

School Year:

2020-21



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

**School Name**

Jurupa Middle School

**Address**

8700 Galena St.  
Jurupa Valley, CA 92509-3228

<b>County-District-School (CDS) Code</b>	33-67090 6059075
<b>Principal</b>	Monika J. Montiel Turner
<b>District Name</b>	Jurupa Unified School District
<b>SPSA Revision Date</b>	May 12, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	May 12, 2020
<b>Local Board Approval Date</b>	June 22, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## JMS Mission Statement:

Jurupa Middle School makes an impact on all students by empowering all students to achieve personal excellence. Our mission is for every student to demonstrate PRIDE. It is our desire that our students show Positivity, Respect, Integrity, Determination, and Enthusiasm.

Our school-wide Positive Behavior support system and Social Emotional Learning lessons focus upon behavior skills, self awareness and responsibility.

Jurupa Middle School embraces the District motto of "Learning Without Limits" by striving to empower each child to unlock their potential to achieve in school, career, and life by offering a true comprehensive middle school program designed to meet the intellectual, social, and emotional needs of students as they successfully transition from elementary school to high school. Academic programs and clubs include: ASB, AVID, Choir, Concert Band, cross country team, C-STEM coding and robotics, Dual Immersion, Drumline, honors-level classes, Journalism, Yearbook, Video Production, Girls Who Code club, Homework Club, Safe Spaces Club, Victory Club, and after school tutoring to help ensure academic success.

## Vision Statement:

Jurupa Middle School is a community of learners.

- \* Staff members analyze common assessment data and utilize current research based practices to promote success for all students.
- \* Staff members provide a caring and safe environment where all students can learn.
- \* Staff members work collaboratively to build collegiality through teamwork.
- \* Interventions are in place and subject to periodic re-evaluation and improvement.
- \* A positive environment fosters learning in every classroom with PBIS strategies.
- \* Students are focused, actively involved and motivated.

# School Profile

Describe The students and community and how school serves them.

## The Story

Jurupa Middle School (JMS), home of the Panthers since 1951, serves the central portion of the Jurupa Unified School District in the city of Jurupa Valley located in western Riverside County. JMS is the oldest of the four middle schools serving the Jurupa Unified School District. Jurupa Middle School serves 1230 students in grades 7 and 8 with 23.8% identified as English Learners, 13.3% receiving special education services, 72.7% identified as socioeconomically disadvantaged, and 0.4% foster youth. Most students served by JMS are Hispanic (85.7%), White (9.9%), African American (1.4%), Asian (1.5%) with other races representing less than 3% including American Indian, Pacific Islander, and Filipino (2018-2019 school year).

JMS offers a comprehensive middle school program designed to meet the intellectual, social, and emotional needs of middle school students transitioning into a high school program. The curriculum provides all students with instruction in the areas of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. A variety of electives are offered including AVID, Art, ASB, Band, C-STEM Coding and Robotics, Computers, Choir, Journalism, Spanish, Video Production, Yearbook, and Reading and Math intervention classes. We also offer assistance after school in partnership with Think Together which provides homework help, enrichment, tutoring, intramural sports and curriculum support. Homework Club is open to all students on campus during lunch, and is a safe haven for students where counselors offer academic and social support for students in need. Students who need to be academically challenged and/or qualify for special programs are provided services via our Gifted And Talented Education Program, inclusion in general education classes, Resource Specialist Program, and Special Day Class Program. Students who require extra assistance in acquiring English as a second language are serviced through our English Language Development Program.

# SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Key features of this year's SPSA are a detailed review of student performance data, planned improvements, and an annual review of the school's three LCAP goals: career and college readiness; safe, orderly, and inviting learning environment, and parent, student, and community engagement. Due to COVID-19, quality distance learning lessons, activities, and sessions were implemented by all teachers to connect with students and supplement learning during school closure.

## Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Based on a review of performance on the state indicators and local performance indicators, Jurupa Middle School has shown the greatest progress in the following areas: LCAP Goal 1 - Math maintained the level status of Orange with English Learners increasing by 10.9 points. LCAP Goal 2 - Chronic Absenteeism was at 10.3% with an overall decline of 1.4% for all subgroups, Data from the LCAP survey show JMS to be a positive learning environment (97%), a feeling of safety at school (76%) and the overall climate of the learning environment is positive (84%). Saturday School ADA recovery increased from 143 (2016-2017) to 492 (2017-2018).

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

Jurupa Middle School identified the following areas that the school determined needs improvement based on review of local performance indicators or other local indicators. California dashboard performance indicator showed English Language Arts to have declined by 3 points overall to the Orange level status with the greatest decline with the White student group of 18.9 points. The performance indicator showed Math maintaining Orange status with student groups declining less than 2 points yet the White student group declined by 18.6 points. The Red performance level continue to be an issue are the Students with Disabilities in the area of Math with a 9.6 points decline and English Language Arts with a decline of 8.9 points. Suspension Rate showed a 0.5 point increase for 2018 - 2019 with an increase in student populations of White (3.1%), English Learners (1.4%) and Socioeconomically Disadvantaged (0.9%).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

### Performance Gaps

Math and Suspension Rate are two indicators with performance for any student group was two or more performance levels below the “all student” performance. Because of this, Jurupa Middle School will add three additional Impact Teams next school year in English Language Arts and utilize online BASE curriculum to decrease the suspension rate. Furthermore, current Impact Teams have students practicing peer review strategies, and it is believed that that will be the focus for both Impact Teams continuing into the 2020 - 2021 school year. JMS would like to increase AVID sections to increase and address the academic concerns for the White and Student with Disabilities student groups. To reduce chronic absenteeism, JMS will have the following strategies and activities for this school year: continue activities to increase Social Emotional Learning (SEL) curriculum being taught in the classroom, increase Saturday school opportunities (field-trips, sports, assessment prep, projects, etc.); and increase incentives for students with perfect attendance (tie points to the Paw Point System) and close to perfect attendance (6 week marking period - put names into a raffle, etc).

## 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)

Schoolwide Program

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.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Jurupa Middle School gathered data from students, parents, and staff members in creation of the SPSA. The School Site Council and ELAC parent meetings reviewed the 2019 Dashboard data in December of 2019. Parents were provided with a tutorial of how to review their individual student information. The parents provided information on how JMS could assist more families in gaining a better understanding of the CAASPP results and their students scores. Preliminary data was review with the school's Leadership Team (department chairs, program leaders, and administration) in October 2019. Furthermore, the staff met in January to review and discuss 2019 Dashboard data to address cross curricular target standards to address student academic need. The Leadership Team met multiple times afterwards to identify areas to improve in developing the SPSA plan leading into next school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.08%	0.16%	0.24%	1	2	3
African American	2.23%	1.38%	1.11%	27	17	14
Asian	1.40%	1.54%	1.74%	17	19	22
Filipino	0.33%	0.41%	0.4%	4	5	5
Hispanic/Latino	83.09%	85.69%	85.73%	1007	1,054	1,081
Pacific Islander	0.17%	0.08%	0.16%	2	1	2
White	10.97%	9.92%	9.91%	133	122	125
Multiple/No Response	0.74%	0.65%	0.16%	9	8	7
<b>Total Enrollment</b>				1212	1,230	1,261

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	604	641	622
Grade 8	608	589	639
<b>Total Enrollment</b>	1,212	1,230	1,261

### Conclusions based on this data:

1. Of the multiple student groups, the most significant changes were Hispanic and Latino increased from 80.9% to 83.09% and White decreased from 12.6% to 10.97%.
2. 8th grade enrollment increased by twelve students while 7th grade enrollment decreased by five.

3. Total enrollment increased by seven students.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

##### Mathematics



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

#### Conclusions based on this data:

1. Our suspension rate increased by .5% to give us an orange low performance indicator for an overall rate of 6.7% with our SWD students in the red low level at 12.5%. We will look at student strategies with SEL and monitoring of student supports. However, our Chronic Absenteeism declined by 1.4% for yellow median indicator, but our SWD students increased by 3.4% retaining a red very low indicator.
2. Overall student progress in English Language Arts student performance showed a State indicator of Orange with a 3 point decline with our SWD students declining 8.9 points. We will look at literacy and intervention support.
3. Overall student progress in Mathematics student performance of Orange with a slight decline of -2.2 points with our SWD students declining 9.6 points and in the red indicator.



# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:            Priority 4: Pupil Achievement (Pupil Outcomes)  
                                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

For the remainder of 2019-2020 due to the school closure, Jurupa Middle School will continue with the school-wide focus of weekly virtual student check-ins and improvement on academic skills. Students will be provided with enrichment opportunities and skill building activities to promote a growth mindset. Jurupa Middle School staff will reach out to students to ensure they are connected to the Jurupa Middle School community.

