

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Jurupa Middle School
Address	8700 Galena Street Jurupa Valley, CA 92509-3228
County-District-School (CDS) Code	33-67090 6059075
Principal	Monika Montiel-Turner
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 16, 2022

Local Board Approval Date

June 13, 2022

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

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School Vision and Mission

JMS Mission Statement:

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

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

Jurupa Middle School embraces the District motto of "Learning Without Limits" by striving to empower each child to unlock their potential to achieve in school, career, and life by offering a true comprehensive middle school program designed to meet the intellectual, social, and emotional needs of students as they successfully transition from elementary school to high school. Academic programs and clubs include: ASB, AVID, Choir, Concert Band, C-STEM coding and robotics, Dual Immersion, Drumline, honors-level classes, Spanish 1, AP Spanish Language and Culture, Journalism, Yearbook, Video Production, Anime Club, Safe Spaces Club, Student Advisory Council, extended learning opportunities and after school tutoring to help ensure academic success.

Vision Statement:

Jurupa Middle School is a community of empowered learners.

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

School Profile

Describe The students and community and how school serves them.

The Story

Jurupa Middle School (JMS), home of the Panthers since 1951, serves the central portion of the Jurupa Unified School District in the city of Jurupa Valley located in western Riverside County. JMS is the oldest of the four middle schools serving the Jurupa Unified School District. Jurupa Middle School serves 1188 on campus and 82 virtual learning students in grades 7 and 8 with 23% identified as English Learners, 11.5% receiving special education services, 69.1% identified as socioeconomically disadvantaged, and 0.2% foster youth. Most students served by JMS are Hispanic (86.5%), White (9.5%), African American (0.9%), Asian (1.8%), Filipino (0.2%), Native American (0.2%), Pacific Islander (0.2%), two or more races (0.2%), and not reported (0.4%).

JMS offers a comprehensive middle school program designed to meet the intellectual, social, and emotional needs of middle school students transitioning into a high school program. The curriculum provides all students with instruction in the areas of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. A variety of electives are offered including AVID, Art, AP Spanish Language and Culture, ASB, Band, C-STEM Coding and Robotics, Choir, Computers for Careers, Journalism, Spanish 1, Video Production, Yearbook, and Reading and Math intervention classes. We also offer assistance after school in partnership with Think Together which provides homework help, enrichment, tutoring, athletic activities, and curriculum support. Extended learning opportunity is open to all students with JMS teacher providing academic and social emotional support. Counselors are available at lunch and are a safe haven for students connect with. A Peer Support Specialist is available all day for students in need of talking with a peer-like adult. Students who need to be academically challenged and/or qualify for special programs are provided services via our Gifted And Talented Education Program, inclusion in general education classes, and specialized academic instruction classes. Students who require extra assistance in acquiring English as a second language are serviced through our English Language Development Program.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Jurupa Middle School made the greatest progress with 45% of the 8th grade student scoring Math 1 proficiency into high school. For reading across grade levels, there was a decline of 3% in the number of students scoring below basic and a 4% increase in the number of proficient readers. The neediest readers in 7th grade placed in the reading intervention class increased their reading proficiency by 3.5 grade levels. Due to the strategic ELPAC plan developed this year, 100% of our English Language Learners were assessed for all four domain including supporting the virtual learning students.

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

Greatest Needs

Jurupa Middle Schools greatest need is with social emotional connection for our students, support for language acquisition for the English Language Learners, and increase literacy for our students with special needs. In review of grades, these sub-groups are most impacted by the daily assignments and tasks given by their teachers. To support their needs and provide equitable resources for intervention, a reading program will be implemented within the classes that meets CCSS and aligned with district curriculum expectations.

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

Performance Gaps

Jurupa Middle School will address the performance gap as described above for the sub-groups showing the greatest need. To support all students across with campus, professional development will be provided to inform and increase awareness of student needs on campus. Increased knowledge and skills pertaining quality instructional strategies rooted in SDAIE will benefit all students.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Jurupa Middle School gathered data from students, parents, and staff members in creation of the SPSA. The School Site Council and ELAC parent meetings review the data collected from surveys to provide suggestions and support for changes at JMS. The school budget, safety plan, and ASB events are presented, reviewed, and discussed. Parent collaboration on these items help drive plans for the campus and increase parents connection with the school. Parents participated in providing information on how JMS could improve the communication, changes to be made in the upcoming year, and the concerns with traffic due to the modernization. At each meeting, parents provided suggestions of how JMS could use the funds and support parent involvement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	NA	NA	NA
Grade 1	NA	NA	NA
Grade 2	NA	NA	NA
Grade3	NA	NA	NA
Grade 4	NA	NA	NA
Grade 5	NA	NA	NA
Grade 6	NA	NA	NA
Grade 7	641	622	646
Grade 8	589	639	628
Grade 9	NA	NA	NA
Grade 10	NA	NA	NA
Grade 11	NA	NA	NA
Grade 12	NA	NA	NA
Total Enrollment	1,230	1,261	1,274

Conclusions based on this data:

1. The continues to be an increase in overall enrollment with each year. Over a two year period the enrollment increased by 44 students.
2. The 7th grade student population fluctuates but progression into 8th grade is consistent with students remaining at JMS.
3. Total enrollment increased by 13 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	293	291	293	23.8%	23.1%	23.0%
Fluent English Proficient (FEP)	345	366	375	28.0%	29.0%	29.4%
Reclassified Fluent English Proficient (RFEP)	44	40	27	15.2%	13.7%	9.3%

