



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jurupa Middle School	33-67090 6059075	May 9, 2024	June 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Jurupa Middle School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in Math, ELA, and ELPI, with English Learners and students with disabilities demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of an afterschool, before, and lunch tutoring program. Also, we will implement specific ELPAC tutoring for our English learners on Thursday mornings. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains.

Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Jurupa Middle 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 to create the SPSA. Through School Site Council and ELAC (English Learner Advisory Committee) parent meetings and reviewing the data collected from district and school surveys that include but are not limited to LCAP, Panorama, Healthy Kids, and more, to provide suggestions and support for changes or improvements at JMS. The school budget, goals and safety plan, dashboard data, and ASB events are presented, reviewed, and discussed. Parent collaboration on these items helps drive plans for the campus and increase parents' connection with the school. Parents participated in providing information on how JMS could improve communication, changes to be made in the upcoming year, and concerns with modernization. At each meeting, parents provided suggestions on how JMS could use the funds to support parent involvement and how we could focus on our English Language Learners as a whole. Parents, staff, and students also gave input on decreasing chronic absenteeism.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Jurupa Middle School has resource inequities in the following areas:

- addressing academics (ELA and Math) in Extended Learning Opportunities for English Learners before and after school, or during lunch.
- tutoring for ELs for ELPAC.
- Incentives for students taking the ELPAC.
- money for substitutes for teacher collaboration and professional development

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Categories in (very low) Red:

Math

ELPI

Categories in (low) Orange:

Suspension Rate

ELA

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

CAASPP ELA (English Learners and student with disabilities) and Math (ELs, Students with Disabilities, and Hispanic), ELPI, Chronic Absenteeism (white subgroup)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Math- Math department will look at data quarterly to address the needs of ELs and Students with disabilities to help with academic performance in their data team meetings and create SMART goals to address the needs.

ELPI- Provide targeted tutoring before ELPAC and throughout the year for ELs to be more successful academically and improve ELPAC scores.

Chronic Absenteeism: Attendance teams will also make specific SMART goals during monthly meetings to address student groups that are significantly more chronically absent than others.

Categories in (low) Orange:

Suspension Rate—Jurupa Middle School is committed to improving suspension data. The administration team will continue to set priorities and assist in making SMART goals for improvement in all subgroups. JMS is also committed to implementing PBIS and using restorative practices to improve suspension data.

ELA— ELA department will look at data quarterly to address the needs of ELs and Students with disabilities to help with academic performance in their data team meetings and create SMART goals to address these needs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Jurupa Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.16%	0.26%	2	2	3
African American	0.9%	1.86%	1.4%	12	23	16
Asian	1.8%	1.29%	1.4%	23	16	16
Filipino	0.2%	0.40%	0.52%	3	5	6
Hispanic/Latino	86.5%	86.58%	85.93%	1,102	1071	983
Pacific Islander	0.2%	0.24%	0.17%	3	3	2
White	9.5%	8.25%	8.92%	121	102	102
Multiple/No Response	0.2%	0.40%	0.44%	3	5	5
Total Enrollment				1,274	1237	1144

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	NA		
Grade 1	NA		
Grade 2	NA		
Grade3	NA		
Grade 4	NA		
Grade 5	NA		
Grade 6	NA		
Grade 7	646	590	564
Grade 8	628	647	580
Grade 9	NA		
Grade 10	NA		
Grade 11	NA		
Grade 12	NA		
Total Enrollment	1,274	1,237	1,144

Conclusions based on this data:

1. Jurupa Middle School's enrollment continues to decline overall , but more significantly in the 22-23 school year in both grade levels.
2. Jurupa Middle School Percentage of African AMerican enrollment decreased by 0.46 in the 22-23 school year.
3. Jurupa Middles school Percentage of White enrolment increased by 0.67 in the 22-23 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	293	261	255	23%	21.1%	22.3%
Fluent English Proficient (FEP)	375	384	343	29.40%	31.0%	30.0%
Reclassified Fluent English Proficient (RFEP)	19	22	17	6%	8%	7%

Conclusions based on this data:

1. As with the school as a whole the trend of declining enrollment continues with English Language Learners.
2. The percentage of English Learners seems to be holding steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA		
Grade 7	649	587	568	0	582	555	0	581	555	0.0	99.1	97.7
Grade 8	631	642	574	0	633	568	0	633	568	0.0	98.6	99.0
Grade 11	NA			NA			NA			NA		
All Grades	1280	1229	1142	0	1215	1123	0	1214	1123	0.0	98.9	98.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA			NA		
Grade 7	0	2514.	2512.	0	9.12	8.47	0	26.16	27.21	0	30.12	27.75	0	34.60	36.58
Grade 8	0	2539.	2520.	0	10.27	9.33	0	31.60	26.23	0	28.28	27.64	0	29.86	36.80
Grade 11	NA			NA			NA			NA			NA		
All Grades	N/A	N/A	N/A	0	9.72	8.90	0	29.00	26.71	0	29.16	27.69	0	32.13	36.69

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	11.70	8.83	0	62.82	62.34	0	25.47	28.83
Grade 8	0	15.35	8.47	0	56.01	55.73	0	28.64	35.80
Grade 11	NA			NA			NA		
All Grades	0	13.60	8.65	0	59.27	59.00	0	27.12	32.35

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	12.59	15.14	0	51.55	50.63	0	35.86	34.23
Grade 8	0	10.63	10.39	0	57.62	49.65	0	31.75	39.96
Grade 11	NA			NA			NA		
All Grades	0	11.57	12.73	0	54.71	50.13	0	33.72	37.13

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	8.95	9.91	0	73.49	73.15	0	17.56	16.94
Grade 8	0	11.55	10.76	0	74.68	71.78	0	13.77	17.46
Grade 11	NA			NA			NA		
All Grades	0	10.31	10.34	0	74.11	72.46	0	15.58	17.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	14.80	10.27	0	63.68	63.96	0	21.51	25.77
Grade 8	0	15.51	14.79	0	68.67	64.61	0	15.82	20.60
Grade 11	NA			NA			NA		
All Grades	0	15.17	12.56	0	66.28	64.29	0	18.55	23.15

