



# Schoolwide Plan Program (SWP)

## 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 1, 2025	June 24, 2025

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 Schoolwide Plan Program (SWP) 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 Schoolwide Plan Program (SWP) 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 ELA in the subgroup 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 a Saturday 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 that meet on average 5-6 times per year 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 to 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 about tutoring options. 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 and increasing a positive school climate..

## 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:

ELA- students with Disabilities

Categories in (low) Orange:

Math- English Learners, Long Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

ELA- English Learners, Long Term English Learners  
Chronic absenteeism- Students with Disabilities and White subgroup.

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.

There were no student groups that were two or more levels below the "all student" performance, but CAASPP ELA (students with disabilities) was in the red.

## 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 and ELA- Math and ELA departments 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. Looking at Quality Interactions and accessibility of content.

Chronic Absenteeism subgroups will continue with SMART goals to address those in need.

D and F rate data needs to improve.

LCAP survey data in safety, climate need to continue to improve from fall to spring or winter.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.16%	0.26%	0.18%	2	3	2
African American	1.86%	1.4%	2.12%	23	16	24
Asian	1.29%	1.4%	1.95%	16	16	22
Filipino	0.40%	0.52%	0.71%	5	6	8
Hispanic/Latino	86.58%	85.93%	82.92%	1,071	983	937
Pacific Islander	0.24%	0.17%	0.35%	3	2	4
White	8.25%	8.92%	9.29%	102	102	105
Multiple/No Response	0.40%	0.44%	0.71%	5	5	8
Total Enrollment				1,237	1144	1130

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	590	564	572
Grade 8	647	580	558
Total Enrollment	1,237	1,144	1,130

#### Conclusions based on this data:

1. Jurupa Middle School's enrollment continues to decline overall , but more in 8th grade for the 23-24 school year.
2. Jurupa Middle School Percentage of the Hispanic Latino subgroup, decreased by 3.01 percent.
3. Jurupa Middles school Percentage of subgroups increased in all areas except the Hispanic subgroup.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	261	255	267	23.0%	21.1%	23.6%
Fluent English Proficient (FEP)	384	343	293	29.4%	31.0%	25.9%
Reclassified Fluent English Proficient (RFEP)	22	17	34	6%	8%	12.7%

### Conclusions based on this data:

1. The population of our EL subgroup increased in the 23-24 school year by 2.5 percent.
2. The percentage of our reclassified Fluent English proficient students went up by 4.7 percent.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	587	568	581	582	555	577	581	555	575	99.1	97.7	99.3
Grade 8	642	574	559	633	568	553	633	568	553	98.6	99.0	98.9
All Grades	1229	1142	1140	1215	1123	1130	1214	1123	1128	98.9	98.3	99.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2514.	2512.	2504.	9.12	8.47	6.61	26.16	27.21	26.26	30.12	27.75	29.39	34.60	36.58	37.74
Grade 8	2539.	2520.	2525.	10.27	9.33	9.40	31.60	26.23	26.40	28.28	27.64	29.29	29.86	36.80	34.90
All Grades	N/A	N/A	N/A	9.72	8.90	7.98	29.00	26.71	26.33	29.16	27.69	29.34	32.13	36.69	36.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	11.70	8.83	6.45	62.82	62.34	61.67	25.47	28.83	31.88
Grade 8	15.35	8.47	10.13	56.01	55.73	55.70	28.64	35.80	34.18
All Grades	13.60	8.65	8.25	59.27	59.00	58.74	27.12	32.35	33.01

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	12.59	15.14	13.59	51.55	50.63	54.70	35.86	34.23	31.71
Grade 8	10.63	10.39	12.66	57.62	49.65	49.91	31.75	39.96	37.43
All Grades	11.57	12.73	13.13	54.71	50.13	52.35	33.72	37.13	34.52

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.95	9.91	8.35	73.49	73.15	70.43	17.56	16.94	21.22
Grade 8	11.55	10.76	8.86	74.68	71.78	73.60	13.77	17.46	17.54
All Grades	10.31	10.34	8.60	74.11	72.46	71.99	15.58	17.20	19.41

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.80	10.27	10.43	63.68	63.96	62.78	21.51	25.77	26.78
Grade 8	15.51	14.79	15.37	68.67	64.61	64.56	15.82	20.60	20.07
All Grades	15.17	12.56	12.85	66.28	64.29	63.65	18.55	23.15	23.49

**Conclusions based on this data:**

1. Overall participation on the CAASP increased to 99.1 percent, an increase of 1.1 percent.
2. There was an increase of students overall not meeting standards.
3. Overall student performed better in Writing for the 23-24 school year. .



# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 7</b>	587	568	582	579	554	574	579	554	574	98.6	97.5	98.6
<b>Grade 8</b>	642	574	559	633	567	552	632	567	552	98.6	98.8	98.7
<b>All Grades</b>	1229	1142	1141	1212	1121	1126	1211	1121	1126	98.6	98.2	98.7

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 7</b>	2469.	2480.	2474.	6.22	7.22	3.66	11.40	13.36	13.59	26.60	25.45	28.40	55.79	53.97	54.36
<b>Grade 8</b>	2486.	2478.	2497.	6.33	8.29	10.87	10.92	8.99	11.41	25.00	20.28	20.65	57.75	62.43	57.07
<b>All Grades</b>	N/A	N/A	N/A	6.28	7.76	7.19	11.15	11.15	12.52	25.76	22.84	24.60	56.81	58.25	55.68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 7</b>	7.77	8.12	4.18	52.85	50.36	52.26	39.38	41.52	43.55
<b>Grade 8</b>	7.28	7.94	8.88	50.95	43.56	50.00	41.77	48.50	41.12
<b>All Grades</b>	7.51	8.03	6.48	51.86	46.92	51.15	40.63	45.05	42.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.53	7.40	4.53	63.04	62.09	64.98	31.43	30.51	30.49
Grade 8	4.27	6.35	7.97	59.18	53.97	59.24	36.55	39.68	32.79
All Grades	4.87	6.87	6.22	61.02	57.98	62.17	34.10	35.15	31.62

**Conclusions based on this data:**

1. Overall participation in CAASPP math testing stayed consistent from the prior year.
2. In 23-24 students overall scored .8 percent better than the previous year.
3. 8th grade scored high for more student in exceeding and met standards overall, 5.03 percent higher than 7th grade.

# 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/eng/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1511.8	1508.0	1516.8	1508.0	1495.0	1509.3	1515.0	1520.4	1523.8	121	130	137
8	1527.7	1506.4	1522.6	1523.7	1491.6	1511.7	1531.2	1520.7	1533.1	119	119	126
All Grades										240	249	263

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.44	5.38	7.30	26.45	25.38	31.39	45.45	46.15	42.34	20.66	23.08	18.98	121	130	137
8	10.17	0.84	11.90	33.05	27.73	30.16	39.83	41.18	37.30	16.95	30.25	20.63	118	119	126
All Grades	8.79	3.21	9.51	29.71	26.51	30.80	42.68	43.78	39.92	18.83	26.51	19.77	239	249	263

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	19.83	9.23	21.90	39.67	42.31	40.88	28.10	31.54	21.17	12.40	16.92	16.06	121	130	137
8	22.88	8.40	16.67	38.98	29.41	38.10	28.81	36.97	25.40	9.32	25.21	19.84	118	119	126
All Grades	21.34	8.84	19.39	39.33	36.14	39.54	28.45	34.14	23.19	10.88	20.88	17.87	239	249	263

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	4.13	4.62	3.65	12.40	11.54	16.79	44.63	50.00	48.18	38.84	33.85	31.39	121	130	137
8	3.39	1.68	4.76	24.58	15.97	22.22	42.37	41.18	41.27	29.66	41.18	31.75	118	119	126
All Grades	3.77	3.21	4.18	18.41	13.65	19.39	43.51	45.78	44.87	34.31	37.35	31.56	239	249	263

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	4.96	6.15	10.22	55.37	63.08	59.12	39.67	30.77	30.66	121	130	137
8	5.08	6.72	18.25	65.25	60.50	48.41	29.66	32.77	33.33	118	119	126
All Grades	5.02	6.43	14.07	60.25	61.85	53.99	34.73	31.73	31.94	239	249	263

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	52.07	30.77	45.26	37.19	50.77	39.42	10.74	18.46	15.33	121	130	137
8	38.14	16.95	43.65	53.39	57.63	35.71	8.47	25.42	20.63	118	118	126
All Grades	45.19	24.19	44.49	45.19	54.03	37.64	9.62	21.77	17.87	239	248	263

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.44	8.46	3.65	34.71	32.31	34.31	57.85	59.23	62.04	121	130	137
8	9.32	6.72	13.49	29.66	26.05	31.75	61.02	67.23	54.76	118	119	126
All Grades	8.37	7.63	8.37	32.22	29.32	33.08	59.41	63.05	58.56	239	249	263