Conclusions based on this data:

1. English learners remains consistent at 23% over the tree years.
2. Fluent English Proficient increased 1.4% over the three years yet only 0.4% from 2020 to the 2021 school year.
3. Reclassified Fluent English Proficient decreased from 5.9% over the three year period with 9.3% being the lowest for the 2021 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	598	631	649	595	626	0	595	626	0	99.5	99.2	0.0
Grade 8	607	582	631	603	578	0	603	578	0	99.3	99.3	0.0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	1205	1213	1280	1198	1204	0	1198	1204	0	99.4	99.3	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	2524.0	2523.8	0	8.74	8.15	0	32.61	32.27	0	27.56	29.87	0	31.09	29.71	0
Grade 8	2547.2	2541.1	0	7.46	10.90	0	36.98	27.51	0	28.86	32.18	0	26.70	29.41	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	N/A	N/A	N/A	8.10	9.47	0	34.81	29.98	0	28.21	30.98	0	28.88	29.57	0

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	16.47	13.90	0	44.54	44.09	0	38.99	42.01	0
Grade 8	17.08	17.30	0	45.77	45.33	0	37.15	37.37	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	16.78	15.53	0	45.16	44.68	0	38.06	39.78	0

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	15.80	20.61	0	53.11	53.99	0	31.09	25.40	0
Grade 8	17.41	17.65	0	51.91	53.63	0	30.68	28.72	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	16.61	19.19	0	52.50	53.82	0	30.88	26.99	0

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	7.06	8.47	0	66.39	66.93	0	26.55	24.60	0
Grade 8	11.44	7.96	0	70.48	68.17	0	18.08	23.88	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	9.27	8.22	0	68.45	67.52	0	22.29	24.25	0

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	25.55	19.97	0	50.76	51.28	0	23.70	28.75	0
Grade 8	25.70	21.63	0	50.58	49.31	0	23.71	29.07	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	25.63	20.76	0	50.67	50.33	0	23.71	28.90	0

2019-20 Data:

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Conclusions based on this data:

1. Jurupa Middle School will utilize the 2021-2022 CAASPP scores and previous data as a baseline to address student needs in the 2022-2023 school year.
2. A need to provide reading intervention classes to support literacy with greater than 80% of students scoring in the "near standard" and "below standard" in Reading and Writing.
3. The greatest weakness is in Listening with greater than 90% of students scoring in the "near standard" and "below standard".

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	599	632	649	597	625	0	597	625	0	99.7	98.9	0.0
Grade 8	607	582	631	606	577	0	606	576	0	99.8	99.1	0.0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	1206	1214	1280	1203	1202	0	1203	1201	0	99.8	99	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	2493.7	2491.1	NA	8.71	8.64	0	17.92	16.16	0	27.64	28.64	0	45.73	46.56	0
Grade 8	2514.0	2513.6	NA	12.05	13.02	0	14.69	11.81	0	27.23	27.78	0	46.04	47.40	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	N/A	N/A	N/A	10.39	10.74	0	16.29	14.07	0	27.43	28.23	0	45.89	46.96	0

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	15.75	13.12	0	27.64	28.96	0	56.62	57.92	0
Grade 8	16.01	16.32	0	31.85	28.65	0	52.15	55.03	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	15.88	14.65	0	29.76	28.81	0	54.36	56.54	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	10.55	10.56	0	44.39	45.12	0	45.06	44.32	0
Grade 8	12.38	14.93	0	48.84	37.50	0	38.78	47.57	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	11.47	12.66	0	46.63	41.47	0	41.90	45.88	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	NA	NA	NA	NA	NA	NA	NA	V
Grade 4	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	11.89	9.28	0	52.60	55.52	0	35.51	35.20	0
Grade 8	14.52	16.67	0	49.67	44.79	0	35.81	38.54	0
Grade 11	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	13.22	12.82	0	51.12	50.37	0	35.66	36.80	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Jurupa Middle School will utilize the 2021-2022 CAASPP scores and previous data as a baseline to address student needs in the 2022-2023 school year.
2. Math domain reflect greater than 80% scoring "near standard" or "below standard" which will be address with increased formative assessments.
3. The weakest area for students was in Concepts & Procedures (applying mathematical concepts and procedures) with greater than 55% scoring below standard.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	1529.7	1522.6	1527.2	1525.2	1509.3	1528.7	1533.8	1535.3	1525.3	163	134	130
8	1524.5	1531.0	1533.5	1513.4	1520.0	1530.3	1535.2	1541.6	1536.2	113	121	133
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	276	255	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	26.38	9.70	16.67	45.40	40.30	33.33	19.02	31.34	34.17	9.20	18.66	15.83	163	134	120
8	23.89	11.57	9.17	49.56	37.19	38.33	18.58	40.50	38.33	*	10.74	14.17	113	121	120
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	25.36	10.59	12.92	47.10	38.82	35.83	18.84	35.69	36.25	8.70	14.90	15.00	276	255	240

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	47.24	22.39	25.83	35.58	36.57	44.17	11.04	21.64	21.67	*	19.40	8.33	163	134	120
8	37.17	21.49	19.17	46.02	33.88	42.50	11.50	33.88	26.67	*	10.74	11.67	113	121	120
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	43.12	21.96	22.50	39.86	35.29	43.33	11.23	27.45	24.17	5.80	15.29	10.00	276	255	240

