



Samuel Jackman Middle School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146109821

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

Approved by the Elk Grove Unified School District Board of Education on _

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

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I. Introduction

Samuel Jackman Middle School | 2020-2021

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2019** our K-12 enrollment was **65,122**, a figure that includes 9,597 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 65 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment (SOURCE: October 2019, CDE)	997
English Language Learners (SOURCE: October 2019, CDE)	215
Languages other than English (SOURCE: October 2019, CDE)	20
Students of Poverty (SOURCE: October 2019, CDE)	919

Ethnicity								
	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2019, CDE)	175 (17.55%)	5 (0.50%)	206 (20.66%)	479 (48.04%)	46 (4.61%)	21 (2.11%)	36 (3.61%)	0 (0.00%)

Purpose and Description	
Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)	
<input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Support and Improvement <input type="checkbox"/> LEA Choice <input type="checkbox"/> Comprehensive Support and Improvement <input checked="" type="checkbox"/> Additional Targeted Support and Improvement	
Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.	
<p>The Site Local Control Accountability Plan is a strategic plan that identifies federal, state, and local resources available to the school while aligning with and informing the district Local Control and Accountability Plan process.</p> <p>The plan consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This plan is designed to meet schoolwide program planning requirements and the CSI, TSI, or ATSI requirements, as applicable.</p> <p>The Site LCAP planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the plan, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.</p>	

II. Twelve Month Continuous Improvement Calendar

Samuel Jackman Middle School | 2020-2021

[Get Calendar Here](#)



Site _____
Principal _____
Director _____



12-MONTH CONTINUOUS IMPROVEMENT 2.0

September	Target	Actual
Review Site LCAP Development Survey results	9/1	
Begin review of Program Implementation Continuum (PIC) for EL, PBIS and FACE	9/2	
Initiate LCAP Needs Survey data collection with staff and students (district will initiate with parents)	9/2	
Begin review of Site LCAP Metrics with Site Leadership upon release	9/13	
Conduct SSC Nomination and Election by peers, ensuring SSC composition is balanced	9/15	
Begin Reviewing CAASPP Data	9/25	
Begin Reviewing Parent Survey Results	9/26	
Hold 1st Fall SSC Mtg - review 19-20 Site LCAP w/focus on at-risk learners, revise & approve actions as needed	9/30	
Review 19-20 Site LCAP, explain funding sources and Initiate 20-21 needs analysis process with Site Leadership	9/30	
October		
Hold 2nd Fall SSC Meeting - review 19-20 Site LCAP, review annual evaluation & explain all funding sources	10/17	
Submit 1st and 2nd SSC Agendas, Minutes and Sign in Sheets to CRATE	10/18	
Ensure students (Stu. Council, SED, EL, Foster Youth) analyze Site LCAP Metrics as part of class activities	10/31	
Hold 1st Fall ELAC Meeting to review 19-20 Site LCAP with focus on actions and interventions impacting ELs	10/31	
Submit ELAC Minutes and Signature Page to CRATE	10/31	
Monitor LCAP Needs Survey response rate and encourage participation	10/31	
November		
Review SARC Principal Narrative upon release	11/18	
Complete LCAP Needs Survey : 90% of 6-12 graders, 100% of staff, 25+% of parents/guardians	11/22	
Hold Fall CTE Advisory Committee meetings for each CTE Pathway (High School Only)	11/27	
Submit CTE Advisory Committee minutes to CRATE (High School Only)	11/27	
December		
Begin Review of California Dashboard Results with Site Leadership upon release from CDE	12/9	
Submit SARC Principal Narrative Online	12/13	
Hold 2nd Fall ELAC Meeting to develop school-wide Needs Assessment patterns & implications for Site LCAP	12/15	
Submit ELAC Minutes and Signature Page to CRATE	12/15	
Begin Review of LCAP Needs Survey Data	12/20	
January		
Review and Approve Final SARC Draft	1/16	
Begin reviewing Staffing Allocations from Human Resources	1/16	
Work with Site Leadership Team to share LCAP Needs Survey Data with all staff	1/31	
Provide LCAP Needs Survey Data to Parents/Guardians	1/31	