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1.65	5.38	12.41	84.30	81.54	79.56	14.05	13.08	8.03	121	130	137
8	4.24	2.52	3.17	82.20	80.67	83.33	13.56	16.81	13.49	118	119	126
All Grades	2.93	4.02	7.98	83.26	81.12	81.37	13.81	14.86	10.65	239	249	263

**Conclusions based on this data:**

1. In 23-24 there was an increase in students who tested for ELPAC than the prior year.
2. In 23-24 there was a significant increase of 8.43 students testing in level 3 for Overall language.
3. In 23-24 there was a 20.3 increase in students scoring Well Developed in the Speaking Domain.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,130	65.4%	23.6%	0.6%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	267	23.6%
Foster Youth	7	0.6%
Homeless	3	0.3%
Socioeconomically Disadvantaged	739	65.4%
Students with Disabilities	144	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	2.1%
American Indian	2	0.2%
Asian	22	1.9%
Filipino	8	0.7%
Hispanic	937	82.9%
Two or More Races	8	0.7%
Pacific Islander	4	0.4%
White	105	9.3%

### Conclusions based on this data:

1. Jurupa Middle Schools SocioEconomically Disadvantaged population has decreased from 76.7 to 65.4 percent.

2. Foster Youth enrollment has increase by 0.1 to 0.6 percent.
3. English Learner population percentage has increased from 22.3 to 23.6 percent.

# School and Student Performance Data

## Overall Performance






The 2024 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.

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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

Conclusions based on this data:

1. Jurupa Middle school Math has move from Red to Yellow..
2. English Learner progress has moved from Red to Yellow.
3. Chronic absenteeism has remained consistent and is scoring in the yellow.

# School and Student Performance Data

## Academic Performance English Language Arts

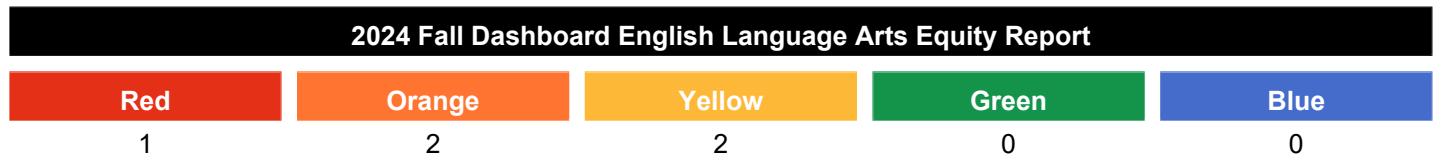
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>39.6 points below standard</div> <div>Maintained 1.7 points</div> <div>1076 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>90.1 points below standard</div> <div>Increased 12.4 points</div> <div>315 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>104.5 points below standard</div> <div>Increased 14.4 points</div> <div>224 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>47.7 points below standard</div> <div>Increased 5.0 points</div> <div>828 Students</div>



<b>Students with Disabilities</b>  Red 145.4 points below standard Declined 10.5 points 137 Students	<b>African American</b>  No Performance Color 32.9 points below standard Increased 17.8 points 21 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 3.7 points below standard Maintained 0.7 points 19 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 8 Students	<b>Hispanic</b>  Orange 45.1 points below standard Maintained 0.0 points 898 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 8 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 4 Students	<b>White</b>  Yellow 10.6 points below standard Increased 8.5 points 98 Students

**Conclusions based on this data:**

1. English learners have increased ELA scores by 12.4 points
2. Students with Disabilities declined by 10.5 points.
3. Long-term English language Learners increased in ELA by 14.4 points.

# School and Student Performance Data

## Academic Performance Mathematics

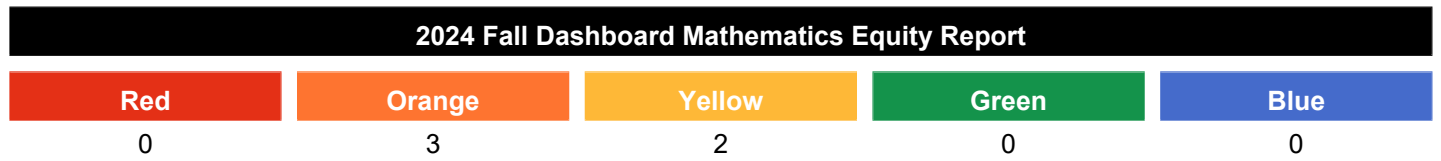
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>86.1 points below standard</div> <div>Increased 10.0 points</div> <div>1078 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>131.8 points below standard</div> <div>Increased 22.0 points</div> <div>319 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>148.2 points below standard</div> <div>Increased 22.2 points</div> <div>224 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>95.3 points below standard</div> <div>Increased 10.9 points</div> <div>831 Students</div>