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	12.27	3.73	3.33	33.13	29.85	26.67	29.45	41.79	40.00	25.15	24.63	30.00	163	134	120
8	17.70	3.31	4.17	29.20	31.40	24.17	30.97	42.15	45.00	22.12	23.14	26.67	113	121	120
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	14.49	3.53	3.75	31.52	30.59	25.42	30.07	41.96	42.50	23.91	23.92	28.33	276	255	240

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	44.17	11.19	15.79	49.69	57.46	61.40	*	31.34	22.81	163	134	114
8	34.51	9.09	17.09	57.52	72.73	70.94	*	18.18	11.97	113	121	117
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	40.22	10.20	16.45	52.90	64.71	66.23	6.88	25.10	17.32	276	255	231

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	52.76	38.81	53.64	40.49	45.52	40.91	6.75	15.67	5.45	163	134	110
8	50.44	35.54	46.15	44.25	51.24	40.38	*	13.22	13.46	113	121	104
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	51.81	37.25	50.00	42.03	48.24	40.65	6.16	14.51	9.35	276	255	214

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	17.18	8.96	10.17	29.45	44.78	44.92	53.37	46.27	44.92	163	134	118
8	16.81	12.40	13.56	27.43	42.15	32.20	55.75	45.45	54.24	113	121	118
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	17.03	10.59	11.86	28.62	43.53	38.56	54.35	45.88	49.58	276	255	236

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	12.27	4.48	4.46	83.44	85.82	79.46	*	9.70	16.07	163	134	112
8	15.04	0.00	3.54	81.42	94.21	81.42	*	5.79	15.04	113	121	113
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	13.41	2.35	4.00	82.61	89.80	80.44	3.99	7.84	15.56	276	255	225

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 293 total students were assessed with the ELPAC: 145 7th grade students and 148 8th grade students.
2. Students scored 12.9% Level 4, 35.8% Level 3, 36.3% Level 2, and 15% Level 1 on the 2021-2022 ELPAC assessment.
3. ELPAC scores from 2021-2022 will be used as a baseline due to 2020-2021 ELPAC assessments completed virtually which was difficult for students.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1274	69.4	23.0	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	293	23.0
Foster Youth	2	0.2
Homeless	1	0.1
Socioeconomically Disadvantaged	884	69.4
Students with Disabilities	146	11.5

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	12	0.9
American Indian or Alaska Native	2	0.2
Asian	23	1.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	3	0.2
Hispanic	1102	86.5
Two or More Races	3	0.2
Native Hawaiian or Pacific Islander	3	0.2
White	121	9.5

Conclusions based on this data:

1. 1274 students were enrolled at JMS with 69.4% socioeconomically disadvantaged, 23% English Learners, and 0.2% Foster Youth.
2. Largest student groups were 86.5% Hispanic and 9.5% White.
3. Students with disabilities make up 11.5% of the population and is 3rd highest in the area of student sub-group.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Jurupa Middle School had 11.3% chronic absenteeism and low score in the Panorama survey for favorability in school climate. In the 2022-2023 school year, JMS will decrease absenteeism to 9.5% and increase student connection in favorability in school climate.

2. The return to in-person was challenging for students with a greater need for social emotional learning. In the 2022-2023 school year, JMS will decrease suspensions by 3% and provide more restorative justice practices.
3. Overall student progress in shows need for increase supports and interventions to help students be more successful.

School and Student Performance Data

Academic Performance English Language Arts

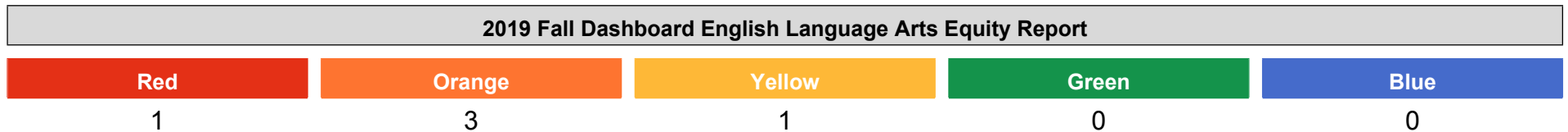
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 25.8 points below standard Declined -3 points 1162	 Yellow 62.7 points below standard Increased ++4.6 points 450	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 33.3 points below standard Maintained ++0.5 points 854	 Red 134.6 points below standard Declined -8.9 points 155

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 points below standard Increased ++10.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 30.9 points above standard Declined -7.7 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28 points below standard Maintained -0.2 points 1003	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 17 points below standard Declined Significantly -18.9 points 107

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.5 points below standard Maintained -1.4 points 233	10.3 points below standard Increased ++6.1 points 217	16.7 points below standard Declined -6.2 points 557

Conclusions based on this data:

1. The HMH local assessments data reflects a continued need to increase literacy for all students in ELA classes.
2. All significant subgroups show an the need for reading intervention program in the 2022-2023 school year.

-
-
3. The CAASPP data from the Spring of 2022 will be used as the baseline for the 2022-2023 school year.