Moving into the 2020-2021 school year, the site Leadership Team consisting of Department Chairs and Program Leaders have identified the following areas of academic focus: increase academic vocabulary across all curricular areas (cross-curricular terms as well as subject specific); develop and use site-wide templates for cross curricular topics such as summaries, argumentative writing, and CER (claim-evidence-reasoning); continue with IMPACT teams to improve or develop learning objectives, success criteria, and formative tasks to engage students in self and peer evaluation; and continue to develop Units of Study (UOS) lessons and assessments to align more closely with target areas. English Language Arts CAASPP scores declined for the first time in several year therefore a greater focus will be taken on the Speaking/Listening area and Reading. ELA 7 and 8 will implement the Impact Team model to increase instructional strategies and student success criteria to support the academic focus and CAASPP. Jurupa Middle School math scores maintained their status assessment results. Social Science 8 will implement the Impact Teams model for coaching and instructional strategy support the academic focus. Furthermore, current and newly added Impact Teams have students practicing peer review strategies, developing and utilizing student success criteria to aimed to increase student engagement and learning does all learners. Due to COVID-19, support for distance learning opportunities will be provided for students academic enrichment, connection, and growth.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment--ELA Data Dashboard	85.72% of JMS teachers responded that they have mastered the CA standards and curriculum. There was an decrease of 3.0 points in the assessment results for ELA which changed the overall range from yellow to orange in ELA  7th ELA overall achievement: 40.4 % met/exceed standards	Increase on CAASPP by 3% in ELA Implement Impact Team model for ELA 7 and 8 Increase Reading Intervention sections for 7th grade Increase collaborative class sections Increase AVID sections for White and SWD Purchase furniture to support academic learning environment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome															
	<p>8th ELA overall achievement: 38.4 % met/exceed standards</p> <p>Overall Performance:            English Learners growth: + 4.6 points            Students with disabilities: - 8.9 points            Hispanics: 0.2 points            SED: 0.5 points            White: - 18.9 points</p> <p>ELA Comparison Data for EL:            Current English Learners - 1.4 points            Reclass English Learners + 6.1 points            English Only - 6.2 points</p>																
<p>P4: Statewide Assessment--Math Data Dashboard</p>	<p>There was a decrease in the assessment results for Math which maintained an overall range of orange</p> <p>7th Math overall achievement: 24.80% met/exceed standards            8th Math overall achievement: 24.83% met/exceed standards</p> <p>Overall Performance:            English Learners growth: + 10 points            Students with Disabilities: 1.7 points            Hispanics: 0.9 points            SED: 1.7 points            White: - 18.6 points</p> <p>Math Comparison Data for EL:            Current English Learners + 3.2 points            Reclass English Learners + 11.9 points            English Only - 8.2 points</p>	<p>Increase on CAASPP by 3% in Math            Increase Math support sections            Increase collaborative class sections            Continue Impact Team model for Math 7 and 8            Increase AVID sections for White and SWD            Grade level specific Math courses for direct service (SAI) Math courses            Purchase furniture to support academic learning environment</p>															
<p>P4: ELPAC</p>	<p>ELPAC Results for 2018 and 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Level 4:</td> <td>10.7 %</td> <td>25 %</td> </tr> <tr> <td>Level 3:</td> <td>38.7 %</td> <td>47.8 %</td> </tr> <tr> <td>Level 2:</td> <td>36.0 %</td> <td>18.8 %</td> </tr> <tr> <td>Level 1:</td> <td>14.6 %</td> <td>8.5 %</td> </tr> </tbody> </table>		2018	2019	Level 4:	10.7 %	25 %	Level 3:	38.7 %	47.8 %	Level 2:	36.0 %	18.8 %	Level 1:	14.6 %	8.5 %	<p>Increase AVID section            Increase Reading intervention sections            Focus on Language and Reading comprehension in ELD sections</p>
	2018	2019															
Level 4:	10.7 %	25 %															
Level 3:	38.7 %	47.8 %															
Level 2:	36.0 %	18.8 %															
Level 1:	14.6 %	8.5 %															

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP English Language Acquisition Results: EL's making progress towards English Language Proficiency 32.5 % Progressed 1 ELPI level: 27.5 % Maintained level 4: 4.9 % Maintained ELPI: 34.5 % Decreased one level: 32.9 %	
P4: Reclassification Rate	2019 reclassification: 16 student 2018 reclassification: 12.7%	Increase AVID section Increase Reading intervention sections Focus on Language and Reading comprehension in ELD sections
P8: JMS Teacher Survey on College Expectations	82.85% (29) Certificated Staff and 17.14% (6) Classified Staff responded: Prepare students for college: 76.5% District preparation: 76.5% Collaborative culture: 88.2% Learning Without Limits: 88.2% Professional Development: 79.4%	Implement Impact Team for ELA 7 and 8, Social Science 8 Increase collaborative class sections Increase AVID sections Increase Math support sections Increase emphasis on College Day Guest speakers from feeder high school for College and Career Readiness Offer College and Career Intervention "PRIDE Days" for students Continue to provide student planners to support academic readiness
P8: LCAP Student Survey on College Expectations	354 JMS Students responded: Quality of instruction: 74.6% Reading support meets needs: 75.9% Math support meets needs: 79.2% Plan for college: 85.64% Plan for Military: 5.5% Job training/work force: 8.9% Prepared for college: 86.2% Become a better student: 98.28%	Increase AVID sections Increase collaborative class sections Increase emphasis on College Day Guest speakers from feeder high school for College and Career Readiness Offer College and Career Intervention "PRIDE Days" for students Continue to provide student planners to support academic readiness
P8: LCAP Parent Survey on College Expectations	98 JMS Stakeholders responded:	Increase AVID sections

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Satisfied with education: 86%</p> <p>Reading support meets needs: 82%</p> <p>Math support meets needs: 85%</p> <p>Plan for college: 98%</p> <p>Plan for Military: 1%</p> <p>Job training/work force: 1%</p> <p>Informed of student academics performance: 91%</p>	<p>Increase emphasis on College Day</p> <p>Guest speakers from feeder high school for College and Career Readiness</p> <p>Offer College and Career Intervention "PRIDE Days" for students</p> <p>Continue to provide student planners to support academic readiness</p>

## Planned Strategies/Activities

### Action 1.1

#### 1.1 CCSS IMPLEMENTATION

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Collaborative Impact Days for staff to analyze assessments and plan strategic interventions and strategies for students.</p> <p>B. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.</p> <p>C. Provide professional development opportunities for CCSS and NGSS standards implementation-workshops/conferences.</p> <p>D. Provide uninterrupted instructional time for ELA/Math utilizing a model of Data Teams and Units of Study committees creating grade level and cross-grade level departments to focus on improving student learning of content standards.</p> <p>E. Teachers will also use differentiated materials for appropriate subgroups; for example, GATE, EL, and Special Education.</p>	<u>X</u> All Students	<p>Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000.00</p> <p>UOS CCSS Books and Novels 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,495.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures</p>

<p>F. Provide instructional materials, supplies, printing, technology support, and equipment to support and enhance the implementation of the Units of Study.</p> <p>G. Provide late start minimum days for staff members to collaborate using data around curriculum and instruction.</p> <p>H. Continue the implementation of Balanced Math strategies on a consistent basis.</p> <p>I. Utilize instructional Coaches to support teachers with the implementation of the UOS, common core standards, Balanced Math, and technology.</p> <p>J. Visual and Performing Arts (VAPA) musical supplies and instruments, competition fees, (including a band tutor for drum line); site-based VAPA enrichment, supplementary art supplies, and choir support.</p> <p>K. Continue to identify and schedule GATE students in Honors Classes.</p> <p>L. Library Media staff to provide textbook management and technology support, as well as research and resource management, and parent access to the library.</p> <p>M. Continue the Dual Immersion program with a 40/60 model of Spanish and English for identified students.</p> <p>N. Purchase supplementary materials/resources for all content areas school-wide to use as needed.</p> <p>O. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>		<p>Title I Basic -- 3010 \$5500</p> <p>Collaborative Grading Days (Subs) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$21,990.00</p> <p>Collaborative Grading Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,509.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$18693.00</p> <p>Library Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$81,276.00</p>
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## Action 1.2

### 1.2 INTERVENTION

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>A. Continue the implementation of the READ 180 Intervention program to improve reading and writing for identified students.</p>	<p>X All Students</p>	<p>Intervention Teachers-2 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$269,439.00</p>
<p>B. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.</p>		<p>Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$265,176.00</p>
<p>C. Teacher support for intervention blocks and/or extended day for ELA/Math.</p>		<p>Counselor 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$114050</p>
<p>D. Continue to offer Homework Club during lunch, the after school "Think Together" program, and after-school tutoring and remediation.</p>		<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p>
<p>E. Continue and improve academic, attendance, and behavior supports for students through counselor services.</p>		<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,000.00</p>
<p>F. Continue to provide middle school counselors and/or team of teachers to visit at feeder elementary schools to discuss the transition process with outgoing 6th graders.</p>		<p>Software License 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1,000.00</p>
<p>G. Counselors will continue collaboration with high school transition programs to increase and improve on State testing.</p>		<p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$4,190.00</p>
<p>H. Continue to provide high school transitional information and formal/informal meetings with other appropriate staff members for outgoing and incoming students and parents.</p>		<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$278.00</p>
<p>I. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.</p>		<p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$100.00</p>
<p>J. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>		

## Action 1.3

### 1.3 ELD



X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Provide additional time during the instructional day to implement ELD standards-based instruction and interventions using adopted materials.

X

Other student group(s) English Learners

B. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multilevel, homogeneous).

C. Group beginning level students by their English proficiency in core subjects.

D. Provide access to technology to enhance the curriculum that will improve teaching and learning aimed at English learners.

E. English learner advancement recognition by awarding ELs who have met the rigorous criteria to be reclassified from limited to proficient in English.

F. Bilingual Language Tutors will continue to provide increased primary intervention and language support in the classroom and will support inclusive practices.

G. Identify and place English learners in mainstream classes once proficiency has been attained.

H. Implementation of Distance Learning Track for students will be provided due to COVID-19

Bilingual Language Tutors - 2  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$68538

Bilingual Language Tutor  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010  
\$22554

Materials and Supplies  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$8193

Substitute-Ins. Aid  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010  
\$1,000.00

Cert. Support-Subs  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$702.00

**Action 1.4**

1.4 NGSS AND SOCIAL STUDIES

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Continue to implement pacing guides that include (pacing) timeline, the sequence of instruction, and assessments for Science and Social Studies.

X

All Students

Materials and Supplies

- B. Continue grade level teams to focus on improving student learning of content standards for Science and Social Studies.
- C. Focus on the use of three Marzano Strategies of summarizing, note taking and generating and testing hypotheses(Science), and cooperative learning.
- D. Continue to transition and implement the NGSS standards.
- E. Provide instructional materials, supplies, printing, and equipment that will support and enhance the implementation of the adopted social studies program.
- F. Provide minimum days for staff members to review data and to develop/improve instructional techniques.
- G. Implementation of Distance Learning Track for students will be provided due to COVID-19

4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$2970.00  
 Materials and Supplies  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$2,000.00

## Action 1.5

### 1.5 TECHNOLOGY

X Modified Action

#### Planned Actions/Services

#### Students to be served

#### Budget and Source

- A. Continue to provide elective classes with a technology focus in order to provide students a well-rounded school experience and find their creative interests.
- B. Continue to provide technology/STEM-related field trips that will support academic/non-academic classes.
- C. Provide on-going technical support and upgrades to maintain technology equipment.
- D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.

