contracts with outside providers, Annual fees (NJHS, etc),supplies</p>	<p><u>Authentic Learning for the 21st Century:</u> An Overview By Marilyn M. Lombard (2007)</p>	<p>CHKS Results SEL Survey Results Survey to determine High School Pathway interest</p>

to guarantee all students, including Foster Youth have opportunities for culturally relevant/academic program participation information to parents of incoming students during parent orientation.

CTE Funds (industry sectors: engineering and arts, media and entertainment):

- Annual PLTW fee
- Field Trips (Interested in visiting places similar to Google, Tesla, and VEX state Robotics Competition)
- Instructional Equipment and supplies (technology based)
- Robotic Equipment

Funding Source	Amount	Description of Use	
GATE (7205/0000)	\$1250	Certificated- Salaries	
GATE (7205/0000)	\$3000	Contracts/Services /Subscriptions	
GATE (7205/0000)	\$750	Materials/Supplies/Equipment	
Academic Competitions (7206/0000)	\$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services /Subscriptions	
CTE (7235/0000)	\$3000	Materials/Supplies/Equipment	
CTE (7235/0000)	\$3000	Contracts/Services /Subscriptions	

**Actions/Services 3.1.7**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
VAPA/Student Fees Include: Art supplies to ensure all students have access (paper, clay, markers, crayons, paint, canvases, paintbrushes, glue, etc.) Band: Musical Instruments, SMART Music, Sheet music,	Sroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership	CHKS Results SEL Survey Results PBIS student engagement surveys Suspension Rates Teacher Referrals

equipment repair (Tom Hannickel)  
 Enrichment, experiential, and  
 educational Field Trips

Funding Source	Amount	Description of Use

**Actions/Services 3.1.8**

**Principally Targeted Student Group**

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Offer mentoring/tutoring college prep program for young women of color.	<p><u>Enhancing School Engagement in At-Risk Urban Minority Adolescents Through a school Based, Adult Mentoring Intervention</u> Laura J Holt 18, December 2008</p> <p>Mentoring and college preparation and admissions support for SED and first generation college-bound students are evidence-based best practices to improve academic achievement and college preparedness.</p>	<ul style="list-style-type: none"> <li>• Increased GPA</li> <li>• Lowering at-home suspensions</li> <li>• Increasing SBAC scores in ELA and Math</li> </ul>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$30000	Contracts/Services /Subscriptions

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

**Site Goal 4.1**

Increase the productivity and frequency of home/school partnerships including the use of Home Visits/Summer Bridge programs.

Increase opportunities for Parent Involvement including monthly parent engagement opportunities

According to 20-19 Parent Survey results, parents responded:

Provided Parent Involvement/Parent Education Opportunities at 58%

Goal for 2020 is 75%

**Metric:** Attendance Rate

**Actions/Services 4.1.1****Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<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: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, Family Nights, Home Visits and additional onsite and offsite opportunities through our Family and Community Engagement Office</p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Interpretation/Translation Services</li> </ul>	<p>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS Hanover Research 2011</p>	<p>Attendance Rates at the events/meetings Decrease in Chronic Absenteeism On-Campus Parent Volunteers Parent Survey Results CHKS Results SEL Survey Results MTSS referrals</p>



- Awards
- Time sheet teachers to present

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

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$1500	Certificated- Salaries

**Site Goal 4.2**

Decrease Chronic Absenteeism Rate.

2019 Data shows a 0.7% increase in chronically absent students from the prior year (with an over rate of 14% chronically absent). With a return from distance learning attendance will be an area of focus especially for our targeted groups . 2019 data shows: African American (19.3%), Latino (14.6%), EL (9.6%), SED (14.2) and SWD (21.4%). Outreach via Talking Points and Synergy emails and Home Visits to increase student engagement and attendance.

**Metric:** Chronic Absentee Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding for Home visits to develop deeper relationships with our families.	Using Chronic Absence Data to Improve Conditions for Learning. Hedy N.Chang, David Osher, Mara Schanfield, Jane Sundius, and Lauren Bauer. September 2019.	Increase in Attendance Rates Decrease in Chronic Absenteeism Parent Survey Results CHKS Results SEL Survey Results Decrease in Suspension rates

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$1000	Classified- Timesheets
Title I – Basic (4900/3010)	\$3452	Certificated- Timesheets

### Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

## V. Funding

### Samuel Jackman Middle School (418) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2150 Regular Education (7-8) 0000 Unrestricted	0.0000	\$0	\$42,233	\$42,233	\$42,233	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0.0000	\$0	\$16,301	\$16,301	\$16,301	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$209,800	\$209,800	\$64,252	\$33,000	\$112,548	\$0	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$0	\$0	\$7,300	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$45,553	\$45,553	\$45,553	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$448,623	\$448,623	\$26,600	\$18,000	\$398,071	\$5,952	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$792,310	\$792,310	\$204,939	\$51,000	\$530,419	\$5,952	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A

Subtotal of additional federal funds included for this school	\$448,623
Subtotal of state or local funds included for this school	\$343,687

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

_____	_____
_____	_____
_____	_____
_____	_____

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