Conclusions based on this data:

1. Overall participation on the CAASPP has stayed at a steady 98%
2. There was an increase of students overall not meeting standards.
3. in 22-23 8th grades still performs significantly better than 7th grade in Reading and Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA		
Grade 7	649	587	568	0	579	554	0	579	554	0.0	98.6	97.5
Grade 8	631	642	574	0	633	567	0	632	567	0.0	98.6	98.8
Grade 11	NA			NA			NA			NA		
All Grades	1280	1229	1142	0	1212	1121	0	1211	1121	0.0	98.6	98.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA			NA		
Grade 7	NA	2469.	2480.	0	6.22	7.22	0	11.40	13.36	0	26.60	25.45	0	55.79	53.97
Grade 8	NA	2486.	2478.	0	6.33	8.29	0	10.92	8.99	0	25.00	20.28	0	57.75	62.43
Grade 11	NA			NA			NA			NA			NA		
All Grades	N/A	N/A	N/A	0	6.28	7.76	0	11.15	11.15	0	25.76	22.84	0	56.81	58.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	6.56	8.66	0	37.82	36.82	0	55.61	54.51
Grade 8	0	5.85	9.52	0	48.58	36.16	0	45.57	54.32
Grade 11	NA			NA			NA		
All Grades	0	6.19	9.10	0	43.44	36.49	0	50.37	54.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	7.77	8.12	0	52.85	50.36	0	39.38	41.52
Grade 8	0	7.28	7.94	0	50.95	43.56	0	41.77	48.50
Grade 11	NA			NA			NA		
All Grades	0	7.51	8.03	0	51.86	46.92	0	40.63	45.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			V		
Grade 4	NA			NA			NA		
Grade 5	NA			NA			NA		
Grade 6	NA			NA			NA		
Grade 7	0	5.53	7.40	0	63.04	62.09	0	31.43	30.51
Grade 8	0	4.27	6.35	0	59.18	53.97	0	36.55	39.68
Grade 11	NA			NA			NA		
All Grades	0	4.87	6.87	0	61.02	57.98	0	34.10	35.15

Conclusions based on this data:

- Overall participation in CAASPP math testing stayed consistent from the prior year.
- In 22-23 8th grade is scoring overall 8th grade score 9.17 better than 7th grade.
- 8th grade score 9.17 points higher than 7th grade in Communicating Reasoning.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education’s [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA		
1	NA			NA			NA			NA		
2	NA			NA			NA			NA		
3	NA			NA			NA			NA		
4	NA			NA			NA			NA		
5	NA			NA			NA			NA		
6	NA			NA			NA			NA		
7	1527.2	1511.8	1508.0	1528.7	1508.0	1495.0	1525.3	1515.0	1520.4	130	121	130
8	1533.5	1527.7	1506.4	1530.3	1523.7	1491.6	1536.2	1531.2	1520.7	133	119	119
9	NA			NA			NA			NA		
10	NA			NA			NA			NA		
11	NA			NA			NA			NA		
12	NA			NA			NA			NA		
All Grades	NA			NA			NA			263	240	249

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA			NA		
1	NA			NA			NA			NA			NA		
2	NA			NA			NA			NA			NA		
3	NA			NA			NA			NA			NA		
4	NA			NA			NA			NA			NA		
5	NA			NA			NA			NA			NA		
6	NA			NA			NA			NA			NA		
7	16.67	7.44	5.38	33.33	26.45	25.38	34.17	45.45	46.15	15.83	20.66	23.08	120	121	130
8	9.17	10.17	0.84	38.33	33.05	27.73	38.33	39.83	41.18	14.17	16.95	30.25	120	118	119
9	NA			NA			NA			NA			NA		
10	NA			NA			NA			NA			NA		
11	NA			NA			NA			NA			NA		
12	NA			NA			NA			NA			NA		
All Grades	12.92	8.79	3.21	35.83	29.71	26.51	36.25	42.68	43.78	15.00	18.83	26.51	240	239	249

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA			NA		
1	NA			NA			NA			NA			NA		
2	NA			NA			NA			NA			NA		
3	NA			NA			NA			NA			NA		
4	NA			NA			NA			NA			NA		
5	NA			NA			NA			NA			NA		
6	NA			NA			NA			NA			NA		
7	25.83	19.83	9.23	44.17	39.67	42.31	21.67	28.10	31.54	8.33	12.40	16.92	120	121	130
8	19.17	22.88	8.40	42.50	38.98	29.41	26.67	28.81	36.97	11.67	9.32	25.21	120	118	119
9	NA			NA			NA			NA			NA		
10	NA			NA			NA			NA			NA		
11	NA			NA			NA			NA			NA		
12	NA			NA			NA			NA			NA		
All Grades	22.50	21.34	8.84	43.33	39.33	36.14	24.17	28.45	34.14	10.00	10.88	20.88	240	239	249

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA			NA		
1	NA			NA			NA			NA			NA		
2	NA			NA			NA			NA			NA		
3	NA			NA			NA			NA			NA		
4	NA			NA			NA			NA			NA		
5	NA			NA			NA			NA			NA		
6	NA			NA			NA			NA			NA		
7	3.33	4.13	4.62	26.67	12.40	11.54	40.00	44.63	50.00	30.00	38.84	33.85	120	121	130
8	4.17	3.39	1.68	24.17	24.58	15.97	45.00	42.37	41.18	26.67	29.66	41.18	120	118	119
9	NA			NA			NA			NA			NA		
10	NA			NA			NA			NA			NA		
11	NA			NA			NA			NA			NA		
12	NA			NA			NA			NA			NA		
All Grades	3.75	3.77	3.21	25.42	18.41	13.65	42.50	43.51	45.78	28.33	34.31	37.35	240	239	249