X All Students

Tech Supplies  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$11500  
 Tech Supplies  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$2,000.00  
 Tech Equipment  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$5000.00  
 Print

E. Provide classified hourly to assist with the supervision of students during technology-based testing.

F. Implementation of Distance Learning Track for students will be provided due to COVID-19

5700-5799: Transfers Of Direct Costs  
 Title I Basic -- 3010  
 \$1,500.00  
 Tech Supplies  
 4000-4999: Books And Supplies  
 LCFF VAPA -- 0763  
 \$2,200.00  
 Tech Equipment  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$1,000.00

## Action 1.6

### 1.6 AVID

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Continue the AVID program with support increasing AVID sections as budget and scheduling allow.	<u>X</u> All Students	AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$7,115.00 AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$600.00 AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500.00 AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2500.00 AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765
B. Ensure school-wide implementation of the use of AVID strategies where applicable), such as Focused note-taking and summarizing.		
C. Increase awareness of college opportunities through AVID, GATE, EL, and parental meetings (SSC, ELAC).		
D. Continue to recommend and place qualified students in the AVID Program.		
E. Implementation of Distance Learning Track for students will be provided due to COVID-19		

\$2,500.00

AVID transportation  
5800: Professional/Consulting Services And  
Operating Expenditures  
LCFF AVID – 0765  
\$4000.00

# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

After a thorough review of school data and surveys, Jurupa Middle School's Leadership Team consisting of Department Chairs and Program Leaders have the following strategies and activities for this school year and continuing into the 2020-2021 school year: find additional ways to increase Social Emotional Learning (SEL) curriculum being taught in the classroom/PAWS, increase Saturday school opportunities (field-trips, sports, assessment prep, projects, etc.); and increase incentives for students with perfect attendance (tie points to the Paw Point System).  
 Due to COVID-19, support for distance learning opportunities will be provided for students academic enrichment, connection, and growth.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Suspension Rate Data Dashboard	<p>Suspension rate increased by 0.5% which resulted in a change from green to orange</p> <p>English Learners:        + 1.4 %                      Students with disabilities:    0.2 %                      Hispanics:                    0.2 %                      SED:                            + 0.9 %                      White:                         + 3.1 %</p> <p>2019: 6.7 %                      2018: 6.2 %                      2017: 7.1 %</p>	<p>Continue BASE and PAWS room as intervention resource</p> <p>Resident substitute for PAWS class as alternative to suspension</p> <p>Continue implementing assemblies to educate how to be safe</p> <p>Increase supervision in morning and after school hours due to +1260 students</p> <p>Provided behavior contract at the beginning of the school year for 7th and 8th grade</p>
P6: Chronic Absenteeism Data Dashboard	<p>Absenteeism rate declined - 1.4% which resulted in no change of the yellow label</p>	<p>Inform parents of attendance habits at all IEP's to inform parents/guardians</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners: - 1.4 % Students with disabilities: + 3.4 % Hispanics: - 1.7 % SED: - 1.7 % White: - 2.1 %  2019: 10.3 % 2018: 11.7 %	Utilize PAWS Room for students with Tardies and Truants Increase opportunities for SWD to attend educational experience field trip Include attendance data as a resource to increase PRIDE day participation
P6: LCAP Student Survey on Learning Environment	JMS students stated:  Positive learning environment: 97 % Feels safe at school: 76 % Feeling of "somewhat safe": 14 % Climate & learning environment is positive: 84 %	Increase opportunities for SWD to attend educational experience field trip Purchase necessary safety resources for classrooms Purchase furniture to support academic/nonacademic learning environment
P6: California Health Kids Survey (CHKS)	7th grade population responded:  School connectedness: 64 % Caring Adult relationship: 63 % High expectations: 76 % School perceived as very safe or safe: 67 % Experienced harassment: 24 % Mean rumors or lies about you: 31 % Chronic sadness/hopelessness: 26 %	Material to update the supplies for each classroom for emergency purposes is needed Increase supervision in morning and after school hours due to +1260 students (+420:1) Purchase necessary safety resources for classrooms Purchase furniture to support academic/nonacademic learning environment Provided behavior contract at the beginning of the school year for 7th and 8th grade Increase opportunities for SWD to attend educational experience field trip
P5: Attendance Rates	Performance level decreased to the yellow label: Improvement of students attending school: + 1.4 % CHKS not absent in 30 days: 57 % CHKS miss due to ill in 30 days: 25 %	Include attendance data as a resource to increase PRIDE day participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: Saturday School ADA Recovery	Saturday School recovery recoup after costs increased by \$2746.00  2018-2019: \$6069.11 2017-2018: \$3323.79	Increase opportunities for SWD to attend educational experience field trip Include attendance data as a resource to increase PRIDE day participation

## Planned Strategies/Activities

### Action 2.1

#### 2.1 Health and Safety Services

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. District nurse, health care aide and office staff will monitor and maintain the health care needs of students.  B. Improve campus safety with additional campus supervision 2.45 hours daily.  C. Increase anti-drug/bullying awareness assemblies school-wide.  D. Increase training on decreasing bullying for both staff and students  E. Continue the implementation of PBIS and it's components for the major and minor offense, student rewards and incentives, and using data to monitor progress.  F. Upgrade and/or purchase safety materials and emergency supplies.  G. Review and revise safety plan annually  H. Purchase/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.	X All Students	Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19654  Additional PM activity supervisor- 2.75 hours 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17471  Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$17,101.00  Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$4000.00

I. Upgrade and/or increase electrical outlet infrastructure to maintain technology use.

J. Provide professional development for teachers to attend meetings or trainings related to improving teaching strategies and standards-based instruction and positive school culture. (CADA)

K. Provide "Behavior and SEL" training to new staff members.

L. Use JMSTV as a vehicle to promote positive school culture and teach PBIS expectations and social skills

M. Provide tiered behavior interventions/social skills support for students prior to suspension when necessary including OCD, Youth Court, community service, etc.

N. Provide motivational interventions assemblies to support student behavior and achievement for Tier 2 and Tier 3 students.

O. Purchase incentives as rewards to foster school culture and to recognize and to promote higher-level academic achievement, attendance, good citizenship, school service, fitness, and school spirit.

P. Promote, celebrate, and recognize student behavior, attendance, and academic success through Proud Panther, MVP Awards, Honor Roll, Attendance awards, and End of the Year awards by providing incentives throughout the school year.

Q. Provide field trips to enhance and promote educational opportunities that will support academic/nonacademic classes such as; art, ASB, AVID, band, choir, electives, GATE, PE and other elective classes.

R. Develop and implement strategies to improve student behavior school-wide through the following: ASB class, SRO, counselors, Panther Coupons, ASB dances, Honor Roll, P.E. (team competitions), etc.

S. Purchase supplies to support positive school culture on campus.

U. Due to COVID-19, necessary health and safety items for students will be purchased and provided.

Laminate  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$100.00  
Repairs  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$300.00  
Repairs  
5000-5999: Services And Other Operating Expenditures  
Title I Basic -- 3010  
\$2,000.00  
Office Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2,061.00



## Action 2.2

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Due to COVID-19, necessary health and safety items for students will be purchased and provided.</p>		<p>Classified Hourly            2000-2999: Classified Personnel Salaries            LCFF Suppl/Conc -- 0707            \$3,500.00</p> <p>Materials and Supplies            4000-4999: Books And Supplies            LCFF Suppl/Conc -- 0707            \$5000</p> <p>Materials and Supplies            4000-4999: Books And Supplies            Title I Basic -- 3010            \$14343.00</p>

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

Jurupa Middle School's Leadership Team have identified the following strategies and activities to begin implementing this school year and continuing into the 2019-2020 school year: offer the Positive Parenting Program; holding additional information night for parents; mailing home progress reports; and Math Parent Night focusing on digital resources and other supportive services that are available. Due to COVID-19, support for distance learning opportunities will be provided for students academic enrichment, connection, and growth.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: LCAP Parent Survey on Welcome environment	Satisfied with JMS: 90 % Recommend JMS to others: 76 % Student is safe at JMS: 93 % Feel welcomed at JMS: 96 % Communication with parents: 92 % Well informed: School-wide activities: 92 % Classroom activities: 88 % Academic performance: 98 %	Increase parent opportunities to volunteer on campus for PRIDE Days Offer parents to be chaperones on field trips (AVID, DI, PRIDE Events) Meet with PTA quarterly to increase collaboration Invite PTA President to ELAC meeting
P5: Activity Awards and Activities	LCAP Survey responses regarding involvement and participation: Involved in school: Yes: 56 % I don't know: 35 % Participate in school wide activities: 64 %	Increase parent opportunities to volunteer on campus for PRIDE Days Offer parents to be chaperones on field trips (AVID, DI, PRIDE Events) Meet with PTA quarterly to increase collaboration Invite PTA President to ELAC meeting

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Events at JMS which are communicated and request parent participation: Honor Roll MVP CABE ELAC SSC Turkey Trot Spring Dash Panther Night Back to School Night GATE Parent Meeting VAPA Evening Performances Art Festival Mini-Theater Event DI CCR Field Trip	

## Planned Strategies/Activities

### Action 3.1

#### 3.1 Parent Engagement

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Parents will be given the opportunity to attend meetings and/or conferences, in services and/or classes that will assist them in helping their students academically and behaviorally.</p> <p>B. Provide babysitting, if needed, for parents to attend meetings such as School Site Council, English Language Advisory Council, and Parent/Teacher Association.</p> <p>C. To enhance student achievement, teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc.</p>	<input checked="" type="checkbox"/> All Students	<p>Classified Hourly          2000-2999: Classified Personnel Salaries          Title I Parent Involvement -- 3010 1902          \$723.00</p> <p>Translator/Clerk Typist (4 hours)          2000-2999: Classified Personnel Salaries          LCFF Suppl/Conc -- 0707          \$28,850.00</p> <p>Postage</p>

D. Enhance effective two-way communication between the home and the school with regular mailings and In Touch electronic notifications prior to the school activity or event.

E. Inform parent/guardians that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.

F. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.

G. Provide additional parent translation support and parent outreach through the use of a translator/clerk typist.

H. Continue to implement and monitor appropriate use of technology guidelines for the parent/student handbook.

I. Host parent nights to provide information to parents and students.

J. Provide parents and staff with leadership opportunities through advisory committees i.e., ELAC, SSC, PTA, and DAC.

K. Continue to connect parents with community resources provided by the Director of Parent and Community Outreach.

L. Provide supplies/refreshments/teacher hourly to support and expand parent training and involvement activities.

M. Purchase an adequate supply of textbooks for home and school use for all students (Williams Case).

N. Social Worker Intern (MSW) to provide services to enhance and promote the educational, emotional, and social needs of families.

O. Include and encourage parent involvement in events that recognize student behavior, attendance, and academic success such as MVP awards, Honor Roll assemblies, and End of the Year awards.