School and Student Performance Data

Academic Performance Mathematics

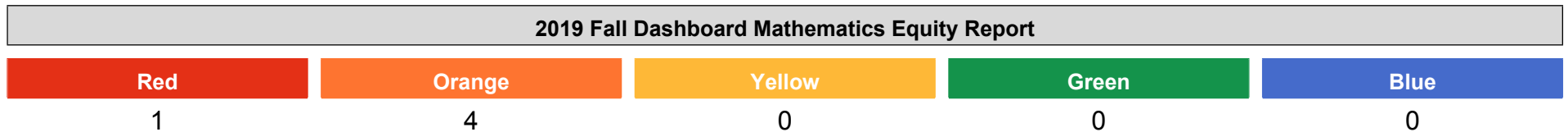
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 72.8 points below standard Maintained -2.2 points 1160	 Orange 108.4 points below standard Increased ++10 points 449	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 82 points below standard Maintained ++1.7 points 853	 Red 193.3 points below standard Declined -9.6 points 154

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 75.1 points below standard Maintained ++0.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 10.7 points above standard Increased ++4.7 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.4 points below standard Maintained ++0.9 points 1002	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 58.9 points below standard Declined Significantly -18.6 points 107

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
160.6 points below standard Increased ++3.2 points 232	52.7 points below standard Increased ++11.9 points 217	66.3 points below standard Declined -8.2 points 556

Conclusions based on this data:

1. The CAASPP data from the Spring of 2022 will be used as the baseline for the 2022-2023 school year.
2. MDTP for the 2021-2022 school year showed more students are prepared for Math I than the previous year.

3. There were fewer students who scored prepared for Math II than the previous year.

School and Student Performance Data

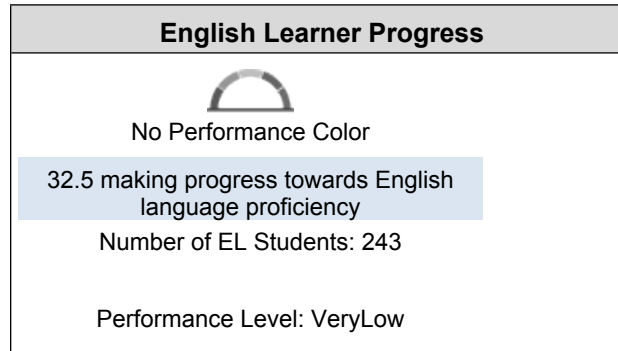
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
32.9	34.5	4.9	27.5

Conclusions based on this data:

1. The ELPAC scores for the 2021-2022 school year will be used as the baseline for the 2022 -2023.
2. Comparison of scores from 2018-2019 to 2020-2021 reflected scores maintaining with Level 1 -15%, Level 2- 36%, Level 3- 39% and 34%, and Level 4- 13% and 10.5% respectively.

3. Comparison of scores from 2018-2019 to 2020-2021 reflected Reading domain as 45.9% and 49% 'Beginning to Developing' respectively and revealing a need for reading intervention for the EL population.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



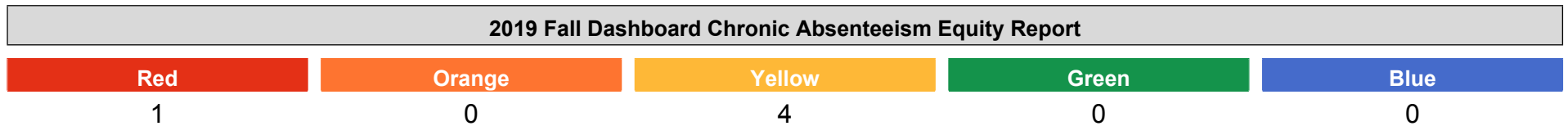
Green



Blue







Highest Performance

This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 10.3 Declined -1.4 1268	 Yellow 13.3 Declined -1.4 309	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 11.1 Declined -1.7 940	 Red 20 Increased Significantly +3.4 170

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.8 Increased +4.9 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 5 Increased +5 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.1 Declined -1.7 1088	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 10.5 Declined -2.1 124

Conclusions based on this data:

- Overall, 11.3% of JMS students were chronically absent.
- Attendance for 7th grade students reflected the general population with 93.4% and 88.7% for students with disabilities.
- Attendance for 8th grade students reflected the general population with 92.4% and 90.7% for students with disabilities.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