Version 2.0 Revised 1/17/20

February		
Ensure SARC is published online	2/1	
Hold Winter SSC Meeting - Develop school-wide needs assessment patterns & implications for 20-21 Site LCAP	2/6	
Submit SSC Agenda, Minutes and Sign in Sheet to CRATE	2/7	
Hold Winter ELAC Meeting - Submit EL site specific needs to SSC for consideration in 20-21 Site LCAP	2/28	
Submit ELAC Minutes and Signature Page to CRATE	2/28	

March		
Begin Site LCAP Evaluation process for 19-20 Site LCAP in anticipation of writing 20-21 Site LCAP	3/1	
Complete Downsizing Process (3/2) and Finalize Remaining Vacancies (3/3)	3/2-3	
Send Notifications of SARC availability to all parents, upload to CRATE	3/16	
Complete Site LCAP Evaluation process for 19-20 Site LCAP in anticipation of writing 20-21 Site LCAP	3/22	
Confirm 20-21 Allocations and Site LCAP availability in SIS Reporting - Begin Drafting 20-21 Site LCAP	3/23	

April		
Draft Preliminary 20-21 Site LCAP to share at 1st Spring SSC Meeting	4/3	
Hold 1st Spring SSC Meeting - Evaluate the 19-20 Site LCAP and further develop the 20-21 Site LCAP	4/3	
Meet with any LCAP Stakeholder Groups for Review and Advisement of 20-21 Site LCAP	4/23	
Hold ELAC Meeting for Review and Advisement of 20-21 Site LCAP	4/23	
Complete revisions of First Draft of 20-21 Site LCAP for District Office Review	4/24	
Hold Spring CTE Advisory Committee meetings for each CTE Pathway (High School Only)	4/30	
Submit CTE Advisory Committee minutes to CRATE	4/30	

May		
Receive Directors and Programs Review of 20-21 Site LCAP	5/1	
Revise 20-21 Site LCAP as needed, based on Directors and Programs Review , and resubmit if necessary	5/8	
Hold 2nd Spring SSC Meeting - Approve the 20-21 Site LCAP and obtain all required signatures	5/14	
Submit 1st & 2nd Spring SSC Agendas, Minutes, Sign-in Sheets, Signature Pages, Eval & Development to CRATE	5/15	
Submit Final Hard Copy of 20-21 Site LCAP with Original Signatures to LSS by 5:00pm	5/15	
Initiate Site LCAP Development Survey (data collection 5/18 - 6/12)	5/18	

June, July, August		
Complete Site LCAP Development Survey with 100% of staff responding affirmatively (5/18-6/12)	6/12	
Begin review of Site LCAP Development Survey results	7/15	
Continue analysis of Measures of Effectiveness in 19-20 Site LCAP, updating 20-21 Site LCAP as needed	8/31	
Continue analysis of LCAP Metric and other Outcome Data from 19-20 as it becomes available	8/31	
Review and Revise 20-21 Site LCAP as needed in anticipation of School Board Approval of Site LCAP	8/31	

Principal, Site Name	Date	School Director	Date	

Version 2.0 Revised 1/17/20

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2020-2021

Samuel Jackman Middle School

Plan Approval

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
Budget Department					Required Position
Career and Technical Education	Jane Ross	5/15/2020			Required Position
Curriculum and Professional Learning	Jerrilyn Ewing	5/14/2020			Required Position
Elementary Education					Required Position
English Learner Services	William Jones	5/8/2020			Required Position
Family and Community Engagement	Lisa Levasseur	5/6/2020			Required Position
Foster Youth	Maya Webb	5/7/2020			Required Position
LSS	Christina DeWaal	5/15/2020			Required Position
Positive Behavioral Intervention and Supports	Lisa Vartanian	5/6/2020			Required Position
Secondary Education	Amy Besler	5/12/2020			Required Position

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measureable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: 8/10/2020 (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

Date: (mm/dd/yyyy)

Tracks: A

Date: (mm/dd/yyyy)

School Site Council:

Date: 9/24/2020 (mm/dd/yyyy)

Michael Anderson

Principal's Signature

Principal's Name

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
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The following stakeholders were involved in LCAP discussions and/or asked for input during the following meeting: SSC on 9/24 Staff Meetings on 8/27/2020 and 9/21/2020 Leadership Team Meeting on 9/1/2020 ELAC Scheduled for October 2020</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Discussion and input lead to updating of LCAP for 2020-2021 school year.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>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) 1.2.1 EL Task Force comprised of EL teachers who meet as a department team to practice SDAIE strategies and implement them in the classroom which Includes a special education teacher to offer support for dually identified students. 2.1.1 Bring PLCs together quarterly to have "cross-talk" to Discuss SMART 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: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, and additional onsite and offsite opportunities through our Family and Community Engagement Office</p>