P. Ensure engaging elective programs are available for students that also assist in preparing for high school success.

Q. Due to COVID-19, necessary health and safety items be purchased and provided for parents when visiting campus.

5000-5999: Services And Other Operating Expenditures

Title I Basic -- 3010

\$500.00

Printing

5700-5799: Transfers Of Direct Costs

Title I Parent Involvement -- 3010 1902

\$1000

Materials and Supplies

4000-4999: Books And Supplies

Title I Parent Involvement -- 3010 1902

\$1898.00

Classified Hourly

2000-2999: Classified Personnel Salaries

LCFF Suppl/Conc -- 0707

\$2,000.00

Classified Hourly

2000-2999: Classified Personnel Salaries

Title I Basic -- 3010

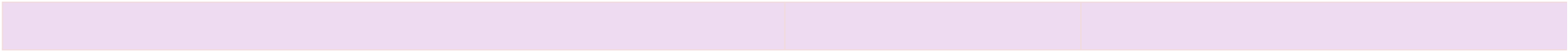
\$2,000.00

MSW Contract

5000-5999: Services And Other Operating Expenditures

Title I Basic -- 3010

\$1500



# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide Assessment--ELA Data Dashboard</p>	<ul style="list-style-type: none"> <li>-To improve the academic performance of all students as established beginning with baseline CAASPP data in the 17-18 school year in the areas of reading, writing, grammar, and oral communication skills.</li> </ul>	<p>85.72% of JMS teachers responded that they have mastered the CA standards and curriculum. There was an decrease of 3.0 points in the assessment results for ELA which changed the overall range from yellow to orange in ELA</p> <p>7th ELA overall achievement: 40.4 % met/exceed standards 8th ELA overall achievement: 38.4 % met/exceed standards</p> <p>Overall Performance:            English Learners growth: + 4.6 points            Students with disabilities: - 8.9 points            Hispanics: 0.2 points            SED: 0.5 points            White: - 18.9 points</p> <p>ELA Comparison Data for EL:            Current English Learners - 1.4 points            Reclass English Learners + 6.1 points            English Only - 6.2 points</p>
<p>P4: Statewide Assessment--Math Data Dashboard</p>	<p>--To improve the academic performance of all students as established beginning with baseline CAASPP data in the 17-18 school year in the areas of reading, writing, grammar, and oral communication skills.</p>	<p>There was a decrease in the assessment results for Math which maintained an overall range of orange</p> <p>7th Math overall achievement: 24.80% met/exceed standards 8th Math overall achievement: 24.83% met/exceed standards</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes															
		<p>Overall Performance:</p> <p>English Learners growth: + 10 points</p> <p>Students with Disabilities: 1.7 points</p> <p>Hispanics: 0.9 points</p> <p>SED: 1.7 points</p> <p>White: - 18.6 points</p> <p>Math Comparison Data for EL:</p> <p>Current English Learners + 3.2 points</p> <p>Reclass English Learners + 11.9 points</p> <p>English Only - 8.2 points</p>															
P4: ELPAC	--Incorporate the State's implementation of the ELPAC in 2017-2018 in determining EL Learner progress.	<p>ELPAC Results for 2018 and 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Level 4:</td> <td>10.7 %</td> <td>25 %</td> </tr> <tr> <td>Level 3:</td> <td>38.7 %</td> <td>47.8 %</td> </tr> <tr> <td>Level 2:</td> <td>36.0 %</td> <td>18.8 %</td> </tr> <tr> <td>Level 1:</td> <td>14.6 %</td> <td>8.5 %</td> </tr> </tbody> </table> <p>CAASPP English Language Acquisition Results:</p> <p>EL's making progress towards English Language Proficiency 32.5 %</p> <p>Progressed 1 ELPI level: 27.5 %</p> <p>Maintained level 4: 4.9 %</p> <p>Maintained ELPI: 34.5 %</p> <p>Decreased one level: 32.9 %</p>		2019	2018	Level 4:	10.7 %	25 %	Level 3:	38.7 %	47.8 %	Level 2:	36.0 %	18.8 %	Level 1:	14.6 %	8.5 %
	2019	2018															
Level 4:	10.7 %	25 %															
Level 3:	38.7 %	47.8 %															
Level 2:	36.0 %	18.8 %															
Level 1:	14.6 %	8.5 %															
P4: Reclassification Rate	--Incorporate the State's implementation of the ELPAC in 2017-2018 in determining EL Learner progress.	<p>2018 reclassification was 12.7%</p> <p>2019 reclassification: 16 students</p>															
P8: JMS Teacher Survey on College Expectations	--To improve the academic expectations of the JMS staff.	<p>82.85% (29) Certificated Staff and 17.14% (6) Classified Staff responded:</p> <p>Prepare students for college: 76.5%</p> <p>District preparation: 76.5%</p> <p>Collaborative culture: 88.2%</p> <p>Learning Without Limits: 88.2%</p> <p>Professional Development: 79.4%</p>															

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: LCAP Student Survey on College Expectations	--To improve the academic expectations of our JMS students.	354 JMS Students responded:  Quality of instruction: 74.6% Reading support meets needs: 75.9% Math support meets needs: 79.2%  Plan for college: 85.64% Plan for Military: 5.5% Job training/work force: 8.9%  Prepared for college: 86.2% Become a better student: 98.28%
P8: LCAP Parent Survey on College Expectations	--To improve the academic expectations of our JMS parents.	98 JMS Stakeholders responded:  Satisfied with education: 86% Reading support meets needs: 82% Math support meets needs: 85%  Plan for college: 98% Plan for Military: 1% Job training/work force: 1%  Informed of student academics performance: 91%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CCSS IMPLEMENTATION A. Collaborative Grading Days for staff to analyze assessments and plan strategic interventions and strategies for students in ELA/Math-1 Day per UOS.	1.0 CCSS IMPLEMENTATION 1.1 ELA meets to discuss UOS performances tasks (4 Planning/Data Team) Math meets by grade level to discuss UOS Unit Assessments (4 Planning/Impact Team). Read 180 teachers meet with Marilyn Feldmeier (4 days Planning).	Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00	Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1600
B. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based		Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000.00	Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1600