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA		
1	NA			NA			NA			NA		
2	NA			NA			NA			NA		
3	NA			NA			NA			NA		
4	NA			NA			NA			NA		
5	NA			NA			NA			NA		
6	NA			NA			NA			NA		
7	15.79	4.96	6.15	61.40	55.37	63.08	22.81	39.67	30.77	114	121	130
8	17.09	5.08	6.72	70.94	65.25	60.50	11.97	29.66	32.77	117	118	119
9	NA			NA			NA			NA		
10	NA			NA			NA			NA		
11	NA			NA			NA			NA		
12	NA			NA			NA			NA		
All Grades	16.45	5.02	6.43	66.23	60.25	61.85	17.32	34.73	31.73	231	239	249

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA		
1	NA			NA			NA			NA		
2	NA			NA			NA			NA		
3	NA			NA			NA			NA		
4	NA			NA			NA			NA		
5	NA			NA			NA			NA		
6	NA			NA			NA			NA		
7	53.64	52.07	30.77	40.91	37.19	50.77	5.45	10.74	18.46	110	121	130
8	46.15	38.14	16.95	40.38	53.39	57.63	13.46	8.47	25.42	104	118	118
9	NA			NA			NA			NA		
10	NA			NA			NA			NA		
11	NA			NA			NA			NA		
12	NA			NA			NA			NA		
All Grades	50.00	45.19	24.19	40.65	45.19	54.03	9.35	9.62	21.77	214	239	248

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA		
1	NA			NA			NA			NA		
2	NA			NA			NA			NA		
3	NA			NA			NA			NA		
4	NA			NA			NA			NA		
5	NA			NA			NA			NA		
6	NA			NA			NA			NA		
7	10.17	7.44	8.46	44.92	34.71	32.31	44.92	57.85	59.23	118	121	130
8	13.56	9.32	6.72	32.20	29.66	26.05	54.24	61.02	67.23	118	118	119
9	NA			NA			NA			NA		
10	NA			NA			NA			NA		
11	NA			NA			NA			NA		
12	NA			NA			NA			NA		
All Grades	11.86	8.37	7.63	38.56	32.22	29.32	49.58	59.41	63.05	236	239	249

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA		
1	NA			NA			NA			NA		
2	NA			NA			NA			NA		
3	NA			NA			NA			NA		
4	NA			NA			NA			NA		
5	NA			NA			NA			NA		
6	NA			NA			NA			NA		
7	4.46	1.65	5.38	79.46	84.30	81.54	16.07	14.05	13.08	112	121	130
8	3.54	4.24	2.52	81.42	82.20	80.67	15.04	13.56	16.81	113	118	119
9	NA			NA			NA			NA		
10	NA			NA			NA			NA		
11	NA			NA			NA			NA		
12	NA			NA			NA			NA		
All Grades	4.00	2.93	4.02	80.44	83.26	81.12	15.56	13.81	14.86	225	239	249

Conclusions based on this data:

1. In 22-23 there was an increase in students who tested for ELPAC than the prior year.
2. In 22-23 there was a significant increase of students testing in level 1 for Oral language.
3. In 22-23 there was a 1.41 increase in students scoring Well Developed in the Listening Domain.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1144	76.7	22.3	0.5
Total Number of Students enrolled in Jurupa Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	22.3
Foster Youth	6	0.5
Homeless	5	0.4
Socioeconomically Disadvantaged	878	76.7
Students with Disabilities	142	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1.4
American Indian	3	0.3
Asian	16	1.4
Filipino	6	0.5
Hispanic	983	85.9
Two or More Races	5	0.4
Pacific Islander	2	0.2
White	102	8.9

Conclusions based on this data:

1. Jurupa Middle Schools Socio Economically Disadvantaged population has increased from 69.8 to 76.7
2. Foster Youth enrollment has stayed the same at 0.5.
3. English Learner population percentage has increased from 21.1 to 22.3

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

1. Jurupa Middle school Math continues to score in the Red.
2. English Learner progress has declined and is now in the Red.
3. Chronic absenteeism has improved and is scoring in the yellow.

School and Student Performance Data

Academic Performance English Language Arts

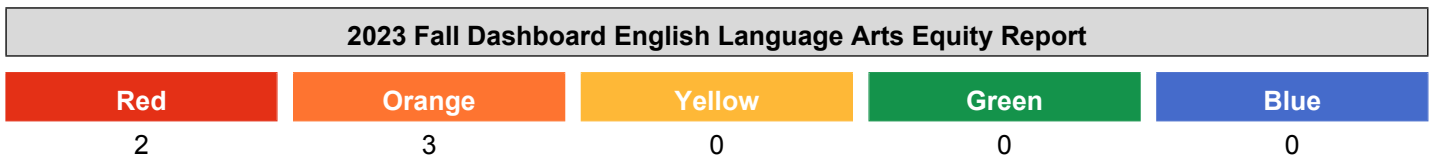
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>41.3 points below standard</p> <p>Decreased -9.4 points</p> <p>1087 Students</p>	<p>English Learners</p>  <p>Red</p> <p>102.4 points below standard</p> <p>Decreased Significantly -20.5 points</p> <p>295 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>52.8 points below standard</p> <p>Decreased -12.1 points</p> <p>840 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>134.9 points below standard</p> <p>Maintained -1.4 points</p> <p>135 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
50.7 points below standard Decreased Significantly - 18.4 points 15 Students	Less than 11 Students 4 Students	2.9 points below standard Decreased -12.3 points 16 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.1 points below standard Decreased -10 points 940 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	 Orange 19.1 points below standard Decreased -9.4 points 91 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.9 points below standard Decreased -4.4 points 222 Students	28.2 points below standard Decreased -14.3 points 73 Students	28.1 points below standard Decreased -4 points 514 Students

Conclusions based on this data:

- English learners are struggling scoring in the Red with a decrease of 20.5.
- Students with Disabilities maintained but still scoring in the Red.
- Overall students at Jurpa Middle decreased in ELA by 9.4 points.