<b>Students with Disabilities</b>  Orange 157.1 points below standard Increased 20.5 points 138 Students	<b>African American</b>  No Performance Color 89.3 points below standard Increased 39.4 points 21 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 47.4 points below standard Increased 6.2 points 21 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 8 Students	<b>Hispanic</b>  Yellow 92.1 points below standard Increased 9.7 points 898 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 8 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 4 Students	<b>White</b>  Yellow 47.6 points below standard Increased 12.0 points 98 Students

**Conclusions based on this data:**

1. Overall, Jurupa Middle School students increased 10 points and are now scoring in yellow.
2. English Learners increased by 22 points while Long Term English Learners increased by 22.2 points
3. There was an increase in every subgroup for 23-24 school year in Math

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
33.9% making progress.	34.7% making progress.
Number Students: 248 Students	Number Students: 216 Students

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.

2024 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
31.5%	34.7%	1.2%	32.7%

### Conclusions based on this data:

1. In 23-24 Long Term English Learners 34.7% are making progress
2. In 23-24 32.7% of English Learners have progressed at least one ELPI Level
3. Jurupa Middle School English learners increase overall moving from Red to Yellow

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

21.6% Chronically Absent

Declined 5.2

1169 Students

#### English Learners



Yellow

19.6% Chronically Absent

Declined 4.5

291 Students

#### Long-Term English Learners



Yellow

21.9% Chronically Absent

Declined 3.9

247 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

#### Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

#### Socioeconomically Disadvantaged












Yellow

24.2% Chronically Absent

Declined 4.4

914 Students

<b>Students with Disabilities</b>  Yellow 28.8% Chronically Absent Declined 6.5 156 Students	<b>African American</b>  No Performance Color 7.7% Chronically Absent Declined 25.6 26 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  No Performance Color 3.8% Chronically Absent Declined 33 26 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Hispanic</b>  Yellow 21.8% Chronically Absent Declined 3.9 971 Students
<b>Two or More Races</b>  No Performance Color 22.2% Chronically Absent Increased 3.5 27 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>White</b>  Orange 27.6% Chronically Absent Declined 7.7 105 Students

**Conclusions based on this data:**

1. Overall Chronic Absenteeism declined significantly by 5.2 point scoring in yellow.
2. Students with Disabilities declined significantly with a decrease of 6.5 scoring in yellow.
3. White students have declined 7.7 points moving from Red to Orange.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

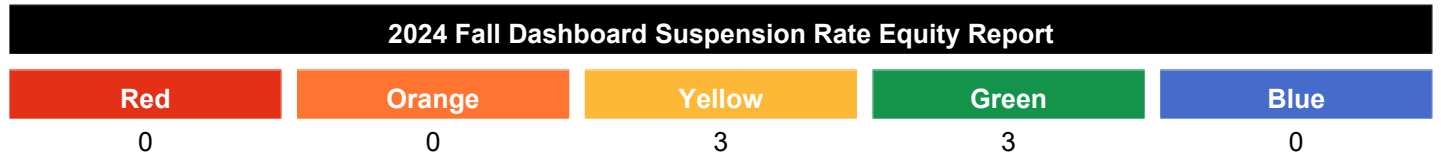
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>7.3% suspended at least one day</div> <div>Declined 0.9%</div> <div>1206 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>7% suspended at least one day</div> <div>Declined 3.7%</div> <div>301 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>7.1% suspended at least one day</div> <div>Declined 3.9%</div> <div>252 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>8.3% suspended at least one day</div> <div>12 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>8.5% suspended at least one day</div> <div>Declined 0.6%</div> <div>946 Students</div>

<b>Students with Disabilities</b>  Yellow 8.9% suspended at least one day Declined 5.4% 168 Students	<b>African American</b>  No Performance Color 11.5% suspended at least one day Increased 0.4% 26 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Hispanic</b>  Green 7% suspended at least one day Declined 0.9% 1001 Students
<b>Two or More Races</b>  No Performance Color 10.3% suspended at least one day Declined 6.3% 29 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>White</b>  Yellow 8.3% suspended at least one day Declined 1.7% 109 Students

**Conclusions based on this data:**

1. Overall 7.3% of students have been suspended at least one day scoring in the green.
2. Students with disabilities have decline by 5.4 percent moving from Orange to Yellow.