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction including double block schedules and use of intervention materials.	NGSS teacher meet as Impact Team (4 days Planning/Impact Team). Social Science teachers meet as Impact Team (4 days Plannign/Impact Team).	UOS CCSS Books and Novels 4000-4999: Books And Supplies Title I Basic -- 3010 \$3,000.00	UOS CCSS Books and Novels  4000-4999: Books And Supplies Title I Basic -- 3010 \$0
C. Provide professional development opportunities for CCSS and NGSS standards implementation-workshops/conferences.	1.2 ELA/Reading/Math UOS representative works directly on UOS throughout the year to provide feedback to UOS team.	Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,203.00	Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2147.50
D. Provide uninterrupted instructional time for ELA/Math utilizing a model of Data Teams and Units of Study committees creating grade level and cross-grade level departments to focus on improving student learning of content standards.	1.3 IMPACT meeting days (English 7, 8 and Social Science 8) - 3 days out of the year with trainer for implementation Year 1	Collaborative Grading Days (Subs) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$25,000.00	Collaborative Grading Days (Subs) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$16054
E. Teachers will also use differentiated materials for appropriate subgroups; for example, GATE, EL, and Special Education.	1.4 Late start provided two Impact Team meetings a month. Planning time is provided for ELA, Math, Read 180, Science, Social Studies, PE, Reading, AVID, and Electives.	Collaborative Grading Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00	Collaborative Grading Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4700
F. Provide instructional materials, supplies, printing, technology support, and equipment to support and enhance the implementation of the Units of Study.	1.5 EL Newcomer Program uses Inside Program Math textbooks in Spanish are available for 7th grade for newcomers. Large print math materials is being provided for visually impaired students.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,509.00	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7600
G. Provide late start minimum days for staff members to collaborate using data around curriculum and instruction.	BLT's assist Newcomers in each of their classes Peer support	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$15,338.00	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$5690
H. Continue the implementation of Balanced Math strategies on a consistent basis.	Differentiated instructional materials (Inside Program, Real Book, Houghton Mifflin)	Library Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$81,276.00	Library Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$81276
I. Utilize instructional Coaches to support teachers with the implementation of the UOS, common	SS Differentiation of materials and instruction occurs in SS classes.		Drum Line Tutor 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>core standards, Balanced Math, and technology.</p> <p>J. Visual and Performing Arts (VAPA) musical supplies and instruments, competition fees, (including a band tutor for drum line); site-based VAPA enrichment, supplementary art supplies, and choir support.</p> <p>K. Continue to identify and schedule GATE students in Honors Classes.</p> <p>L. Library Media staff to provide textbook management and technology support, as well as research and resource management, and parent access to the library.</p> <p>M. Continue the Dual Immersion program with a 40/60 model of Spanish and English for identified students.</p> <p>N. Purchase supplementary materials/resources for all content areas school-wide to use as needed.</p>	<p>1.6 Chromebooks, ELA consumable workbooks (as requested per teacher), online resources such as Vocabulary.com (for academic vocabulary), Flipgrid, NewsELA, Google Classroom, PowerSchool, etc. Math - Edulastic, KUTA Software, consumable math books, online resources through ConnectED</p> <p>1.7 Data Team/ Department meets at least twice a month during late start days</p> <p>1.8 Math teachers continued to implement Balanced Math strategies, such as Poster Method, Alternative Poster Method, Daily Math Review, and Performance Tasks.</p> <p>1.9 Site budget supports VAPA) with musical supplies and instruments, competition fees, (including a band tutor for drum line); site based VAPA enrichment, supplementary art supplies, and choir support.</p> <p>1.10 6th and 7th grade teacher recommendations and State and District (Read 180 lexile, MDTP, etc,) assessment data to schedule students into Honors. GATE identification does not guarantee admission into honors courses.</p> <p>1.11 Site budget supports 8 hour Library/Media</p> <p>1.12 Dual Immersion has grown from 85 students to 138 in one school year-</p>	<p>\$</p>	<p>LCFF Suppl/Conc -- 0707 \$5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>-over 150 DI students expected 2020-2021.</p> <p>1.13 Novels for ELA Math- Manipulatives, Calculators, Edulastic Science--Brainpop and Edulastic C-Stem--License, curriculum, and iLink Robots Choir--The Practice Room Site-Wide--Vocabulary.com and NewsELA</p> <p>1.14 Collaborative conference to support inclusion and increase in inclusion classes</p>		
<p><b>1.2 INTERVENTION</b> A. Continue the implementation of the READ 180 Intervention program to improve reading and writing for identified students.</p> <p>B. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.</p> <p>C. Teacher support for intervention blocks and/or extended day for ELA/Math.</p> <p>D. Continue to offer Homework Club during lunch, the after school "Think</p>	<p><b>2.0 INTERVENTION</b> 2.1 System 44/Read 180 ELA 7 Double block period-two classes ELA 8 Single block-4 classes Read 180 teachers plan to meet with consultant five days this school year.</p> <p>2.2 The district adopted Read 180 curriculum is partially aligned with California Common Core Standards. Math/C-STEM teachers utilize ALEKS support, Edulastic, Prodigy, and KUTA software to individualize instruction.</p> <p>2.3 On-going training with READ 180 consultant</p>	<p>Intervention Teachers-2 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$269,439.00</p> <p>Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$265,176.00</p> <p>Counselor 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$108,549.00</p> <p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p>	<p>Intervention Teachers-2 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$269439</p> <p>Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$265176</p> <p>Counselors 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$108549</p> <p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1540</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Together” program, and after-school tutoring and remediation.</p> <p>E. Continue and improve academic, attendance, and behavior supports for students through counselor services.</p> <p>F. Continue to provide middle school counselors and/or team of teachers to visit at feeder elementary schools to discuss the transition process with outgoing 6th graders.</p> <p>G. Counselors will continue collaboration with high school transition programs to increase and improve on State testing.</p> <p>H. Continue to provide high school transitional information and formal/informal meetings with other appropriate staff members for outgoing and incoming students and parents.</p> <p>I. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.</p>	<p>Math has 2 block classes per grade level and each class is capped at 23 students per class.</p> <p>*Math - Foundations/Pre-Math 8 (capped at 25) and Collaboration classes are current intervention classes for students below grade level</p> <p>2.4 Homework Club made available everyday by counselors during both lunches. After-school tutoring opportunity in the school library on Tuesdays &amp; Thursdays. Select teachers offer morning, after-school and lunch tutoring as needed, as well as make themselves available via email or Remind</p> <p>2.5 Conduct parent meetings to review grades and form academic plan with goals. Facilitate SART meetings to address attendance concerns and provide resources to improve attendance. Offer counseling resources to support behavior, academic, and attendance goals.</p> <p>2.6 Education Specialists attend IEP transition IEPs to help incoming 6th grade students. Counselors, Administrators, and ASB Teachers schedule visits with feeder elementary schools to discuss registration and middle school transition with 6th graders. JMS counselors conduct over 350 parent meetings per year.</p> <p>2.7 Warrior Night, 8th Grade Preview Day, Multiple counselor meetings with CCR Director, CCGI meetings.</p>	<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,000.00</p> <p>Software License 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2,000.00</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$278.00</p> <p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$100.00</p>	<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3460</p> <p>Software License 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1481</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$770</p> <p>Print  5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4151</p> <p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>2.8 College Kick Off Week Patriot Preview Day Promote Patriot Warrior Night Patriot assembly SS Discuss high school registration/A-G requirements. Registration occurs w/in the social studies classes.</p> <p>2.9 CEP is available through Speech Pathologist within the school day and will receive home activities for additional reinforcement.</p>		
<p>1.3 ELD A. Provide additional time during the instructional day to implement ELD standards-based instruction and interventions using adopted materials.</p> <p>B. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multilevel, homogeneous).</p> <p>C. Group beginning level students by their English proficiency in core subjects.</p> <p>D. Provide access to technology to enhance the curriculum that will improve teaching and learning aimed at English learners.</p> <p>E. English learner advancement recognition by awarding ELs who have met the rigorous criteria to be reclassified from limited to proficient in English.</p>	<p>3.0 ELD</p> <p>3.1 Homework Club After School Tutoring BLTs provide tutoring after school and instructional time. Teachers provided two hours of PD on ELD instructional strategies and best practices.</p> <p>3.2 ELA provides whole group, small group, pairs, flexible grouping, multi-level, homogeneous, pair-share SS - Hands- activities, realia, vocabulary, whole group, small group, etc.</p> <p>3.3 ELD 1 students grouped together for all classes receiving assistance from bilingual aids. Math classes attended based on skill level--BLT or BCLAD teacher support added to class when needed.</p>	<p>Bilingual Language Tutors - 2 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$70,026.00</p> <p>Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,872.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$7447.00</p> <p>Substitute-Ins. Aid 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Cert. Support-Subs</p>	<p>Bilingual Language Tutors - 2  2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$70026</p> <p>Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21872</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$7447</p> <p>Substitute-Ins. Aid (ELPAC training) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>Cert. Support-Subs</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F. Bilingual Language Tutors will continue to provide increased primary intervention and language support in the classroom and will support inclusive practices.</p> <p>G. Identify and place English learners in mainstream classes once proficiency has been attained.</p>	<p>3.4 Chromebooks - Online textbook Google Translate Access to wifi at school PowerSchool Google Classroom</p> <p>3.5 Annual Certificate of reclassification given at end of school year</p> <p>3.6 Bilingual aides provide support in all subject areas in classrooms with large number of ELD students Site budget supports one 6 hour and two 3 hour BLTs</p> <p>3.7 Schedule changes when proficiency has been attained Dual Immersion Program offered to ELs</p> <p>3.8 Educational enrichment event for ELD students to experience, practice, and use English language in real-life setting</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$702.00</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000</p>
<p>1.4 NGSS AND SOCIAL STUDIES</p> <p>A. Continue to implement pacing guides that include (pacing) timeline, the sequence of instruction, and assessments for Science and Social Studies.</p> <p>B. Continue grade level teams to focus on improving student learning of content standards for Science and Social Studies.</p>	<p>4.0 NGSS AND SOCIAL STUDIES</p> <p>4.1 (Social Studies) Common assessments are given every 6 weeks at the conclusion of each unit. Teachers provide instruction on the same topics within the pacing guide. (Science) Common assessments are given throughout the year. Teachers provide instruction on the same topics within the pacing guide. District summative assessment is given at the</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2970.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p>
		<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Focus on the use of three Marzano Strategies of summarizing, note taking and generating and testing hypotheses(Science), and cooperative learning.</p> <p>D. Continue to transition and implement the NGSS standards.</p> <p>E. Provide instructional materials, supplies, printing, and equipment that will support and enhance the implementation of the adopted social studies program.</p> <p>F. Provide minimum days for staff members to review data and to develop/improve instructional techniques.</p>	<p>end of each semester. 7th Grade science teachers use Edulastic for all forms of assessment.</p> <p>4.2 Teacher collaboration at bi-weekly grade level department/data team meetings to discuss student performance and creation of new learning activities to address gaps in learning. (Science) Grade level planning days-- 5 per year -- used to discuss lessons, labs, and assessments Science 7 piloting Impact Teams</p> <p>4.3 Cornell/Focused notes are used regularly. Cooperative learning strategies such as Pair-Share, Jigsaw, and small group instruction are used regularly. Inquiry based teaching using the 5-E lesson structure. 7th Grade Science IMPACT student self and peer evaluation assessments.</p> <p>4.4 NGSS Committee continues to develop mini-lessons and teachers develop supporting materials/lesson/labs to enhance student learning; surveys and verbal responses given to sites to assess quality of mini-lessons - committee then engages in revisions ; use of interactive notebooks to increase depth of knowledge. NGSS district wide assessments were implemented this year and will be revised by committee based on feedback from peers. District provided assessment evaluation day with science teachers</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>district-wide and NGSS consultant, Dr. Samani.</p> <p>4.5 (Social Studies) Necessary supplies/materials and printing are provided. (Science) Materials for mini-lessons are provided when approved by committee and submitted to site principal secretary.</p> <p>4.6 Late start schedule provides meeting time for departments, which may also be by grade level dependent upon focus of meeting.</p>		
<p><b>1.5 TECHNOLOGY</b></p> <p>A. Continue to provide elective classes with a technology focus in order to provide students a well-rounded school experience and find their creative interests.</p> <p>B. Continue to provide technology/STEM-related field trips that will support academic/non-academic classes.</p> <p>C. Provide on-going technical support and upgrades to maintain technology equipment.</p> <p>D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.</p>	<p><b>5.0 TECHNOLOGY</b></p> <p>5.1 Added two sections of C-Stem coding and robotics elective and Computer elective class is available.</p> <p>5.2 C-STEM and Girls Who Code Club offered STEM-focused field trips to Girls Who Steam and Pomona Raceway</p> <p>5.3 District Help Desk, Library Tech., Technology Coordinator, on site Tech Help (Vyatus), C-STEM technical support</p> <p>5.4 5 Star Students Rewards, Vocabulary.com, Edulastic for Science and Math, audio/video equipment for administration of fitness tests, use of chromebooks for differentiation of instruction. Kuta software (pre-algebra to algebra 2), ALEKS</p>	<p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$11500</p> <p>Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Tech Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000.00</p> <p>Print 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Tech Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2,200.00</p>	<p>\$</p> <p>Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Tech Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Print 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$</p> <p>Tech Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Provide classified hourly to assist with the supervision of students during technology-based testing.</p>	<p>subscriptions for math tutorial and foundations classes, C-STEM supplies and software. Brainpop for Science, Choir acquired site licence to The Practice Room</p> <p>5.5 All JMS teachers are proctoring State assessments.</p> <p>5.6 BLTs proctor and administer ELPAC assessment using TOMS</p>	<p>Tech Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000.00</p> <p>\$</p>	<p>Tech Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$484</p>
<p>1.6 AVID</p> <p>A. Continue the AVID program with support increasing AVID sections as budget and scheduling allow.</p> <p>B. Ensure school-wide implementation of the use of AVID strategies where applicable), such as Cornell note-taking and summarizing.</p> <p>C. Increase awareness of college opportunities through AVID, GATE, EL, and parental meetings (SSC, ELAC).</p> <p>D. Continue to recommend and place qualified students in the AVID Program.</p>	<p>6.0 AVID</p> <p>6.1 AVID programs continues with 4 sections of AVID 8 and 3 of AVID 7. AVID students are approximately 17% of our school population.</p> <p>6.2 Social Studies - Cornell Notes with Essential Questions and Answers, Critical Reading (marking the text), Planner checks. Math uses Cornell notes with Essential Questions provided. Cornell notes used in some ELA classes. Not all teachers emphasize student generated questions and summarizing the concepts on the notes. Not all teachers in ELA use CN. This is not happening schoolwide.</p> <p>6.3 AVID - college field trips, college research projects Social Studies - Californiacolleges.edu lessons, A-G requirements</p> <p>6.4 AVID Coordinator in coordination with special programs counselor make</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$7,115.00</p> <p>AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$600.00</p> <p>AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500.00</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2500.00</p> <p>AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$2,500.00</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$6343</p> <p>AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$</p> <p>AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$</p> <p>AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	decisions based on student applications and teacher recommendations.	AVID transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$4000.00	AVID transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