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE)
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- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the percent of students who meet performance goals in English Language Arts, Math and Science

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

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • EL • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Provide additional FTE, purchase supplementary curriculum (Library Guild (\$1500)), technology, software and resources. • Provide opportunities for PLC work within general education, intervention, and special education content teams to set SMART goals and monitor student learning/progress. • Schedule weekly department meetings 3x a month. • Administrative meetings with instructional coaches monthly (coaches in the areas of Math, English, and ELL, as well as program specialist for Special Education) • Purchase Laptops to assist teachers with Distance Learning. <p>Open Position FTE (\$17600)</p> <p>FTE to be used to lower class sizes by adding an additional Math Support section.</p>	<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>	<ul style="list-style-type: none"> • CAASPP results • 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 • Walkthroughs • Department Mtg agendas and minutes • Monthly leadership meetings hosted by admin and instructional coaches to discuss movement in departments, learning goals, and progress towards SMART goals

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$50000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$17600	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$95293	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase maintenance agreements and lease additional Duplo/copier to support supplemental instructional programs.	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)	\$6200	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$1677	Contracts/Services	Edit	Delete

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for additional supports of EL instruction and mandated ELPAC testing coordination: <ul style="list-style-type: none"> FTE for additional sections EL Coordinator (time sheets) Extended Day learning opportunities for EL students instructional supplies technology professional learning/release time (time sheets) Light Snacks 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"> Includes a special education teacher to offer support for dually identified students Brittany Welch (\$34, 485) 	<u>Response to Intervention and English Language Learners</u> ; Hanover Research Jul. 20, 2012	ELPAC results Redesignation Rates PLC data collection Walkthroughs

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$1400	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7250/0000)	\$34485	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	\$9979	Certificated Salaries	Edit	Delete

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)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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.

Metric: Assessment System**Actions/Services 2.1.1****Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities through PLCs to implement Common Core State Standards. <ul style="list-style-type: none"> • professional development release days and time sheets • Purchase related curriculum, technology and software • professional literature and subscriptions • supplies • printing costs • supplementary materials • conferences <ul style="list-style-type: none"> • Bring PLCs together quarterly to have "cross-talk" <ul style="list-style-type: none"> ◦ Discuss SMART 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 	<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 learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press	CAASPP results Site developed common assessments Walkthroughs Quarterly PR and final grades Individual IEP goals/benchmarks met/not met

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$33000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$25000	Contracts/Services	Edit	Delete

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

School climate will promote a safe, respectful, and inclusive environment that encourages student engagement.
 Reduce Suspension Rates overall and for Targeted Sub Groups by:

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				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Hire Program Administrator Academic Program Coordinator and additional counseling to assist with creating a positive school climate. Continue to focus efforts on educational equity to reduce suspensions for African American, Hispanic, Foster Youth and SWD.</p> <p>APC-Raquel Manning (\$56,765) Title 1 VP-Kelly Park (\$70,027)/Justine Fuller (\$74,402) (1.0) (\$144,429 Total) Counselor-Ashlea Dunkelberger (0.2 FTE) (26,310) Tahira Singh (0.4 FTE) (31,000)</p>	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> research affirms that high quality extended learning opportunities are positively related to student achievement. <p><u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.</p>	<p>Suspension Rates Teacher Referrals CHKS Results SEL Survey Results MTSS referrals/interventions IEP manifestation determination meetings</p>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$294293	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group				
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<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 students at risk:</p> <ul style="list-style-type: none"> purchase staffing (time sheets) supplies software equipment contract with outside providers tutoring (time sheets) transportation scholarships cultural and enrichment opportunities literature (library books) 	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> research affirms that high quality extended learning opportunities are positively related to student achievement. <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>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2740	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$24544	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Purchase student planners to help students develop organizational skills and communicate with parents/guardians</p>	<p>Tyler, A. N. <i>Homework Organization For Students (And Their Parents)</i>. [http://ezinearticles.com/Homework-</p>	<p>CHKS Results SEL Survey Results Quarterly grades</p>		