# 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 ELA students' outcomes and specifically providing additional support for English Learners and students with Disabilities. The ELA 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 need emphasizing Quality Interactions and Rigor.

### 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)	<p>"All Students: Orange -39.6 points below standard  English Learners: Orange -90 points below standard  Long-Term English Learners: Orange - 104.5 points below standard  Foster Youth: N/A  Homeless: N/A  Socioeconomically Disadvantaged: Yellow -47.7 points below standard  Students with Disabilities: Red -145.4 points below standard  African American: N/A  Asian: N/A  Filipino: N/A  Hispanic: Orange -45.1 points below standard  Native Hawaiian or Pacific Islander: N/A  White: Yellow -10.6 points below standard  Two or More Races: N/A  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."  Socioeconomically Disadvantaged: Move to 42 points below standard</p>	<p>"All Students: move to -34.6 point below standard  English Learners: move to -84.1 points below standard  Long-Term English Learners: move to -99 points below standard  Foster Youth: N/A  Homeless: N/A  Socioeconomically Disadvantaged: move to -42 point below standard  Students with Disabilities: move to -140 points below standard  African American: N/A  Asian: N/A  Filipino: N/A  Hispanic: move to -40 points below standard  Native Hawaiian or Pacific Islander: N/A  White: move to -5 points below standard  Two or More Races: N/A  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."  Socioeconomically Disadvantaged: Move to 42 points below standard</p>
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	<p>"All Students: Yellow- 86.1 points below standard  English Learners: Orange- 131.8 points below standard  Long-Term English Learners: Orange - 148.2 points below standard  Foster Youth: N/A  Homeless: N/A  Socioeconomically Disadvantaged: Orange -95.3 points below standard  Students with Disabilities: Orange - 157.1 Points below standard  African American: N/A  Asian: N/A  Filipino: N/A  Hispanic: Yellow -92.1 points below standard  Native Hawaiian or Pacific Islander: N/A  White: Yellow -47.6 points below standard  Two or More Races: N/A  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."  Socioeconomically</p>	<p>All Students: move to -83 points below standard  English Learners: move to -128 points below standard  Long-Term English Learners: move to -145 points below standard  Foster Youth: N/A  Homeless: N/A  Socioeconomically Disadvantaged: move to -91 point below standard  Students with Disabilities: move to -153 points below standard  African American: N/A  Asian: N/A  Filipino: N/A  Hispanic: move to -88 points below standard  Native Hawaiian or Pacific Islander: N/A  White: move to -43 points below standard  Two or More Races: N/A  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."</p>

	Disadvantaged: Move to 42 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: 33.9% Status Level: Green	"Current Percentage of English Learners making progress: Move to 37% of ELs making Progress Status Level: Green
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 14.07%	Percentage of English Learners Reclassified: 17% of EL reclassified
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	"Percentage of students passing with a C or better on the Semester 1 report card: ELA: 82.8% Math:86.06% Social Science:79.25% Integrated Science: 82.19%	"Percentage of students passing with a C or better on the Semester 1 report card: ELA: 85% Math: 89% Social Science: 83% Integrated Science: 85%

## 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 all departments will meet/collaborate to implement SMART goals based on students needs.</p> <p>B. Implement the Common Core standards appropriate for standards-based instruction and quality interactions, new textbook adoptions, and use of intervention and scaffolding materials for all students.</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 consistent formative and common summative assessments in all content areas with supplies and resources.</p>	All Students 1.1 H English Learners and Students with a Disability	<p>0.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures dues, fees and supplies (VAPA)</p> <p>6,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contract</p> <p>300 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel and Conference</p> <p>5000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Collaborative Days (Subs)</p> <p>12608 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>4,000</p>