P4:

ELA - decrease of 3.0 points which changed from yellow to orange in ELA

1. School wide focus for 2019-20 was academic focus of weekly planner check and common vocabulary
2. The use of site-wide cross curricular template to support academia through the use of summaries, argumentative writing, interactive notebooks and CER (claim, evidence, reasoning)
3. Data Team collaborative time for planning, grading and improve learning objectives to improve students engagement in their learning
4. College Career Kick Off Day - All teacher present college or career information
5. Staff meeting sharing the CAASPP data with staff, School Site Council and ELAC in October, November and December respectively
6. Cross content support from Social Science to address areas of weakness on CAASPP
7. Provide headphones for all ELA teachers to address weakest area on CAASPP

Math - decrease of 2.2 points which maintained an overall orange performance level

1. School wide focus for 2019-20 was academic focus of weekly planner check and common vocabulary
2. College Career Kick Off Day - All teacher present college or career information
3. Impact Teams to develop, refine, and improve learning objectives, success criteria, and formative tasks to improve students engagement in their learning
4. Staff meeting sharing the CAASPP data with staff, School Site Council and ELAC in October, November and December respectively
5. Math provides the Spanish version of the textbook and the BLT's.
6. Continue use of ALEKS program for EL and all students
7. Individual tutoring in teacher classroom after school

ELPAC - a decrease in English Language proficiency and ELPAC assessments

1. School-wide academic vocabulary and cross curricular templates showed to positively impact the Level 2 EL students doubling in percentage
2. Academic vocabulary practice in homeroom classes supports increase use and practice of comprehension of subject specific terms
3. CAASPP English Language Progress: 32.5 % of EL's making progress towards English Language Proficiency
4. Provides whole group, small group, pairs, flexible grouping, multi-level, homogeneous, pair-share, hands- activities, realia, vocabulary, whole group, small group, etc.

5. Culturally Responsive training in December for all staff
6. Train all BLT's and new EL Facilitator to administer the ELPAC

P8:

#### JMS Teacher Survey on College Expectations

1. Teacher driven and collaboration of school wide focus positively impacted staff perspective of college expectations for JMS students
2. Teachers supported College Day on October 2018 in support of students ambitions to attend college after high school
3. Each department chose an activity inform students about college
4. Staff supports AVID and college focus by wearing college gear on Wednesdays
5. AVID classes conduct college research project at each grade level
6. Staff vote to continue College Wednesday by wearing college gear
7. Continue with 3 sections of AVID per grade level
8. Increase college career awareness through field trips to RCC, UCR, Cal Baptist, NASCAR STEM
9. Nine teachers received Focus Note Training and one attended AVID Summer Institute
10. Multiple counselor meetings with CCR Director, CCGI meetings

#### LCAP Student Survey on College Expectations

1. Students learned about college in classes on College day in October
2. AVID students are expected to complete a college research project
3. Robotics students competed in the RCC tiger day competition
4. Pomona Raceway STEM exhibition to increase computer programming
5. Student planners for each students to support organization and reflection of academic success
6. Student feel an increased expectation of instruction
7. Warrior Night, 8th Grade Preview Day, and Academic Counselor presentation from feeders
8. Students are guided through registration and CCR connection to high school by Social Science 8 teachers
9. JMS Future Panther Presentation to all feeder schools
10. Dual Immersion students to the College and Career Fair

#### LCAP Parent Survey on College Expectations

1. Back to School Night CCR presentation
2. ELAC and School Site Council information meeting on how to read CAASPP, ELPAC, and Lexile scores for students
3. ELAC meeting clarify the purpose and meaning of ELPAC testing and reclassification
4. AVID Parent meeting August
5. GATE Parent meeting October
6. Parent Teacher Conferences with all stakeholders upon request
7. Panther Preview Night

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

#### ELA Dashboard

There was an decrease of 3.0 points in the assessment results for ELA which changed the overall range from yellow to orange in ELA. EL students are excelling due to the instruction and activities implemented while other sub-groups are having difficulties.

7th ELA overall achievement: 40.42% met/exceed standards

Overall Performance:

ELA Comparison Data for EL:

8th ELA overall achievement: 38.41% met/exceed standards

English Learners growth: + 4.6 points

Reclass English Learners + 6.1 points

#### Math Dashboard

There was a decrease in the assessment results for Math which maintained an overall range of orange.

The strategies and activities implemented had a great impact on the EL students most while the other sub-groups maintained their status.

7th Math overall achievement: 24.80% met/exceed standards

Overall Performance:

Math Comparison Data for EL:

8th Math overall achievement: 24.83% met/exceed standards

English Learners growth: + 10 points

Current English Learners + 3.2 points

Reclass English Learners + 11.9 points

#### ELPAC

This information is aligned with the CAASPP English Learner Progress of 32.5 % students making progress to proficiency. Use of Math resources in home language has help with student success and progress.

Reclassification data is not available for 2019 yet CAASPP scores show most progress and growth with EL students.

#### College and Career Readiness

Teacher Survey: The overall effectiveness of Impact Teams and NGSS training has improved teacher perspective of college expectations for students and their belief in the districts vision. Sharing survey date pertaining to student and parent expectations for CCR has positively impacted the staffs perspective and JMS choice to keep College Wednesdays. Providing opportunities for staff to inform and educate students about CCR on College Kick Off Day and send on CCR field trips heightened staff awareness of JMS student and parent goals. Teachers chose by department a focus area of CCR (ie. in-state college, out-state college, careers aligned with content).

Student Survey: Students being provide with education on campus and on field trips supports student awareness and focus on CCR. College Kick Off Day provides JMS students the opportunity to explore colleges and career options taught in the classes across the campus. Students report the high expectations in classes and quality of instruction at JMS aligns with CCR. Increased exposure to the College and Career opportunities helps focus the middle school students and prepare for their future.

Parent Survey: Parents/guardians have increased in their desire and expectations for their students to be CCR. Parents feel confident in the education their student/s are receiving at JMS and attend evening events to gain knowledge about the opportunities for their students. Counselors hold over 300 parent teacher conferences to support and guide our Panther families.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In the 2018-19 school, JMS staff resources and materials:

1. BrainPop, Edulastic, C-STEM/Math, Prodigy, Scholastic Magazine and KUTA software was purchased and/or renewed
2. Core content planning days to grade, plan and collaborate for Unit of Study assessments (ELA, Read 180, Math, Science, Social Science 7)
3. Staff attending CADA, CUE and one teacher attended AVID Summer Institute
4. Provide transportation for AVID, DI and STEM field trips
5. Teachers attend Co-Teach conference for increase knowledge and implementation of instructional strategies for inclusion
6. Smaller testing groups for ELPAC assessment
7. Dual Immersion student t-shirts for Bilingual Awareness and CCR
8. SBAC Rewards Fest for students with perfect attends, Growth Mindset, and GRIT

\*Allocated fund not utilized were frozen as of March 13, 2020 due to COVID-19

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the upcoming 2020-2021 school year:

1. Increase reading intervention classes in 7th and 8th grade to address 86% near/below in Reading and 92% near/below in Listening
2. Increase Impact Team for ELA 7 and 8, Social Science 8
3. Increase collaborative classes by pair collaborate teachers with Education Specialist
4. Increase AVID section to increase number of White students and SWD by adding an AVID 8 collaborative section
5. Increase Math support sections to address 87% near/below standard in all areas
6. Grade level specific Math courses for direct service (SAI) Math courses
7. Increase emphasis on College Day for the upcoming year
8. Guest speakers from feeder high school for College and Career Readiness
9. Offer College and Career Intervention "PRIDE Days" for students
10. Modify Thursday meeting times to support Impact Teams
11. Continue to provide student planners to support academic readiness
12. Purchase furniture to support academic learning environment

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Suspension Rate Data Dashboard	Jurupa Middle School cultivates a climate of learning using PBIS (Positive Behavior Intervention Supports) discipline strategies, rewards positive behavior and provides a safe, secure and clean campus to all students and staff.	<p>Suspension rate increased by 0.5% which resulted in a change from green to orange</p> <p>English Learners: + 1.4 %            Students with disabilities: 0.2 %            Hispanics: 0.2 %            SED: + 0.9 %            White: + 3.1 %</p> <p>2019: 6.7 %            2018: 6.2 %            2017: 7.1 %</p>
P6: Chronic Absenteeism Data Dashboard	--To improve the attendance of our most at-risk students.	<p>Absenteeism rate declined - 1.4% which resulted in no change of the yellow label</p> <p>English Learners: - 1.4 %            Students with disabilities: + 3.4 %            Hispanics: - 1.7 %            SED: - 1.7 %            White: - 2.1 %</p> <p>2019: 10.3 %            2018: 11.7 %</p>
P6: LCAP Student Survey on Learning Environment	Jurupa Middle School will continue to focus on improving the student belief of having a safe, secure and clean campus.	<p>JMS students stated:</p> <p>Positive learning environment: 97 %            Feels safe at school: 76 %</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Feeling of "somewhat safe": 14 % Climate & learning environment is positive: 84 %
P6: California Health Kids Survey (CHKS)	Jurupa Middle School will continue to focus on improving the student belief of having a safe, secure and clean campus.	7th grade population responded:  School connectedness: 64 % Caring Adult relationship: 63 % High expectations: 76 % School perceived as very safe or safe: 67 % Experienced harassment: 24 % Mean rumors or lies about you: 31 % Chronic sadness/hopelessness: 26 %
P5: Attendance Rates	--To improve the attendance of our most at-risk students (chronically absent)	Performance level decreased to the yellow label: Improvement of students attending school: + 1.4 % CHKS not absent in 30 days: 57 % CHKS miss due to ill in 30 days: 25 %
P8: Saturday School ADA Recovery	--To improve the Saturday School ADA recovery by providing engaging activities to students.	Saturday School recovery recoup after costs increased by \$2746.00  2018-2019: \$26069.11 2017-2018: \$23323.79