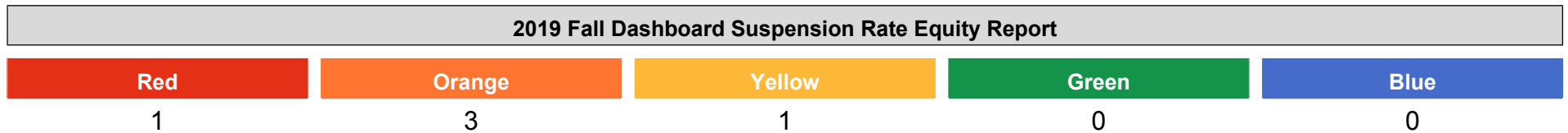
Green



Blue

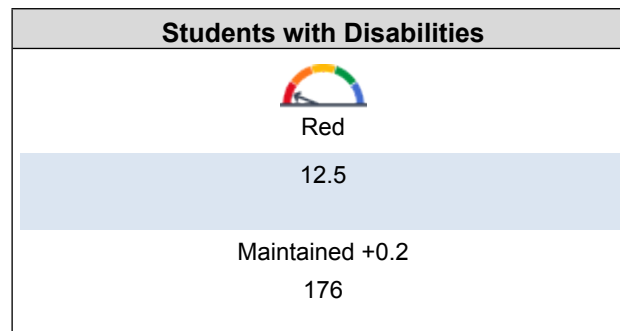
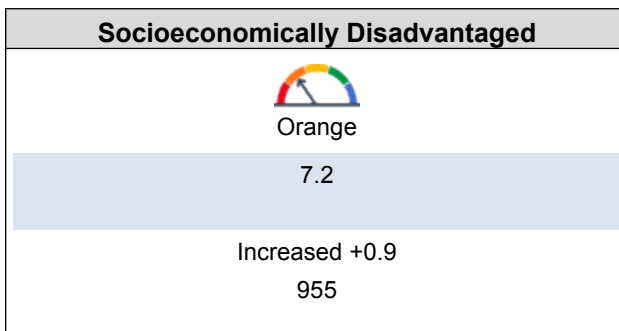
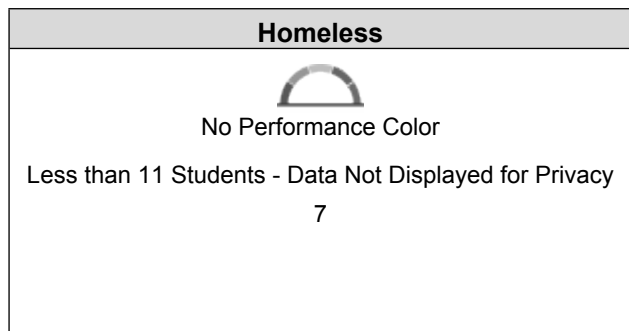
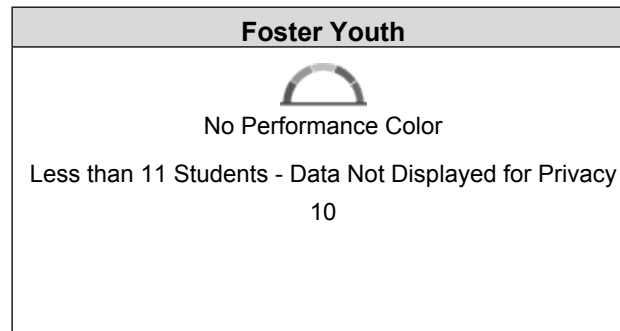
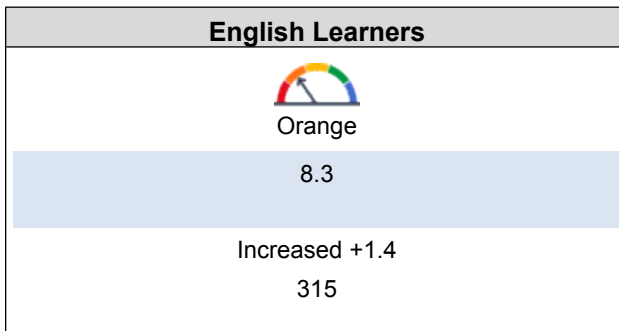
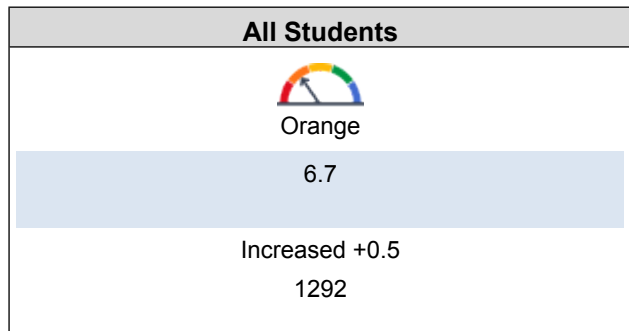
Highest Performance

This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1 Increased +1.4 18	 No Performance Color Less than 11 Students - Data Not 3	 No Performance Color 5 Increased +5 20	 No Performance Color Less than 11 Students - Data Not 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.3 Maintained +0.2 1109	 No Performance Color Less than 11 Students - Data Not 10	 No Performance Color Less than 11 Students - Data Not 2	 Orange 10.4 Increased +3.1 125

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.2	6.7

Conclusions based on this data:

- Overall suspensions for the 2021-2022 school year was 8.29% with the reintroduction of in-person learning.
- Students with Disabilities had high suspension rates ranging from 18.8% for Sped- DIS and 56.4% for Sped-SE.
- Males students were suspended 11.9%, EL 15.3% and Foster Youth 40%.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