Allows special education case managers to improve home-school communication with families <ul style="list-style-type: none"> 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 	Organization For-Students and their Parents	Parent surveys SWD grades/goals met		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Contracts/Services	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group				
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Continue implementation of PBIS, Restorative Practices and WEB <ul style="list-style-type: none"> Providing funding for: <ul style="list-style-type: none"> professional speakers, conferences release time (time sheets) materials and supplies, positive messaging (signs and banners), public displays, and positive student rewards including pencils, binders, backpacks, notebooks, etc. Professional Speaker \$7,000 Student Speaker \$3,000	<u>SCHOOL CLIMATE RESEARCH SUMMARY:</u> August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf	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	Edit	Delete
Title I – Basic (4900/3010)	\$6700	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$10000	Contracts/Services	Edit	Delete
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.5

Principally Targeted Student Group				
• All • Foster Youth				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide GATE Coordinator and field trip scholarships, entrance fees, transportation fees, on-site contracts with outside providers, annual fees (NJHS, etc), supplies to guarantee all students, including Foster Youth, have opportunities for culturally relevant/academic program participation.	Fostering Creative Productivity for Creatively Gifted Students, <i>Omar Alsamani</i>	CHKS Results SEL Survey Results Participate rates in honors classes PLC data dig information disaggregated by Honors GATE demographics (are students represented across all categories)		
Funding Source	Amount	Description of Use		

GATE (7205/0000)	\$1250	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$3000	Contracts/Services	Edit	Delete
GATE (7205/0000)	\$750	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.6**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<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), supplies to guarantee all students, including Foster Youth have opportunities for culturally relevant/academic program participation:</p> <ul style="list-style-type: none"> AVID Teacher-Tahira Singh (0.4 FTE) (\$33,300) (Title I Funds) 	<p><u>An Integrated Approach to Academic and Social Supports:</u> Tom Vander Ark, Mary Ryerse, 2017</p> <ul style="list-style-type: none"> 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. 	<p>CHKS Results SEL Survey Results CAASPP Results Quarterly grades Redesignation (LTEs especially) PLC performance data in ELA and Math disaggregated by AVID status</p>

Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$5000	Certificated Salaries	Edit	Delete
AVID (7233/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$33300	Certificated Salaries	Edit	Delete
AVID (7233/7510)	\$2166	Contracts/Services	Edit	Delete

Actions/Services 3.1.7**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>CTE Funds (industry sectors: engineering and arts, media and entertainment):</p> <ul style="list-style-type: none"> Annual PLTW fee Field Trips Instructional Equipment and supplies (technology based) Robotic Equipment 	<p><u>Authentic Learning for the 21st Century: An Overview</u> By Marilyn M. Lombard (2007)</p>	<p>CHKS Results SEL Survey Results</p>

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$5750	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.8**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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VAPA/Student Fees Include: Art supplies (paper, clay, markers, crayons, glue, etc. Band: Musical Instruments, SMART Music, Sheet music, equipment Repair (Tom Hannickel) Enrichment Field Trip	Sroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership	CHKS Results SEL Survey Results Suspension Rates Teacher Referrals
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Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$9000	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment	Edit	Delete

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase the productivity and frequency of home/school partnerships
Opportunities for Parent Involvement

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				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
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: College and Career Day, Madres Latinas, Black Excellence, Bring Your Parent to Lunch Day, and additional onsite and offsite opportunities through our Family and Community Engagement Office <ul style="list-style-type: none"> • Materials • Interpretation/Translation Services • Awards • Light Snack 	FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS Hanover Research 2011	Attendance Rates Chronic Absenteeism Parent Survey Results CHKS Results SEL Survey Results MTSS referrals Amount of PTCs IEP attendance rates Redesignation rates		
Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Classified Salaries	Edit	Delete
Family & Community Engagement (7415/0000)	\$250	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2

Decrease Chronic Absenteeism Rate.

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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.	Attendance Rates Chronic Absenteeism Parent Survey Results CHKS Results SEL Survey Results MTSS referrals IEP meeting attendance Suspension rates

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification

How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

Share GATE information during Parent Orientation, Back to School Night, ELAC, Improve Your Tomorrow, Madre Latinas, Black Excellence and other meetings with parents. Provide Professional Development to staff in utilizing GATE criteria. Counselors will share information with incoming students during visits to elementary schools and at the beginning of the year.

2) Professional Development

What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

GATE Coordinator will provide Professional Development to staff during staff meetings focusing on GATE identification criteria and assist staff with identifying potential GATE students.