School and Student Performance Data

Academic Performance Mathematics

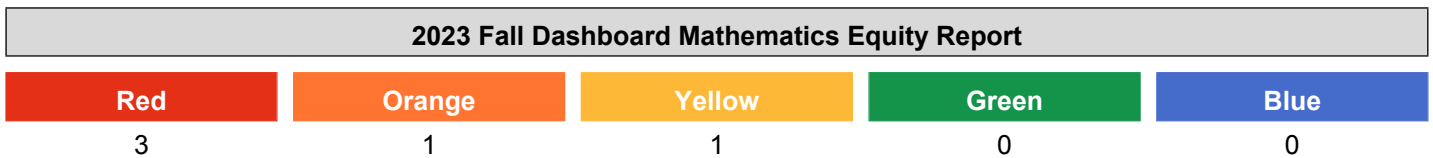
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 96 points below standard Maintained +1.7 points 1085 Students	<p>English Learners</p>  Red 153.8 points below standard Decreased -13.9 points 295 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 106.2 points below standard Maintained +1.9 points 838 Students	<p>Students with Disabilities</p>  Orange 177.6 points below standard Increased +8.9 points 135 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
128.7 points below standard Decreased Significantly - 18.6 points 16 Students	Less than 11 Students 4 Students	53.6 points below standard Decreased -13.4 points 17 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 101.8 points below standard Maintained -0.5 points 938 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	 Yellow 59.6 points below standard Increased +8.8 points 91 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
173.9 points below standard Maintained +1.8 points 223 Students	95.3 points below standard Decreased -14.9 points 73 Students	84.6 points below standard Increased +6.5 points 513 Students

Conclusions based on this data:

1. Overall Jurupa Middle School students maintained in Math but are still scoring in Red.
2. English Learners are scoring in the Red with a decrease of 13.9 points.
3. Reclassified ELs decreased 14.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

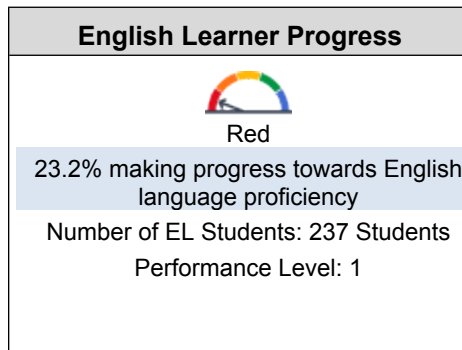
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39%	37.3%	0.8%	22%

Conclusions based on this data:

- In 22-23 students increase 5% from 32.2% to 37.3% in maintaining ELPI level 1, 2L, 2H, 3L and 3H
- In 22-23 39% of English Learners have decreased on ELPI Level
- Jurupa Middle School English learners decreased one performance level overall now scoring in Red for English learner Progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

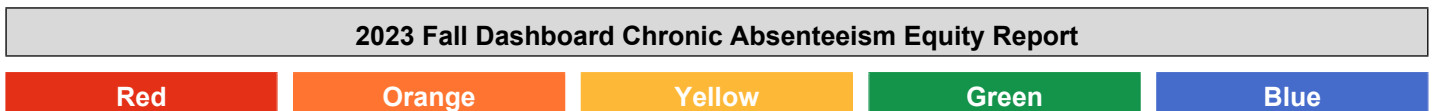
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 26.9% Chronically Absent Declined Significantly -5.8 1194 Students	 Yellow 24.1% Chronically Absent Declined Significantly -11.3 274 Students	Less than 11 Students 7 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 10 Students	 Yellow 28.6% Chronically Absent Declined Significantly -7 935 Students	 Yellow 35.3% Chronically Absent Declined Significantly -6.5 150 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>33.3% Chronically Absent</p> <p>Declined -5.8</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>36.8% Chronically Absent</p> <p>Declined -0.7</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>25.7% Chronically Absent</p> <p>Declined Significantly -7.2</p> <p>1026 Students</p>	<p>18.8% Chronically Absent</p> <p>Declined -12.5</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Red</p> <p>35.3% Chronically Absent</p> <p>Increased 5.2</p> <p>102 Students</p>

Conclusions based on this data:

1. Overall Chronic Absenteeism declined significantly by 5.8 point scoring in yellow.
2. English Learners declined significantly with a decrease of 11.3 scoring in yellow.
3. White students have increased 5.2 from 30.1% to 35.3% scoring in Red.

School and Student Performance Data

Conditions & Climate Suspension Rate

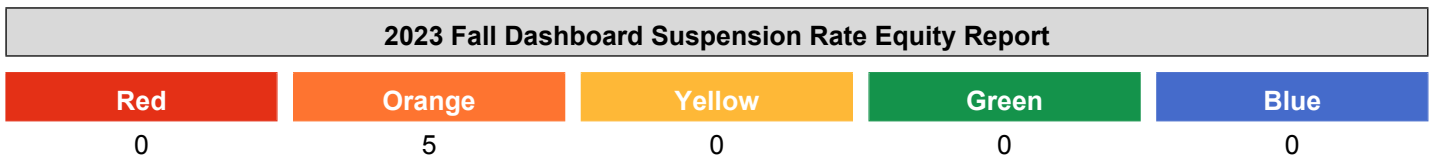
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.2% suspended at least one day</p> <p>Increased 2.7 1229 Students</p>	<p>English Learners</p> <p>Orange</p> <p>10.6% suspended at least one day</p> <p>Increased 0.3 282 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 7 Students</p>
<p>Homeless</p> <p>8.3% suspended at least one day</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>9.1% suspended at least one day</p> <p>Increased 3.1 957 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>14.3% suspended at least one day</p> <p>Declined -1 154 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.1% suspended at least one day</p> <p>Increased 6.9 18 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>0% suspended at least one day</p> <p>Declined -5.9 20 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>7.9% suspended at least one day</p> <p>Increased 2.5 1049 Students</p>	<p>16.7% suspended at least one day</p> <p>Increased 16.7 18 Students</p>	<p>Less than 11 Students 3 Students</p>	 <p>Orange</p> <p>9.9% suspended at least one day</p> <p>Increased 2.6 111 Students</p>

Conclusions based on this data:

1. Overall 8.2% of students have been suspended at least one day scoring in the orange.
2. Students with disabilities have decline by still scoring in the Orange.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Jurupa Middle School will work on improving performance in Math, ELPI, and ELA students' outcomes and specifically providing additional support for English Learners and students with Disabilities in Math and ELA. Hispanic students will receive further support for math and English language proficiency. The Math department will look at data quarterly in their data team meetings to address the needs of English Learners and Students with Disabilities to help with academic performance and create SMART goals to address the needs.