	<p>G. Visual and Performing Arts (VAPA) musical supplies and instruments, competition fees and membership dues site-based VAPA enrichment, supplementary art supplies, choir support, Drama, Media Journalism, and Color Guard, as well as support for new VAPA electives not covered by AMS funds.</p> <p>H. Identify and schedule subgroups (ELs and SPEDs) in appropriate classes to support academic and/or social-emotional needs.</p> <p>I. Library Media staff will manage textbooks, provide technology support, manage research and resources, and provide 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>LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Software</p> <p>83,124 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary</p>
<b>1.2</b>	<p><b>INTERVENTION</b></p> <p>A. Continue implementing the READ 180 Intervention program as well as Flex classes 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, and the use of intervention materials.</p> <p>C. Teacher support for intervention and extended days for ELA, Math and ELPAC.</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>All students 1.2 J English Learners</p>	<p>359,764 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries</p> <p>364,322 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries (2) Counselors Salaries</p> <p>139,006 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries (1) Counselor Salary</p> <p>34,751 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries (1) Counselor Salary</p> <p>0 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries</p>

	<p>G. Intervention classes will be supported with additional staffing only 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>J. Classified hourly support for EL tutoring throughout the school year for New Comer students and ELPAC preparation</p>		<p>Classified Hourly-Tutoring</p> <p>5000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated Hourly-Tutoring</p> <p>2000 LCFF VAPA -- 0763 4000-4999: Books And Supplies Materials and Supplies</p> <p>2641 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures Software License</p>
<b>1.3</b>	<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>75285 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries</p> <p>4598 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries (1) Bilingual Language Tutor Salary</p> <p>649 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>

1.4	<p><b>TECHNOLOGY</b></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> <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>	All students	<p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Tech Supplies</p> <p>100 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print</p> <p>2200 LCFF VAPA -- 0763 4000-4999: Books And Supplies Technology Supplies</p> <p>0 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Tech Equipment</p>
1.5	<p><b>AVID</b></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>7200 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries AVID tutors</p> <p>1251 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries AVID subs</p> <p>2450 LCFF AVID – 0765 4000-4999: Books And Supplies AVID materials/supplies</p> <p>2500 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures AVID travel/conference</p> <p>500 LCFF AVID – 0765 5800: Professional/Consulting Services And Operating Expenditures AVID Professional fee</p> <p>6000 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures AVID transportation</p>



# Annual Review

## SPSA Year Reviewed: 2024-25

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 supports our ELs through our ELD classes and with our Bilingual tutors. Jurupa Middle also sent all teachers to finish the QTEL training this year. 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 development to help with student success. Teachers in some departments have received training in ELPAC and Data analysis. ELA and Math continue implementing Interim assessments, and Science joined them this school year. 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 on implementing systems and support to support our Tier Two students. 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, collaborating with ASB, AVID practices campuswide, such as Planner checks, and organizational help through advisory. AVID has been able to take college and incentive field trips this year, but 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.

Professional Development has still been offered, but we have limited it more than in years past. AVID schoolwide implementation is also a work in progress; we planned to provide organizational planners, but since the PTO was dissolving, they decided to pay for planners for all students. 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, with the suggestion to teachers to use a print shop instead of copy machines for large numbers of copies we will be increasing our budget once again especially with printing costs going up. 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) again but they did offer Next Level Saturdays we intend to utilize these Saturdays to again help with student achievement. All departments 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. ELA will once again be a focus area and we will have their SMART goals emphasize Quality Interactions as well as Rigor to help support especially our Students with Disabilities as well as all students.

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 through Next Level type of Saturdays 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 continue to 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 as well as Tier II interventions. Jurupa Middle also has the need for more mental health support, working with PICO JMS will add a Peer Specialist with PICO assistance.

### 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: 100 % Source: 2024-25 School Accountability Report Card (SARC)"	"Percentage of facilities meeting ""Good Repair"" status: 100% Source: 2025-26 School Accountability Report Card (SARC)"
LCFF Priority 5: School Attendance Rate	7th: 94.1% 8th: 93.8%  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: 21% Chronically Absent English Learners: 19.6% Long-Term English Learners: 21.9% Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 24.2% Students with Disabilities: 28.8%	All Students: 18% Chronically Absent English Learners: 19.6% Long-Term English Learners: 21.9% Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 24.2% Students with Disabilities: 28.8%