3) Parent and Community Involvement

How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

Conduct a student survey of GATE interests. Share GATE information during Parent Orientation, Back to School Night, ELAC, Improve Your Tomorrow, Madre Latinas, Black Excellence and other meetings with parents.

4) Curriculum and Instruction

How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

Encourage students to take Honors classes in Language Arts, Math and Social Science. Create extended day opportunities for students such as coding and robotics. Offer students enrichment opportunities through field trips.

5) Program Design

What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

Honors courses with support (tutoring, extended day) Academic Competitions Increased Leadership opportunities Extended Day and Enrichment opportunities Transportation for extended day and/or enrichment opportunities Equipment for Enrichment and/or Extended Day opportunities Salaries for Enrichment and/or Extended Day opportunities

6) Program Assessment

How will student progress be monitored and how will you know your program is successful?

GATE Coordinator and Counselors will monitor student progress. Audit site course placements and new identifications of students throughout the year, focusing on underrepresented groups. Student and Parent Survey

7) Budget

How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

GATE Coordinator Materials and supplies for Honors courses, extended day and enrichment opportunities. Technology for enrichment opportunities Field trips and competitions.

8) Middle School Transition

Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

Sixth grade teachers use grade level meeting time each spring to identify students with high potential beyond those who are formally identified GATE. These students will be recommended for 7th grade honors courses by specific subject(s) of strength. Regional articulation between elementary and middle school staff will provide time for recommendation of GATE and high potential students to be transitioned into the middle school honors program. Counselors will review records of incoming students Counselors will provide information about GATE to 6th grade students during course selection. Provide GATE information to parents of incoming students during parent orientation.

Annual Evaluation

SPSA Year Reviewed: 2020-2021

Goal 1: Curriculum and Instruction

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve student achievement?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

In what ways did our school actions/services inform our decisions about instructional practices and professional development?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

Goal 2: Assessment

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve student achievement?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

Goal 3: Wellness

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve school climate?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

How did our school actions/services improve student engagement?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

Goal 4: Parent and Community Involvement

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve parent and community engagement?

Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

How did our school actions/services improve parent and community input with decision-making?

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

Local Control Accountability Plan (LCAP)
Year 2020 - 2021

IV. Funding

Samuel Jackman Middle School - 418

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	\$0	\$50,971	\$50,971	\$50,971	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$16,301	\$16,301	\$16,301	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$10,000	\$10,000	\$0	\$0	\$10,000	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$32,544	\$32,544	\$0	\$0	\$32,544	\$0	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$5,750	\$5,750	\$0	\$0	\$5,750	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$45,864	\$45,864	\$45,864	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$619,303	\$619,303	\$170,770	\$73,000	\$375,533	\$0	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$0	\$0	\$8,166	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$789,899	\$789,899	\$283,906	\$73,000	\$432,993	\$0	

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	\$619,303
Subtotal of state or local funds included for this school	\$170,596

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets			
<input checked="" type="radio"/> Certified	Staff Amount \$	Principal Michael Anderson	
	Benefits Amount \$	School Site Council Chairperson	
<input type="radio"/> Classified	Total \$	EL Advisory Chairperson Monica Valerio	

V. Staffing Matrix

Samuel Jackman Middle School

Last Updated: (There are no updates for this school year)

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar	
There are no records for this school, at this time.									

VI. Governance

Samuel Jackman Middle School

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to approve this plan for 2020 - 2021

Name and Title	Signature	
Michael Anderson		
Principal	Signature	Date
School Site Council Chairperson	Signature	Date
Monica Valerio		
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Samuel Jackman Middle School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
14. The plan is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is 10.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 5 parents/students + 5 staff members = 10 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).

Members of the 2020 - 2021 School Site Council	
SCHOOL STAFF	PARENTS AND STUDENTS
Your School Site Council is balanced.	

9/24/2020

Local Control Accountability Plan (LCAP) 2020 - 2021 - Samuel Jackman Middle School MS

Principal	Michael Anderson	Parent/Guardian	Monica Valerio
Other School Personnel	Chrissy Butler	Parent/Guardian	Latasha Winston
Teacher	Laurie Harmon	Student	Simran Singh
Teacher	Everett Start	Student	Allen Vang
Teacher	Michele Piland	Student	Dianna Hernandez

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

Name

Signature

Date