To support English language progress (ELPI), we will provide targeted tutoring before ELPAC and throughout the year for ELs to succeed academically and improve ELPAC scores. The ELA team will look at data quarterly to address the needs of ELs and Students with Disabilities to help with academic performance in their data team meetings and create SMART goals to address these needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: Orange - 41.3 points below standard Socioeconomically Disadvantaged: Orange - 52.8 points below standard English Learners: Red - 102.4 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: 50.7 points below standard American Indian: N/A Asian: 2.9 points below standard Filipino: Green - N/A Hispanic: Orange- 45.1 points below standard Pacific Islander: Yellow - N/A Two or More Races: N/A White: Orange - 19.1 points below standard	"All Students: move to 31.3 point below standard Socioeconomically Disadvantaged: Move to 42 points below standard English Learners: Move to 92 points below standard Students with Disabilities: Move to 122 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: move to 40 points below standard American Indian: N/A Asian: 0 points below standard Filipino: N/A Hispanic: Move to 35 points below standard Pacific Islander: N/A Two or More Races: N/A White: move to 10 points below standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	"All Students: Red- 96 points below standard Socioeconomically Disadvantaged: Red- 106.2 points below standard English Learners: Red- 153.8 points below standard Students with Disabilities: Orange- 177.6 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: 128.7 points below standard American Indian: N/A Asian: 53.6 points below standard Filipino: N/A Hispanic: Red- maintained -101.8 points below standard Pacific Islander: N/A Two or More Races: N/A White: Yellow 59.6 points below standard	"All Students: move to 86 pints below standard Socioeconomically Disadvantaged: move to 96 points below standard English Learners: move to 143 points below standard Students with Disabilities: move to 167 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: move to 125 points below standard American Indian: N/A Asian: 50 points below standard Filipino: N/A Hispanic: move to 91 points below standard Pacific Islander: N/A Two or More Races: N/A White: move to 49 points below standard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	"Current Percentage of English Learners making progress: Status Level:" Red- 23.2%	"Current Percentage of English Learners making progress: Status Level:" Move to 26% of EL making Progress
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 10.86%	Percentage of English Learners Reclassified: 13% of EL reclassified
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	"Percentage of students passing with a C or better on Semester 1 report card 2023: ELA: 81%	"Percentage of students passing with a C or better on Semester 1 report card 2024: ELA: 84%

	Math: 82.73% Social Science: 77.2% Integrated Science: 79%	Math: 85% Social Science: 80% Integrated Science: 82%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS IMPLEMENTATION</p> <p>A. Collaborative days for collaborative teams to analyze grades and assessment data, pacing guides, etc.. to strategically plan interventions and effective instructional practices to improve all student achievement. Specifically related to English Learners and Students with Disabilities in Math and ELA will meet/collaborate to implement SMART goals.</p> <p>B. Implement the Common Core standards appropriate for standards-based instruction and quality interactions, including double block schedules for Math intervention, new textbook adoptions, and use of intervention and scaffolding materials.</p> <p>C. Provide professional development opportunities for CCSS, NGSS, English Language Development, Inclusion, and data analysis as necessary.</p> <p>D. Teachers will use differentiated materials for appropriate subgroups, for example, GATE, EL, Special Education, and other subgroups needing support and equitable access to the content.</p> <p>E. Provide materials, supplies, printing, technology support, and equipment.</p> <p>F. Continue implementing effective instructional strategies and formative and common summative assessments in all content areas consistently with supplies and resources.</p> <p>G. Visual and Performing Arts (VAPA) musical supplies and instruments, competition fees (including a band tutor for drum line and for other VAPA classes that may need it), site-based VAPA enrichment, supplementary art supplies, choir support, Drama, Media Journalism, and Color Guard, as well as support for new VAPA electives.</p> <p>H. Identify and schedule subgroups (ELs and SPEDs) in appropriate classes to support academic and/or social-emotional needs.</p>	All Students 1.1 H English Learners and Students with a Disability	<p>6,000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Drum Line Tutor</p> <p>6,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contract</p> <p>645 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel and Conference</p> <p>10000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Collaborative Days (Subs)</p> <p>7965 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>4,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Software</p> <p>96862 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary</p>

	<p>I. Library Media staff will provide textbook management, technology support, research and resource management, and parent access to the library.</p> <p>J. Library Media staff will provide a student-centered learning environment that supports academic and social-emotional needs through lessons, library visits, lunchtime activities, and clubs.</p> <p>K. Continue the Dual Immersion program with a 40/60 model of Spanish and English for identified students.</p> <p>L. Purchase supplementary and instructional materials/resources for all content areas school-wide to support students' academic achievement, improvement, and interest.</p>		
<p>1.2</p>	<p>INTERVENTION</p> <p>A. Continue implementing the READ 180 Intervention program to improve reading and writing for identified students and increase the section to include SPED.</p> <p>B. Continue to implement the Common Core standards and implement and follow pacing guides appropriate for standards-based instruction, including double block schedules and the use of intervention materials.</p> <p>C. Teacher support for intervention blocks and/or extended days for ELA/Math.</p> <p>D. Continue and improve students' academics, attendance, and behavior supports through monthly attendance meetings, counseling, and PICO services (COST Meetings).</p> <p>E. Staff will visit feeder elementary schools to support incoming 7th-grade students with presentations and transition information to welcome them to JMS.</p> <p>F. Counselors will continue to collaborate with high schools to support the 8th grade transition and registration process and meet students' academic and social-emotional needs.</p> <p>G. Intervention classes will be supported with additional staffing when available.</p> <p>H. Student Study/Success Team will be implemented to address students needing academic support.</p> <p>I. After-school, before-school, and/or lunchtime teacher tutoring will be provided for students in need, including SPED and ELs, along with other students needing extra support.</p>	<p>All students 1.2 J English Learners</p>	<p>323470 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries</p> <p>354806 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries (2) Counselors Salaries</p> <p>126634 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries (1) Counselor Salary</p> <p>33808 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries (1) Counselor Salary</p> <p>2000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Classified Hourly-Tutoring</p> <p>10000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated Hourly-Tutoring</p> <p>2,000 LCFF VAPA -- 0763 4000-4999: Books And Supplies</p>