For the 2022-2023 school year Jurupa Middle School will focus upon refining academic supports English Language Learners, student with special needs, and school-wide focus on literacy. The implementation of a reading program meeting the specific needs of student sub-group will support those who were greatly impacted from distance learning in the 2020-2021 school year. District assessments showed 58% of students scoring basic or lower lexile for middle school, 19% of 8th grade students lacking preparedness for Math 1, and greater than 25% of all students receiving Ds and Fs at the end of semester 1. Reading proficiency is needed for all core content areas and to prepare students for high school. Jurupa Middle School gathered input from educational partner during School Site Council, ELAC, IEPs, and Parent Teacher Conferences was shared their support for reading as area of need. Educational partners suggested a reading program aligned with the EL Roadmap and CCSS for English Language Arts complement the content delivered in class. Parents suggested a language program for their students to access to support the use of English at home and non-school days to decrease language loss and comprehension of vocabulary. With over 250 students not meeting Language proficiency, the implementation of a resource for non-school days would support all English Language Development students. These resources will be utilized for students with special needs to ensure students who meet both sub-groups are served and supported. Teachers will utilize formative assessments and resources specific to all students lexile level to provide equity of the content.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	CAASPP scores from 2021-2022 will be reviewed and used to set an expected outcome for the 2022-2023 school year.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	CAASPP scores from 2021-2022 will be reviewed and used to set an expected outcome for the 2022-2023 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Overall ELPAC scores for students in 2020-2021 resulted in: Level 1 - 15% Level 2 - 36% Level 3 - 34% Level 4 - 13%</p> <p>A comparison cannot be made due to ELPAC not being administered in 2019-2020. ELPAC scores were negatively impacted by administering in the distance learning setting in 2020-2021. In Spring of 2022, Jurupa Middle was able to assess 100% of the English Language Learners who were on campus in-person.</p>	<p>Proficiency scores for students in 2022-2023 will result in: Level 1 - 12% Level 2 - 35% Level 3 - 37% Level 4 - 15%</p>
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>Jurupa Middle reclassified 15 students and 375 fluent-English proficient students in the 2020-2021 school year while in distance learning. The difficulty of assessing virtually was a challenge and does not truly depict the language abilities of our students. In Spring of 2022, Jurupa Middle was able to assess 100% of the English Language Learners who were on campus in-person.</p>	<p>In the 2022-2023 reclassification of students will result in: 25 Reclassified 251 Fluent-English proficient</p>
<p>P8. Other Student Outcome - D/F rate in core content areas</p>	<p>D and F percentage for 2021: Sem 1: Sem 2 Progress 4: D - 11.5% D - 15% F - 23.8 % F - 16%</p>	<p>In the 2022-23 school year D/F percentage will decrease by: Sem 1: Sem 2 Progress 4: D - 8% D - 12% F - 20% F - 13%</p>
<p>P8. MDTP Math - Spring 2021</p>	<p>Due to closure in March 2020, administration of the MDTP across the district was not completed. MDTP percentages reflecting Algebra Mathematics Preparedness reflected: School Years: 2020-21 2021-22 Math 1A 21% 25% Math 1 25% 43% Math II 54% 32%</p>	<p>In 2022-2023 the MDTP percentages reflecting Algebra Mathematics Preparedness will reflect: School Years: 2022-23 2021-22 2020-21 Math 1A 19% 25% 21% Math 1 45% 43% 25% Math II 36% 32% 54%</p>
<p>P8. HMH Reading Inventory for ELA - Spring 2021</p>	<p>Reading scores declined dramatically in the 2019-2020 school year with results of 25% below basic and 42% basic which resulted in an increase in</p>	<p>Class sections were increased in the 2021-2022 school year increasing the percent of students meeting proficiency by 4%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>need for Reading Intervention courses for 7th and 8th grade. Class sections were increased in the 2021-2022 school year increasing the percent of students meeting proficiency by 4%.</p> <p>School Years : 2020-21 2021-22</p> <p>Below Basic 29% 26%</p> <p>Basic 33% 32%</p> <p>Proficient 20% 24%</p> <p>Advanced 18% 18%</p>	<p>School Years : 2022-23 2021-22 2020-22</p> <p>Below Basic 24% 26% 29%</p> <p>Basic 34% 32% 33%</p> <p>Proficient 22% 24% 20%</p> <p>Advanced 20% 18% 18%</p>

Planned Strategies/Activities

Action 1.1

1.1 CCSS IMPLEMENTATION

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Collaborative days for collaborative teams to analyze grades and assessments to strategically plan interventions and effective instructional practices to improve student achievement.</p> <p>B. Implement the new Common Core Units of Study appropriate for standards-based instruction including double block schedules and use of intervention materials.</p> <p>C. Provide professional development opportunities for CCSS, NGSS, English Language Development and Inclusion.</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>	<u>X</u> All Students	<p>Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,000.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000.00</p> <p>CCSS Books and Novels 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>

F. Continue the implementation of effective strategies, instructional, formative and summative assessment in all content areas on a consistent basis with supplies and resources.

G. Visual and Performing Arts (VAPA) musical supplies and instruments, competition fees, (including a band tutor for drum line); site-based VAPA enrichment, supplementary art supplies, and choir support.

H. Identify and schedule subgroups in appropriate class to support academic and social emotional needs.

I. Library Media staff to provide textbook management, technology support, research and resource management, and parent access to the library.

J. Library Media staff will provide a student centered learning environment which supports academic and social emotional needs through providing lesson, library visits, lunch time activities and clubs.

K. Continue the Dual Immersion program with a 40/60 model of Spanish and English for identified students.

L. Purchase supplementary and instructional materials/resources for all content areas school-wide to support academic achievement, improvement, and interest for students.

\$9800

Collaborative Days (Subs)
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707

\$654

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707

\$10965

Software
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707

\$14,000

Library Media Tech
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707

\$64,611

Action 1.2

1.2 INTERVENTION

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Continue the implementation of the READ 180 Intervention program to improve reading and writing for identified students.

X All Students

Intervention Teachers-2
1000-1999: Certificated Personnel Salaries
LCFF Sec Int -- 0046

\$292,061

B. Implement reading program for English Language Learners and student with special needs.

Counselors-2

C. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.

1000-1999: Certificated Personnel Salaries
LCFF District -- 500 0707

\$286,880

D. Teacher support for intervention blocks and/or extended day for ELA/Math.

E. Continue and improve academic, attendance, and behavior supports for students through counselor and PICO services.

F. Staff will visit at feeder elementary schools to support in-coming 7th grade students with presentations and transition information to welcome to JMS.