	<p>African American: N/A  Asian: N/A  Filipino: N/A  Hispanic: 21.8%  Native Hawaiian or Pacific Islander: N/A  White: 27.6%  Two or More Races: N/A  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.  Source: Fall 2024 Dashboard"</p>	<p>African American: N/A  Asian: N/A  Filipino: N/A  Hispanic: 21.8%  Native Hawaiian or Pacific Islander: N/A  White: 27.6%  Two or More Races: N/A  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.  Source: Fall 2024 Dashboard"</p>
LCFF Priority 6: Pupil Suspension Rate	<p>"All Students: 7.3%  English Learners: 7%  Long-Term English Learners: 7.1%  Foster Youth: 8.3%  Homeless: N/A  Socioeconomically Disadvantaged: 8.5%  Students with Disabilities: 8.9%  African American: 11.5%  Asian: 0%  Filipino: N/A  Hispanic: 7%  Native Hawaiian or Pacific Islander: N/A  White: 8.3%  Two or More Races: 10.3%  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.  Source: Fall 2024 Dashboard"</p>	<p>All Students: 5.2%  English Learners: 5%  Long-Term English Learners: 5%  Foster Youth: 5%  Homeless: N/A  Socioeconomically Disadvantaged: 5%  Students with Disabilities: 6%  African American: 7.5%  Asian: 0%  Filipino: N/A  Hispanic: 4%  Native Hawaiian or Pacific Islander: N/A  White: 5%  Two or More Races: 7%  Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.  Source: Fall 2024 Dashboard"</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>"All Students: 0.25%  Source: Data Quest 2023-24"</p>	<p>All Students: 0%</p>
LCFF Priority 6: School Climate Survey: School Safety (7th grade)	<p>"Percent favorable perceptions of student physical and psychological safety at school  47%  Source: Panorama Student Survey"</p>	<p>"How safe do you feel when you are at school?  Safe/Very Safe: 57%"</p>
LCFF Priority 6: School Climate Survey: School Connectedness (7th grade)	<p>"Percent favorable of how much students feel they are valued members of the school community.  39%  Source: Panorama Student Survey"</p>	<p>"I feel connected to my school.  Strongly Agree/Agree: 57%"</p>
LCFF Priority 6: School Climate Survey: Caring Relationships (7th grade)	<p>"Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom.  46%  Source: Panorama Student Survey"</p>	<p>"Do the teachers and other grown-ups at school care about you?  Very much true/Pretty much true: 60%"</p>
P5: Middle School dropout rates	<p>"Percentage of students who dropped out: 0%</p>	<p>Dropout rate: 0%</p>

## 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	<p>Health and Safety Services</p> <p>A. The district nurse, health care aide, and office staff will monitor and maintain the health care needs of students.</p> <p>B. Provide school-wide anti-drug/bullying awareness and motivational intervention assemblies, including guest speakers for tier 3 groups.</p> <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>	All Students	<p>56,319 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary</p> <p>2527 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Material and Supplies</p> <p>23414 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Peer Specialist Salary</p> <p>0 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel and Conference</p> <p>1462.00 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures Prof. fees-Speakers for Tier 3 Interventions and Assemblies</p> <p>100.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Laminate</p> <p>300.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Repairs</p>

	L. Develop and implement strategies, including PBIS, to improve student behavior and expectations school-wide.		
	M. Improve campus safety and social-emotional support with behavioral health peer specialist		

# Annual Review

## SPSA Year Reviewed: 2024-25

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 three of the implementation of PBIS. The team has made great strides in establishing processes and expectations for the campus. This year, we achieved Silver status. Teachers, as well as classified staff, have been allotted the opportunity to take part in PDs offered through the county as well as the district. JMS continues to use JMS TV on Fridays for live announcements, media journalism provides videos for announcements and social media to inform students and promote positive school culture. We have continued our MVP awards, which recognize students who demonstrated Positivity, Respect, Responsibility, and Safety. Jurupa Middle had Rescue a Generation come to the school this year and we have implemented our own "success club" to help our Tier Two students be more successful.

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

Because PTO paid for paper planners we did not implement Digital School planners.  
This year, JMS did have school-wide assemblies for our tier 3 intervention and for the entire school but there was no fees for speakers for JMS to pay.

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 finishing up construction, and the need for campus supervisors is great. However, a 2.5-hour position is hard to fill. If we can allocate money to provide additional support in the office to help with attendance, that would be a priority. Prioritize school-wide intervention assemblies and incentives for attendance, bullying, and other issues in school. JMS has been in great need of Mental Health resources. In cooperation with PICO, if JMS hires a peer specialist, they will be able to set up a wellness center Hub at JMS.