	J. Classified hourly support for EL tutoring		Materials and Supplies 522.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print 1000 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures Software License
1.3	<p>ELD</p> <p>A. Provide additional time during the instructional day to implement ELD 1 and 2 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), QTEL (Quality Teaching for English Learners) strategies, including PD support for these strategies in the classroom.</p> <p>C. Provide access to technology and curriculum to enhance and improve teaching and learning aimed at English learners.</p> <p>D. English learner advancement recognition by awarding ELs who have met the rigorous criteria to be reclassified from limited to proficient in English.</p> <p>E. Bilingual Language Tutors will continue to provide increased primary intervention and language support in the classroom and support inclusive practices.</p> <p>F. Provide a certificated teacher and classified person to support with assessments.</p> <p>G. Implement a reading and language program that meets ELA and ELD standards to support grade-level standards and improve literacy.</p> <p>H. Provide library books for all languages represented at JMS.</p> <p>I. Visuals and other scaffolding materials to support learning within the core content classes for EL and SPED students.</p>	English Learners	<p>80184 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries</p> <p>5113.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies</p> <p>1053.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated-Subs</p>
1.5	<p>TECHNOLOGY</p> <p>A. Continue to offer elective classes with a technology focus to give students a well-rounded school experience and help them discover their creative interests.</p>	All students	<p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Tech Supplies</p>

	<p>B. Continue providing technology/STEM-related field trips supporting academic/non-academic classes.</p> <p>C. Provide ongoing technical support and upgrades to maintain technology equipment.</p> <p>D. Purchase necessary technology hardware/software and supplies for all curricular and non-curricular areas.</p> <p>E. Provide classified hourly to assist with the supervision of students during technology-based testing.</p>		<p>1,500.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Print</p> <p>2,200.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Technology Supplies</p> <p>1,200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Tech Equipment</p>
1.6	<p>AVID</p> <p>A. Continue implementing the AVID program with increasing AVID sections as budget and scheduling allow.</p> <p>B. Use and implement AVID strategies school-wide where applicable, such as Focused note-taking, inquiry, and summarizing.</p> <p>C. Increase awareness of college and career opportunities for all students through school activities, Advisory, AVID, GATE, EL, and parent/guardian meetings.</p> <p>D. Continue to recruit and recommend to place qualified students in the AVID Program.</p> <p>E. Ensure resources, professional development, and supplies to support AVID and support necessary to grow the AVID program.</p> <p>F. Provide funds for activities and supplies for social-emotional bonding within the classes for students.</p> <p>G. Provide transportation for AVID field trips that support college and career readiness.</p>	All students	<p>7,115.00 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries AVID tutors</p> <p>600.00 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries AVID subs</p> <p>500.00 LCFF AVID – 0765 4000-4999: Books And Supplies AVID materials/supplies</p> <p>2500.00 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures AVID travel/conference</p> <p>500.00 LCFF AVID – 0765 5800: Professional/Consulting Services And Operating Expenditures AVID Professional fee</p> <p>6000.00 LCFF AVID – 0765 5800: Professional/Consulting Services And Operating Expenditures AVID transportation</p>
1.7			

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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Jurupa Middle School is working toward a goal of equity for all students. Jurupa Middle is providing support for our ELs through our ELD classes and with our Bilingual tutors. Jurupa Middle also sent Core teachers to the QTEL training this year, with one participating in the science coaching cohort. We have provided time for teachers to attend many PDs, including equity in grading, Trauma-informed practices, CPI, Restorative Practices, Interim Assessments, UDI, etc. Jurupa Middle has provided opportunities for teachers to collaborate and professional planning to help with student success. Teachers in some departments have received training in ELPAC and Data analysis. ELA and Math continue to implement Interim assessments. The hope is that it translates to better CASSP scores and gives teachers data points to collaborate and reflect on teaching practices again. Advisory has been able to focus on students' SEL and PBIS with the help of the implementation of the Second Step. This year's focus has been putting systems and support in place. AVID has been used to help with Data analysis and collaboration. AVID has been working to increase its presence on campus through teachers getting trained, AVID practices campuswide such as Planner checks, and organizational help through advisory. AVID has been able to take field trip this year for incentives and to colleges transportation costs have been high. The counselors have been working with students to develop their six-year plans.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The overall implementation of collaboration teams is still a work in progress. Teachers continue to implement Common Core standards. Students who are ELs and Students with disabilities are a focus group to continue to work with and intervene to lead to more academic success. The cost of these days before school was more than anticipated. AVID schoolwide implementation is also a work in progress; we provide planners for organization. JMS has 23 teachers and 5 support staff participating in ELO. When the district covered the cost, 89 sections of ELO were offered and dispersed in the AM and PM and Monday through Friday. When ELO is site-funded, we have ten sections offered and dispersed in AM, PM, and lunch. VAPA funds for Drumline coaches were used to buy materials and supplies for the Band in the expectation that Prop 28 money would pay for drumline coaches.

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.

The printing budget again saw an increase in Title I in lieu of LCFF, with the suggestion to teachers to use a print shop instead of copy machines for large numbers of copies. You will also see zeros in many of the allocations for substitutes because the district has allocated us additional Resident subs, and their budget line takes priority before we start paying for subs out of any other budget. Next year, with the reduction of resident subs, the cost should increase.

- The District is not able to accommodate ELO (Extended Learning Opportunities), so next year, the cost will again increase due to the use of site funds instead of the District covering the cost.
- Next year, money will not be allocated to drumline coaches.

Math and ELA will look at data quarterly to address the needs of ELs and Students with disabilities to help with academic performance in their data team meetings and create SMART goals to address these needs. The attendance team will create goals to decrease chronic absenteeism in monthly meetings, especially focusing on subgroups of ELs, SPED, and White.