G. Counselors will continue to collaborate with high schools to support 8th grade transition and process of registration to meet students academic and social emotional needs.

H. Intervention class will be supported with additional staffing when available.

I. Student Study/Success Team will be implemented to address students in need of academic supports.

J. After-school, before school, and lunch-time teacher tutoring will be provided for students who are challenged with transportation.

Counselor - 1
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$94,421

Counselor -1
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$31,474

Certificated Hourly-Tutoring
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$929

Certificated Hourly-Tutoring
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$8071

Materials and Supplies
4000-4999: Books And Supplies
LCFF VAPA -- 0763
\$2,000

Print
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$278

Laminate
5700-5799: Transfers Of Direct Costs
Title I Basic -- 3010
\$100

Software License
5800: Professional/Consulting Services And
Operating Expenditures
Title I Basic -- 3010
\$1000

Action 1.3

1.3 ELD

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<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).</p> <p>C. Group beginning level students by their English proficiency in core subjects with bilingual aide support.</p> <p>D. Provide access to technology to enhance the curriculum that will improve teaching and learning aimed at English learners (ex. iXL).</p> <p>E. English learner advancement recognition by awarding ELs who have met the rigorous criteria to be reclassified from limited to proficient in English.</p> <p>F. Bilingual Language Tutors will continue to provide increased primary intervention and language support in the classroom and will support inclusive practices.</p> <p>G. Provide certificated teacher and classified person to support with assessments.</p> <p>H. Implement reading and language program that meets ELA and ELD standards to support grade level standards and improve literacy.</p> <p>J. Provide library books for all languages represented at JMS.</p> <p>K. Visuals to support learning within the core content classes for EL students.</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>Bilingual Language Tutors - 3 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,489</p> <p>Bilingual Language Tutor - 3 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$64,466</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$7256</p> <p>Substitute-Ins. Aid 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Cert. Support-Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2500.00</p>

Action 1.4

1.5 TECHNOLOGY

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
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- A. Continue to provide elective classes with a technology focus in order to provide students a well-rounded school experience and find their creative interests.
- B. Continue to provide technology/STEM-related field trips that will support academic/non-academic classes.
- C. Provide on-going technical support and upgrades to maintain technology equipment.
- D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.
- E. Provide classified hourly to assist with the supervision of students during technology-based testing.

X All Students

Tech Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$15000
 Print
 5700-5799: Transfers Of Direct Costs
 Title I Basic -- 3010
 \$1,500.00
 Technology Supplies
 4000-4999: Books And Supplies
 LCFF VAPA -- 0763
 \$2,200.00
 Tech Equipment
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$1,200

Action 1.5

1.6 AVID

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

- A. Continue the AVID program with support increasing AVID sections as budget and scheduling allow.
- B. Use and implement use of AVID strategies school-wide where applicable, such as Focused note-taking, inquiry, and summarizing.
- C. Increase awareness of college and career opportunities for all students through Advisory, AVID, GATE, EL, and parent/guardian meetings.
- D. Continue to recommend and place qualified students in the AVID Program.
- E. Ensure resources and supplies to support AVID sections with support necessary to grow program.
- F. Provide funds for activities and supplies for social emotional bonding within the classes for students.

X All Students

AVID tutors
 2000-2999: Classified Personnel Salaries
 LCFF AVID – 0765
 \$7,115.00
 AVID subs
 1000-1999: Certificated Personnel Salaries
 LCFF AVID – 0765
 \$600.00
 AVID materials/supplies
 4000-4999: Books And Supplies
 LCFF AVID – 0765
 \$500.00
 AVID travel/conference
 5000-5999: Services And Other Operating
 Expenditures
 LCFF AVID – 0765

\$2500.00

AVID Professional fee
5800: Professional/Consulting Services And
Operating Expenditures
LCFF AVID – 0765
\$2,500.00

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

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

After a thorough review of school data and surveys, Jurupa Middle School's Leadership Team consisting of Department Chairs and Program Leaders have the following strategies and activities for this school year and continuing into the 2022-2023 school year: the user of Second Step will be used as a resource for Social Emotional Learning (SEL) curriculum in Advisory, provide Saturday school opportunities, educational assemblies, increase incentives for students with improved attendance, and improved actions on campus.