# 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 and school expectations. Teachers will send out syllabi with clear expectations and inform families at Back to School Night of class expectations. They are enhancing two-way communications overall through our different resources: social media, Parent Square, Peach Jar, newsletters, syllabi, emails, phone calls, etc. The school will also use the same form of communication to enhance communication with parents and the community.

### 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	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child.""  71%  Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child.""  75%  Source: LCAP Parent Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	""The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.).""  84%	""The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.).""  88%

	Source: LCAP Staff Survey Winter 2024-25"	Source: LCAP Staff Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	<p>""The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. ""</p> <p>74.3%</p> <p>Source: LCAP Parent Survey Winter 2024-25"</p>	<p>"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. ""</p> <p>78%</p> <p>Source: LCAP Parent Survey Winter 2025-26"</p>
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	<p>"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress.""</p> <p>90%</p> <p>Source: LCAP Staff Survey Winter 2024-25"</p>	<p>"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress.""</p> <p>95%</p> <p>Source: LCAP Staff Survey Winter 2025-26"</p>

## 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, classroom needs ect.</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>All students</p> <p>3.1 L English Learners</p>	<p>789.00</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Classified Hourly</p> <p>100</p> <p>Title I Basic -- 3010</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Postage</p> <p>1329</p> <p>Title I Basic -- 3010</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>Printing</p> <p>2900</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies</p> <p>Materials and Supplies</p> <p>0</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>LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>17342 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary</p> <p>26012 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary</p>
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## Annual Review

### SPSA Year Reviewed: 2024-25

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 AB19, JMS students have more AMS elective options.

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.

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. We really want to see how we can get PTO up and running again or another group that would bring in community and parent involvement.

# 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	\$171,316.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,256,896.00
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 (\$)
Title I Basic -- 3010	\$161,880.00
Title I Parent Involvement -- 3010 1902	\$3,689.00
Title III LEP -- 4203	\$5,247.00

Subtotal of additional federal funds included for this school: \$170,816.00

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	\$19,901.00
LCFF District -- 500 0707	\$503,765.00
LCFF Sec Int -- 0046	\$359,764.00
LCFF Suppl/Conc -- 0707	\$198,450.00
LCFF VAPA -- 0763	\$4,200.00

Subtotal of state or local funds included for this school: \$1,086,080.00

Total of federal, state, and/or local funds for this school: \$1,256,896.00

# 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	161,880	0.00
Title I Parent Involvement -- 3010 1902	3,689	0.00
Title III LEP -- 4203	5,247	0.00
LCFF Suppl/Conc -- 0707	198,450	0.00
LCFF District -- 500 0707	503,765	0.00
LCFF Sec Int -- 0046	359,764	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID -- 0765	19,901	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	19,901.00
LCFF District -- 500 0707	503,765.00
LCFF Sec Int -- 0046	359,764.00
LCFF Suppl/Conc -- 0707	198,450.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	161,880.00
Title I Parent Involvement -- 3010 1902	3,689.00
Title III LEP -- 4203	5,247.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	910,147.00
2000-2999: Classified Personnel Salaries	294,083.00
4000-4999: Books And Supplies	27,334.00
5000-5999: Services And Other Operating Expenditures	19,400.00



5700-5799: Transfers Of Direct Costs	1,329.00
5800: Professional/Consulting Services And Operating Expenditures	4,603.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID -- 0765	1,251.00
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	7,200.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	2,450.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF AVID -- 0765	500.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	364,322.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	139,443.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	359,764.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	45,804.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	124,711.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	17,135.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	10,800.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	139,006.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	17,342.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	100.00
5700-5799: Transfers Of Direct Costs	Title I Basic -- 3010	1,329.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	4,103.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	789.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	2,900.00

2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,598.00
4000-4999: Books And Supplies	Title III LEP -- 4203	649.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,124,302.00
Goal 2	84,122.00
Goal 3	48,472.00

# 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
- 4 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
Marisa Gonzalez	Classroom Teacher
Catherine Macias	Classroom Teacher
Cynthia Karner	Classroom Teacher
Juan Blanco	Classroom Teacher
Lidia Lemeli	Secondary Student
Mileena Alvarez	Secondary Student
Grant Theiss	Secondary Student
Sylvia Alvarez	Parent or Community Member
Elva Felix	Parent or Community Member
Savannah Roy	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



Gifted and Talented Education Program 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 1, 2025.

Attested:



Principal, Debra Sigala on 5/1/25



SSC Chairperson, Elva Felix on 5/1/25

# 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](mailto: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](mailto: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](mailto: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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