- Provide targeted tutoring prior to ELPAC and throughout the year to help ELs be more successful academically and improve their ELPAC scores.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic Absenteeism: Attendance teams will also make specific SMART goals during monthly meetings to address student groups significantly more chronically absent than others.

Categories in (low) Orange:

Suspension Rate—Jurupa Middle School is committed to improving suspension data. The administration team will continue to set priorities and assist in making SMART goals for improvement in all subgroups. JMS is also committed to implementing PBIS and using restorative practices to improve suspension data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	"Percentage of facilities meeting ""Good Repair"" status: 97% Source: 2022-23 School Accountability Report Card (SARC)"	"Percentage of facilities meeting ""Good Repair"" status:99 % Source: 2023-24 School Accountability Report Card (SARC)"
LCFF Priority 5: School Attendance Rate	7: 92.54% 8: 92.58% Source: Student Information System P-2 report	7: 95% 8: 95% Source: Student Information System P-2 report"
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 26.9% chronically absent Socioeconomically Disadvantaged: 28.6% English Learners: 24.1% Students with Disabilities: 35.3% Students experiencing Homelessness: N/A African American: 33.3% Foster Youth: N/A American Indian: N/A	All Students: 23% Chronically Absent Socioeconomically Disadvantaged: 25% English Learners: 21% Students with Disabilities:32% Foster Youth:N/A Students experiencing Homelessness: N/A African American: 30% American Indian: N/A

	Asian: 36.8% Filipino: N/A Hispanic: 25.7% Pacific Islander: N/A Two or More Races: 18.8% White: 35.3%	Asian: 33% Filipino: N/A Hispanic: 22% Pacific Islander: N/A Two or More Races: 15% White: 32%
LCFF Priority 6: Pupil Suspension Rate	All Students: 8.2% Socioeconomically Disadvantaged: 9.1% English Learners: 10.6% Students with Disabilities: 14.3% Foster Youth: N/A Students experiencing Homelessness: 8.3% African American: 11.1% American Indian: N/A Asian: 0.0 Filipino: N/A Hispanic: 7.9% Pacific Islander: N/A Two or More Races: 16.7% White: 9.9%	All Students: 5.2% Socioeconomically Disadvantaged: 6% English Learners: 7% Students with Disabilities: 11% Foster Youth: N/A Students experiencing Homelessness: 5% African American: 8% American Indian: N/A Asian: 0.0 Filipino: N/A Hispanic: 4% Pacific Islander: N/A Two or More Races: 13% White: 6%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.24%	All Students: 0%
LCFF Priority 6: School Climate Survey: School Safety (7th grade)	"How safe do you feel when you are at school? Safe/Very Safe: 52%"	"How safe do you feel when you are at school? Safe/Very Safe: 57%"
LCFF Priority 6: School Climate Survey: School Connectedness (7th grade)	"I feel connected to my school. Strongly Agree/Agree: 51%"	"I feel connected to my school. Strongly Agree/Agree: 57%"
LCFF Priority 6: School Climate Survey: Caring Relationships (7th grade)	"Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 56%"	"Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 60%"
P5: Middle School dropout rates	Dropout rate: 0.35% (Source 22-23 School Accountability Report Card)	Dropout rate: 0% (Source 23-24 School Accountability Report Card)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Health and Safety Services A. The district nurse, health care aide, and office staff will monitor and maintain the health care needs of students. B. Provide school-wide anti-drug/bullying awareness and motivational intervention assemblies, including guest speakers for tier 3 groups.	All Students	55084 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary 2527 LCFF Suppl/Conc -- 0707

	<p>C. Provide behavior, social, and emotional learning, bullying, and new program/software training for staff to support student needs and ensure safety on campus.</p> <p>D. Implement Foundations of MTSS and PBIS to address components for the major and minor offenses, restorative practices, student rewards and incentives, and using data to monitor progress.</p> <p>E. Upgrade and/or purchase safety materials, software, and emergency supplies.</p> <p>F. Purchase and maintain furniture, fixtures, equipment, and supplies to maintain and support academic and non-academic achievement.</p> <p>G. Provide professional development for teachers by allowing them to attend meetings or training related to improving teaching strategies, standards-based instruction, and positive school culture.</p> <p>H. Use JMSTV and media/journalism to promote positive school culture, inform students about campus "life," and support school expectations and social skills.</p> <p>I. Provide students with ID cards and digital school planners to support awareness of district and school expectations.</p> <p>J. Purchase incentives, materials, and awards to foster school culture and student connectedness and support academic/behavioral success.</p> <p>K. Provide field trips to enhance and promote educational and positive enrichment opportunities that support academic/nonacademic classes</p> <p>L. Develop and implement strategies, including PBIS, to improve student behavior and expectations school-wide.</p> <p>M. Improve campus safety and social-emotional support with behavioral health peer specialist</p>		<p>4000-4999: Books And Supplies Material and Supplies</p> <p>2000.00 LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures Travel and Conference</p> <p>1641.00 Title I Basic -- 3010</p> <p>5800: Professional/Consulting Services And Operating Expenditures Prof. fees-Speakers for Tier 3 Interventions and Assemblies</p> <p>100.00 LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures Laminate</p> <p>300.00 LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures Repairs</p> <p>19737 LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries Activity Supervisor Salary (2.75 hours)</p>
2.3			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

JMS is in year two of the implementation of PBIS. The team has made great strides in establishing processes and expectations for the campus. Teachers, as well as classified staff, have been allotted the opportunity to take part in many PDs offered through the county as well as the district. JMS continues to use JMS TV on Fridays for live announcements, ASB helps with prerecorded morning announcements, and media journalism provides videos for announcements and social media to inform students and promote positive school culture. We started back our awards for academics as well as our MVP awards, which recognize students who demonstrated Positivity, Respect, Responsibility, and Safety. Jurupa Middle has made great efforts this year to review and train teachers in their responsibilities for safety by providing PD.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

JMS' Behavioral health therapist is being paid through other funds and does not need to come out of our site budget again this year.
We have not been able to hire an activity supervisor, and even though the 2.75 hours have been vacant all year, they are greatly needed.
This year, JMS did not have any school-wide assemblies for our tier 3 intervention or fees for speakers.