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Health and Safety Services A. District nurse, health care aide and office staff will monitor and maintain the health care needs of students.  B. Improve campus safety with additional campus supervision 2.45 hours daily.	1.Students sent to health office as needed for medical concerns. Parents are contacted when appropriate, and during emergencies medical assistance is called for (911 or through SRO). Site budget supports one 3 hour HCA.  2. Additional supervision added 2017-2018 school year.	Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$9,546.00  Health Care Aide (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$6,495.00	Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$9546  Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$6495



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Increase anti-drug/bullying awareness assemblies school-wide.	3. Deputy District Attorney presented anti-drug/bullying to all students October 2018. Implementation of Psst!s, a site site anonymous bullying tip form to augment JMS student reporting using Google Forms on JMS student PowerSchool page.	Additional PM activity supervisor- 2.75 hours 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16,864.00	Additional PM activity supervisor- 2.75 hours  2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16864
D. Increase training on decreasing bullying for both staff and students	4. Digital Citizenship lessons have been developed, distributed, and received by staff and students throughout the year, teachers have attended or are scheduled to attend PBIS/SEL training. Teachers attended Anti-Bullying assembly with students.	Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$18,000.00	Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$7247
E. Continue the implementation of PBIS and it's components for the major and minor offense, student rewards and incentives, and using data to monitor progress.	5. Teachers document PBIS interventions in Q, use In-Touch, email parents, phone calls, in-class rewards, and PRIDE Day incentives. MVP awards recognizing citizenship based on teacher recommendations. PBIS (Positive School Culture) committee and Leadership Team reviews suspension data and provides suggestions to admin.	Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$3500.00	Prof. fees-Speakers for Tier 3 Interventions and Assemblies  5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0
F. Upgrade and/or purchase safety materials and emergency supplies.	6. Site Safety Coordinator communicates needs and recommendations with administration.	Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100.00	Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
G. Review and revise safety plan annually	7. Site safety plan reviewed and approved by SSC January 2019.	Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300.00	Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
H. Purchase/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.	8. Head custodian coordinates with warehouse to fulfill teacher and office staff furniture requests. District M&O address safety-relates work orders in a timely manner.	Repairs 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00	Repairs 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0
I. Upgrade and/or increase electrical outlet infrastructure to maintain technology use.		Office Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Office Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707
J. Provide professional development for teachers to attend meetings or trainings related to improving teaching strategies and standards-based instruction and positive school culture. (CADA)			
K. Provide "Behavior and SEL" training to new staff members.			



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>L. Use JMSTV as a vehicle to promote positive school culture and teach PBIS expectations and social skills</p> <p>M. Provide tiered behavior interventions/social skills support for students prior to suspension when necessary including OCD, Youth Court, community service, etc.</p> <p>N. Provide motivational interventions assemblies to support student behavior and achievement for Tier 2 and Tier 3 students.</p> <p>O. Purchase incentives as rewards to foster school culture and to recognize and to promote higher-level academic achievement, attendance, good citizenship, school service, fitness, and school spirit.</p> <p>P. Promote, celebrate, and recognize student behavior, attendance, and academic success through Proud Panther, MVP Awards, Honor Roll, Attendance awards, and End of the Year awards by providing incentives throughout the school year.</p> <p>Q. Provide field trips to enhance and promote educational opportunities that will support academic/nonacademic classes such as; art, ASB, AVID, band, choir, electives, GATE, PE and other elective classes.</p>	<p>9. Work orders submitted to District maintenance</p> <p>10. PSCC discussed during planning days and department meetings. PBIS Coordinator provided Pawsitivity Day lessons during staff meeting (August). Impact Team PD (Science 7 and Math 7). Restorative practices PD. ELD strategies PD--all teachers. CADA conference March 2019.</p> <p>11. All teachers provided training 2017-2018</p> <p>12. JMS News morning announcements promote school activities and expectations through skits or scrolling advertisements</p> <p>13. Interventions include counseling, parent meetings, lunch detentions, on campus detentions, discipline Saturday School, Youth Court referrals, and on-campus suspensions, and intake meetings with admin post-suspensions.</p> <p>14. PAWSitivity days (review of school rules August and January), PowerSchool Digital Citizenship assignments. Pilot teachers began using 5-Star in Semester 1 ; homeroom teachers engaged in a fireside chat with homerooms on school-wide expectations.</p> <p>15. 5 Star (Paw Points) awards include school supplies, student store</p>	\$2,061.00	\$127

**Planned  
Actions/Services**

R. Develop and implement strategies to improve student behavior school-wide through the following: ASB class, SRO, counselors, Panther Coupons, ASB dances, Honor Roll, P.E. (team competitions), etc.

S. Purchase supplies to support positive school culture on campus.

**Actual  
Actions/Services**

vouchers, spirit wear, free yearbook, Knotts/Fiesta Village tickets, etc.

16. 5 Star Student points, nominations for MVP awards. Turkeys Trot and Trophy Dash awards. Daily/weekly recognition of individual students on JMS TV.

17. AVID college field trips. AVID trip to Knotts. PE cross country teams. Choir field trips to elementary schools and convalescent homes (two days in December). Girls Who Code to NHRA drag races (STEM).

18. PRIDE Days activities: John's Incredible Pizza (Jan 2019), Winter dance (Dec 2018), Choose Your Own Adventure, Sportsfest (Nov 2018), Disney Day (Aug 2018), Cross country competitions, Turkey Trot, trophy dashes, 5 Star Program, variety of clubs (yoga, weight training, Girls that Code, Anime, homework club etc.), online PAW Point store, monthly postcards mailed home to students from teachers.

19. 5 Star Student Reward program and rewards purchased to support positive behavior on campus. Prizes purchased for "Focus on Fitness" month to encourage and support effort in fitness testing.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Classified Hourly

Classified Hourly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,500.00	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0
		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$17000.00	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0
		Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1343.00	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

### P6. Suspension rate data Dashboard

Suspensions increased by 0.5% which resulted in a change from green to orange from 2018 to 2019.

1. There was an increase in student witness statements providing credible information for violation of school/district policies which lead to the increase
2. Increased awareness with Social Emotion lessons in Homeroom
3. Increased the use of alternatives to suspension
4. Assemblies by Kaiser Permanente and County District Attorney's office informing students to inform an adult of negative issues (fights, bullying, drugs) on campus
5. PAWS - On Campus Intervention Room
6. Resident substitute for PAWS Room

### P6. Absenteeism Rate Data Dashboard:

Absenteeism declined - 1.4% which resulted in no change of the yellow label

1. Students feel more connected to school
2. PRIDE Days rewarding students for their academics and behavior
3. Desire to participate in PRIDE Days
4. Warrior Preview Day for 8th grade students

### P6: LCAP Student Survey on Learning Environment

Implementation of Impact Teams increased student engagement and focus on learning

1. Homeroom SE lesson provide greater connection
2. PRIDE Days for positive academics and behavior
3. Assemblies educating students on how to be safe
4. Kindness campaign in October
5. ASB promotion of Kind word poster and activities on campus

6. Classified staff and administration visibility during passing periods and lunches

P6: California Health Kids Survey (CHKS)

Implementation of Homeroom SE lesson and school-wide focus of weekly agenda checks has positively impacted JMS 7th grade students

1. Impact Teams correlates with high expectations in the classroom
2. PRIDE days for students with good academics
3. Homeroom SE lessons connect students with a caring adult
4. Assemblies educating students on safety
5. Counseling staff, school psychologist to address 1230 student emotional needs
6. PICO services to support JMS Counseling staff with 1230 student needs (emotional and mental)

P5: Attendance Rates:

Student attendance rate increase by 1.4 %

1. Overall the implementation of Homeroom SE lesson and school-wide focus of weekly agenda checks
2. Homeroom SE lessons increasing student connectedness
3. School-wide cross curricular templates/strategies
4. Impact Teams increase of students engagement and expectations
5. PRIDE Days for good academics which is directly connected to attendance
6. 5 Star Reward system for students

P8: Saturday School ADA Recovery

An increase in Saturday School recovery by \$2746.00

1. Counselors inform families to attend at SART meetings
2. Content areas giving make up credit for academic assignments
3. Alternative consequences for school policy violations
4. Warrior Day for 8th grade students
5. Enrichment opportunity with staff and students
6. Connectedness to school and staff increase from LCAP and CHKS surveys

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness to achieve goals for 2018-2019:

1. The school-wide focus of weekly agenda checks in Homeroom and cross curricular templates attributed to the increase in attendance, connectedness, and feeling of safety on campus
2. Providing educational assemblies teaching students how to be safe and make better choices helped attendance rates and 7th grade perception at JMS
3. Impact Teams and the implementation of NGSS increases engagement in the classroom causing students to want to be at school
4. Students reporting issues and offenses on campus increased suspension, but created a safer environment on campus
5. Adult relationships and PRIDE Days for students with good academics and behavior increased the perception of the school having a positive environment
6. Educate teachers at staff meetings about Bullying, Suicide Prevention (Feb. 2020), JMS Safety Training (Jan. 2020), attendance at student assemblies for safety on campus

\*Allocated fund not utilized were frozen as of March 13, 2020 due to COVID-19

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditure different than proposed from 2018-19 at JMS:

1. PAWS Room - On Campus Intervention classroom
2. Resident Sub for PAWS Room
3. TSA for Discipline to assist for the +1260 students (315:1 = AP & 3 Counselors)
4. PE teacher attended conference to implement social skill lessons in PE
5. Unannounced Lock Down Drills

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2020-2021 school year, changes needed to meet JMS goal:

1. Material to update the supplies for each classroom for emergency purposes is needed
2. Increase supervision in morning and after school hours due to +1260 students (+420:1)
3. Purchase necessary safety resources for classrooms
4. Purchase furniture to support academic/nonacademic learning environment
5. Include attendance data as a resource to increase PRIDE day participation
6. Provided behavior contract at the beginning of the school year for 7th and 8th grade
7. Increase opportunities for SWD to attend educational experience field trip
8. Inform parents of attendance habits at all IEP's to inform parents/guardians
9. Utilize PAWS Room for students with Tardies and Truants

JMS will need the following to continue to meet goals:

1. Continue BASE and PAWS room as intervention resource (data supports effectiveness)
2. Resident substitute for PAWS class as alternative to suspension
3. Continue implementing assemblies to educate how to be safe

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: LCAP Parent Survey on Welcome environment</p>	<p>--Continue developing and creating a welcoming environment for parents, continue to provide meetings on topics that parent request, adding parent technology training; continue to support PTA activities to increase parent involvement.</p>	<p>Satisfied with JMS: 90 %                      Recommend JMS to others: 76 %                      Student is safe at JMS: 93 %                      Feel welcomed at JMS: 96 %                      Communication with parents: 92 %                      Well informed:                      School-wide activities: 92 %                      Classroom activities: 88 %                      Academic performance: 98 %</p>
<p>P5: Activity Awards and Activities</p>	<p>--All students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process.</p>	<p>LCAP Survey responses regarding involvement and participation:                      Involved in school:                      Yes: 56 %                      I don't know: 35 %                      Participate in school wide activities: 64 %</p> <p>Events at JMS which are communicated and request parent participation:                      Honor Roll                      MVP                      CABE                      ELAC                      SSC                      Turkey Trot                      Spring Dash                      Panther Night                      Back to School Night                      GATE Parent Meeting</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		VAPA Evening Performances Art Festival Mini-Theater Event DI CCR Field Trip

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Engagement</p> <p>A. Parents will be given the opportunity to attend meetings and/or conferences, in services and/or classes that will assist them in helping their students academically and behaviorally.</p> <p>B. Provide babysitting, if needed, for parents to attend meetings such as School Site Council, English Language Advisory Council, and Parent/Teacher Association.</p> <p>C. To enhance student achievement, teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc.</p> <p>D. Enhance effective two-way communication between the home and the school with regular mailings and In Touch electronic notifications prior to the school activity or event.</p> <p>E. Inform parent/guardians that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they</p>	<p>1. Parent Connect information provided at Back to School Night. IEP meetings are held for students and parents. Multiple teachers use Remind and In-Touch to communicate with parents. Counselors schedule parent teacher conferences to provide academic support. IEP transition meetings for parents and students.</p> <p>2. Babysitting offered and provided for SSC, ELAC, and Parent computer classes.</p> <p>3. In-Touch, Parent Connection, emails, Powerschool resources, phone calls, Parent/Teacher/Counselors meetings throughout the semester are called by teachers, counselors and/or administration.</p> <p>4. In-Touch, Twitter, Instagram, Remind app, email, and personal phone calls.</p> <p>5. Parent/teacher conferences, email, phone calls, and parent shadows</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$700.00</p> <p>Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$28,850.00</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000.00</p> <p>Printing 5700-5799: Transfers Of Direct Costs Title I Parent Involvement -- 3010 1902 \$1300</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$80</p> <p>Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$24700</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Certificated Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>may use to improve their children’s academic success and to assist their children in learning at home.</p> <p>F. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.</p> <p>G. Provide additional parent translation support and parent outreach through the use of a translator/clerk typist.</p> <p>H. Continue to implement and monitor appropriate use of technology guidelines for the parent/student handbook.</p> <p>I. Host parent nights to provide information to parents and students.</p> <p>J. Provide parents and staff with leadership opportunities through advisory committees i.e., ELAC, SSC, PTA, and DAC.</p> <p>K. Continue to connect parents with community resources provided by the Director of Parent and Community Outreach.</p> <p>L. Provide supplies/refreshments/teacher hourly to support and expand parent training and involvement activities.</p> <p>M. Purchase an adequate supply of textbooks for home and school use for all students (Williams Case).</p>	<p>during the school day. ELAC and GATE parent meetings.</p> <p>6. Teachers continually monitor students on chromebooks. Counselors or administration meet with students when chromebook usage is not school-appropriate and parent informed.</p> <p>8. Translator/Clerk Typist translates calls to communicate concerns to parent ; translator present when needed during parent conferences.</p> <p>9. Incoming Panther Night for 6th grade students and parents.</p> <p>10 SSC, ELAC, DLAC, one teacher on Instructional Council, Gate Coordinator holds parent meeting to provide information.</p> <p>11 PICO information available in front office, by counselors, school psychologist, and administration. Borrego services information sent home with students (August).</p> <p>12 semester 2 for incoming 7th graders-Panther Night, Patriot Preview Day)</p> <p>13 Students receive textbooks/workbooks on registration day--before school year begins. No Williams complaints</p> <p>14. Two MSW assigned to JMS to assist in providing students mental</p>	<p>\$1598.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>MSW Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500</p> <p>\$</p>	<p>\$0</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$145</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$732</p> <p>MSW Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3790</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>N. Social Worker Intern (MSW) to provide services to enhance and promote the educational, emotional, and social needs of families.</p> <p>O. Include and encourage parent involvement in events that recognize student behavior, attendance, and academic success such as MVP awards, Honor Roll assemblies, and End of the Year awards.</p> <p>P. Ensure engaging elective programs are available for students that also assist in preparing for high school success.</p>	<p>health support. CBITS group counseling to address students who have suffered trauma. 61 students were referred for during the 2017-2018 school year.</p> <p>15 Parent invitations for MVPs, Honor Roll assemblies, and end of the year awards. Dual Immersion Parent Meetings</p> <p>16. Elective programs: ASB, AVID, Band, Choir, C-STEM Coding and Robotics, Drumline, Dual Immersion, Journalism, Video Production, and Yearbook. JMS also offers Cross Country and various active clubs are available. C-STEM was added this school year to prepare students for Patriot High School's computer science CTE pathway.</p>		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

P3: LCAP Parent Survey on Welcome environment

1. Use Customer Service protocol in front office
2. Inform parents of upcoming event ie. Lock Down drills, evening event, Social Media, SSC, ELAC
3. Q Communication to inform parents of school-wide and district events
4. Being present and visible on campus to interact with parents
5. Informing parents of Parent Connect, Social Media platforms, and expectations

P5: Activity Awards and Activities

1. Q Communications
2. PeachJar
3. Social Media
4. Phone calls - personal contact

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of our strategies have shown to be very effective:

1. Social Media has increased in followers by 500+ followers
2. Increase parent participation at ELAC
3. Two parents and one teacher attending CABA Riverside Parent Conference
4. Parents chaperones to Dual Immersion Cultural Enrichment Experience

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditure differences for JMS from 2018-19:

1. CABA Parent Conference
2. Dual Immersion Cultural Experience
3. Increase MVP invites for parents to attend

\*Allocated fund not utilized were frozen as of March 13, 2020 due to COVID-19

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2020-21 school year, changes to be made to the goal:

1. Increase parent opportunities to volunteer on campus for PRIDE Days
2. Offer parents to be chaperones on field trips (AVID, DI, PRIDE Events)
3. Meet with PTA quarterly to increase collaboration
4. Invite PTA President to ELAC meeting

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	235,425.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,085,069.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	243675.00	0.00
Title I Parent Involvement -- 3010 1902	3621.00	0.00
Title III LEP -- 4203	8193.00	0.00
LCFF Suppl/Conc -- 0707	170430.00	0.00
LCFF District -- 500 0707	366106.00	0.00
LCFF Sec Int -- 0046	269439.00	0.00
LCFF VAPA -- 0763	6390.00	0.00
LCFF AVID -- 0765	17,215.00	0.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Monika Montiel Turner	Principal
Elizabeth Alonso	Parent or Community Member
Grace Jones	Parent or Community Member
Mari Cruz Torres	Parent or Community Member
Marie Araux	Classroom Teacher
Louise Gillette	Classroom Teacher
Rebecca Brawner	Classroom Teacher
Lindsay Connell	Other School Staff
Alexandra Escamilla	Secondary Student
Yesenia Jimenez	Secondary Student
Caleb Garcia	Secondary Student
Jazmin Torres	Other School Staff
Dominck Lozada (Alternate)	Secondary Student

Logan Fenner (Alternate)

Secondary Student

Cynthia Viehmann (Alternate)

Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/12/20.

Attested:



Principal, Monika J. Montiel Turner on 5.12.2020
SSC Chairperson, Rebecca Brawner on 5.12.2020



## **Title I School-Level Parental Involvement Policy Jurupa Middle School**

*Jurupa Middle* has developed a written Title I parental involvement policy with input from Title I parents. *The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTA), and District School Liaison Team (DSLTL) when in program improvement status.* It has distributed the policy to parents of Title I students. *The policy will be provided in the informational materials that are distributed to parents at the beginning of the year.* The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at *Jurupa Middle* the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- ***During annual meeting at Back to School night in August.***

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- ***A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.***

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review\*, and improvement of the school's Title I programs and the Title I parental involvement policy.\*\*

- ***An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.***

LEARNING WITHOUT LIMITS



- ***Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories.***

The school provides parents of Title I students with timely information about Title I programs.

- ***Through parent notifications, Back-to-School nights, SSC, ELAC, and PTA.***

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- ***At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for the Units of Study, CAASSP, and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.***

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- ***Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTA.***

## **School-Parent Compact**

*Jurupa Middle* distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

### **LEARNING WITHOUT LIMITS**





The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

***The school-parent compact is distributed through the First Day Packet that goes home with every student. A copy of the compact is attached as part of the policy. The compact is reviewed and approved annually by the SSC.***

### **Building Capacity for Involvement**

*Jurupa Middle* engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the Common Core standards, assessments, and how to monitor and improve the achievement of their children.

- ***At parent-teacher conferences, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.***

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- ***Training to empower parents to support and assist their children's education. This may include such activities as Parent workshops.*** With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

### **LEARNING WITHOUT LIMITS**



- ***At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.***

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- ***Coordination of parent involvement activities at the site are done by the district Director of Parent and Community involvement, the Principal, the leadership team, ASB, PTA, and/or the SSC.***
- ***Appropriate roles for community organizations will be developed and may include: The HOPE collaborative, Vaccination clinics, Parent workshops such as self-defense courses, PACT, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.***
- ***Through parent notifications and referrals to viable parent resources.***

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- ***School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.***

The school provides support for parental involvement activities requested by Title I parents.

- ***Parent involvement strategies within the SPSA are integrated based on parent input through survey data.***
- ***Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.***



## **Accessibility**

*Jurupa Middle* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- ***All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.***
- ***Access to all facilities and parking are provided to parents with disabilities.***
- ***ADA access is available with a front drop off, ramp, and wheelchair accessible restrooms.***