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.

JMS is going through construction and the need for campus supervisors is great. If we can allocate money to provide additional support for supervision for the campus would be a priority.
Prioritize school wide intervention assemblies and incentives for attendance, bullying and other issues in school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to data, communication with parents (families) needs to increase about class expectations. Teachers will send out syllabi with clear expectations and inform families at Back to School Night of class expectations. They are overall enhancing two-way communications through our different resources: social media, Parent Square, Peach Jar, Newsletters, Syllabi, emails, phone calls, etc.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	<p>"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child.""</p> <p>72%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"</p>	<p>The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child.""</p> <p>75%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"</p>
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	<p>"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement.""</p> <p>79%</p>	<p>"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement.""</p> <p>82%</p>

	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 69% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 72% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 76% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 80% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Engagement</p> <p>A. Parents will be given the opportunity to attend meetings and/or conferences and participate in services and/or classes that will assist them in helping their students academically and behaviorally on Panther Day, Incoming Panther Night, and throughout the school year.</p> <p>B. Provide babysitting, if needed, for parents to attend meetings such as the School Site Council, English Language Advisory Council, and evening events for families.</p> <p>C. Enhance effective two-way communication between the home and the school with regular mailings, Parent Square electronic notifications, peach jar flyers, newsletters prior to school activities or events, and communication from teachers.</p>	<p>All students</p> <p>3.1 L English Learners</p>	<p>523.00</p> <p>Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>100</p> <p>Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Postage</p> <p>265</p> <p>Title I Parent Involvement -- 3010 1902 5700-5799: Transfers Of Direct Costs Printing</p> <p>900</p>

<p>D. Inform and connect parents/guardians with academic, behavioral, and mental resources to support the whole student and family.</p> <p>E. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.</p> <p>F. Provide additional parent translation support for meetings and events and parent outreach through a translator/clerk typist, including summer office hours.</p> <p>G. Continue to implement and monitor appropriate use of technology guidelines for the parent/student handbook.</p> <p>H. Provide parents and staff with leadership opportunities through advisory committees, i.e., ELAC, SSC, PTO, AASA, and DAC.</p> <p>I. Provide supplies/refreshments/teacher and classified hourly to support and expand parent training, involvement activities, and award celebrations.</p> <p>J. Include parents in events like MVP awards that recognize positive student behavior, attendance, and academic success and offer opportunities to chaperone school activities with proper clearance.</p> <p>K. Ensure engaging elective programs are available for students that also assist in preparing for high school success.</p> <p>L. Purchase a Rosetta Stone license for parents/guardians wanting to learn a second language.</p>		<p>Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies</p> <p>500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>10459 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary</p> <p>31365 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

JMS continues to try to recruit parents to participate in advisory councils, volunteer on campus, and participate in PTA/PTO. This year, due to student and parent voices, JMS students have more elective options that they are actively engaged with.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not purchase Rosetta stone this year again because it is available temporarily through the district.

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.

JMS only has a few changes to this plan except to get more interest and engagement than we did this year. We still plan to continue with these actions.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$219944
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,221,678.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF AVID -- 0765	\$17,215.00
LCFF District -- 500 0707	\$506,752.00
LCFF Sec Int -- 0046	\$323,470.00
LCFF Suppl/Conc -- 0707	\$202,500.00
LCFF VAPA -- 0763	\$4,200.00
Title I Basic -- 3010	\$160,740.00
Title I Parent Involvement -- 3010 1902	\$1,688.00
Title III LEP -- 4203	\$5,113.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$1,221,678.00

Total of federal, state, and/or local funds for this school: \$1,221,678.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	160740	0.00
Title I Parent Involvement -- 3010 1902	1688	0.00
Title III LEP -- 4203	5113	0.00
LCFF Suppl/Conc -- 0707	202500	0.00
LCFF District -- 500 0707	506752	0.00
LCFF Sec Int -- 0046	323470	0.00
LCFF VAPA -- 0763	4200	0.00
LCFF AVID -- 0765	17215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	17,215.00
LCFF District -- 500 0707	506,752.00
LCFF Sec Int -- 0046	323,470.00
LCFF Suppl/Conc -- 0707	202,500.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	160,740.00
Title I Parent Involvement -- 3010 1902	1,688.00
Title III LEP -- 4203	5,113.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	862,371.00
2000-2999: Classified Personnel Salaries	307,829.00
4000-4999: Books And Supplies	24,405.00

5000-5999: Services And Other Operating Expenditures	16,167.00
5700-5799: Transfers Of Direct Costs	1,765.00
5800: Professional/Consulting Services And Operating Expenditures	9,141.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	600.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	7,115.00
4000-4999: Books And Supplies	LCFF AVID – 0765	500.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF AVID – 0765	6,500.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	354,806.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	151,946.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	323,470.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	56,861.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	116,880.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	13,692.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	13,567.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,500.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	126,634.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	31,365.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	2,641.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	523.00

4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	900.00
5700-5799: Transfers Of Direct Costs	Title I Parent Involvement -- 3010 1902	265.00
4000-4999: Books And Supplies	Title III LEP -- 4203	5,113.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,096,177.00
Goal 2	81,389.00
Goal 3	44,112.00

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

Name of Members	Role
Debra Sigala	Principal
Jessie Pena	Other School Staff
Ashley Kaanehe	Classroom Teacher
Pen Fawaz	Classroom Teacher
Andrea Carranza	Classroom Teacher
Cynthia Karner	Classroom Teacher
Juan Blanco	Classroom Teacher
Lisbeth Betancourt	Secondary Student
Christopher Baltazar	Secondary Student
Sandra Ciprian	Parent or Community Member
April Metoyer	Parent or Community Member
Brenda Zamarripa	Parent or Community Member

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

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 May 9, 2024.

Attested:



Principal, Debra Sigala on 5/9/24



SSC Chairperson, Ashley Kaanehe on 5/9/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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