Restorative practices will be used to decrease the 8.29% suspension rate, 11.3% chronic absenteeism, and target attendance gap reflected with students with special needs. Suspension rates for sub-groups is greater than 15% for Whites, students with special needs, foster, and Vietnamese which will be addressed with Educational partners will work with the Leadership Team and Positive School Culture Committee to determine way to increase student connectedness and perception of school climate. Student survey data shows only 54% feel teachers are excited to teach, 52% view campus as pleasant, and 54% experience a positive energy at school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: P6: Pupil suspension rate	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard. Overall suspension rate: 8.29% Grade 7: 8.7% Grade 8: 7.92% Black/African America 3.7% Hispanic/Latino: 7.9% Vietnamese: 20% White: 15.6% Female: 4.33% Male: 11.93%	Projected overall suspension rate: 7.5% Grade 7: 7.5% Grade 8: 6.0% Black/African America 2.5% Hispanic/Latino: 6.5% Vietnamese: 10% White: 11.6% Female: 3.5% Male: 9.5% English Learner: 12.5% Foster: 25% Free/Reduced Meal: 7.5% SPED-DIS: 15.75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																				
	English Learner: 15.25% Foster: 40% Free/Reduced Meal: 8.88% SPED-DIS: 18.75% SPED-PAS: 25% SPED-RSP: 28.32% SPED-SE: 56.41%	SPED-PAS: 20% SPED-RSP: 23.5% SPED-SE: 30.5% Implement Second Step for Social Emotional Learning in Advisory Continue BASE and PAWS room as intervention resource Implement safety assemblies and activities for students																																				
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Data from Data Quest reflected Chronic Absenteeism at 11.3% for the 2020-21 school year.	Data from Data Quest reflected Chronic Absenteeism at 9.5% for the 2022-23 school year. Baseline for 2021-22 is not available.																																				
P6: Survey of pupils, parents, teachers on sense of safety	Current LCAP survey does not address this specific question. Data pertaining to school climate shows: Positive energy of the school 54% Pleasant physical space 52% Rule of the school are fair 54% Behaviors of other help you 28% Teacher excited to teach 50%	Data pertaining to school climate for the 2022-23 school year will show favorable: Positive energy of the school 60% Pleasant physical space 55% Rule of the school are fair 60% Behaviors of other help you 38% Teacher excited to teach 65%																																				
P6: Pupil expulsion rate	Data from Data Quest reflects 0% for expulsions in the 2020-21 school year. Students were not on campus and were on distance learning.	Data from Data Quest reflects 10% for expulsions in the 2022-23 school year. Baseline for 2021-22 is not available.																																				
P5: School Attendance Rates (Semester 1 Q SIS)	ADA 2021 Semester 1 Percentage: <table border="1" data-bbox="737 1084 1354 1328"> <thead> <tr> <th>Attendance Category</th> <th>Grade</th> <th>Actual %</th> </tr> </thead> <tbody> <tr> <td colspan="3">Enrollment</td> </tr> <tr> <td>Regular</td> <td>7</td> <td>93.4%</td> </tr> <tr> <td>Special Education</td> <td>7</td> <td>88.7%</td> </tr> <tr> <td>Regular</td> <td>8</td> <td>92.4%</td> </tr> <tr> <td>Special Education</td> <td>8</td> <td>90.7%</td> </tr> </tbody> </table> Average days absent 9.7, excused absences 16.9%, and unexcused 82.5%	Attendance Category	Grade	Actual %	Enrollment			Regular	7	93.4%	Special Education	7	88.7%	Regular	8	92.4%	Special Education	8	90.7%	Projected ADA 2022 Semester 1 Percentage: <table border="1" data-bbox="1373 1084 1990 1328"> <thead> <tr> <th>Attendance Category</th> <th>Grade</th> <th>Actual %</th> </tr> </thead> <tbody> <tr> <td colspan="3">Enrollment</td> </tr> <tr> <td>Regular</td> <td>7</td> <td>95%</td> </tr> <tr> <td>Special Education</td> <td>7</td> <td>92%</td> </tr> <tr> <td>Regular</td> <td>8</td> <td>95%</td> </tr> <tr> <td>Special Education</td> <td>8</td> <td>92%</td> </tr> </tbody> </table> Average days absent 8, excused absences 10%, and unexcused 50%	Attendance Category	Grade	Actual %	Enrollment			Regular	7	95%	Special Education	7	92%	Regular	8	95%	Special Education	8	92%
Attendance Category	Grade	Actual %																																				
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Regular	7	95%																																				
Special Education	7	92%																																				
Regular	8	95%																																				
Special Education	8	92%																																				
P5: Middle School dropout rates	Jurupa Middle – 0% (no dropouts)	Projected for 2022-23 Jurupa Middle – 0% (no dropouts)																																				

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	Jurupa Middle School will maintain 100% on the FIT Report

Planned Strategies/Activities

Action 2.1

2.1 Health and Safety Services

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. District nurse, health care aide and office staff will monitor and maintain the health care needs of students.</p> <p>B. Provide anti-drug/bullying awareness and motivational interventions assemblies school-wide including guest speakers for tier 3 groups.</p> <p>C. Provide behavior, social emotional learning, bullying, and new program/software training for staff to support student needs and safety on campus.</p> <p>D. Implement Foundations of MTSS to address components for the major and minor offense, 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/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.</p> <p>G. Provide professional development for teachers to attend meetings or trainings related to improving teaching strategies and standards-based instruction and positive school culture.</p>	<u>X</u> All Students	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$22,668</p> <p>Material and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3457</p> <p>Behavioral Peer Specialist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32,346</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9,101.00</p> <p>Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$5000.00</p>

H. Use JMSTV to promote positive school culture, inform students about campus "life", and support school expectations and social skills.

I. Provide students with ID card and school planner to support awareness of district and school expectations.

J. Purchase incentives, materials, and awards to foster school culture, student connectedness, and support academic/behavior success.

K. Provide field trips to enhance and promote educational and positive enrichment opportunities that support academic/nonacademic classes

L. Develop and implement strategies to improve student behavior school-wide.

M. Improve campus safety and social emotional support with behavioral health peer specialist

Laminate
5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707
\$100.00

Repairs
5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707
\$300.00

Repairs
5000-5999: Services And Other Operating Expenditures

Title I Basic -- 3010
\$2,000.00

Office and Safety Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,061.00

Activity Supervisor (2.75 hours)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$19,346

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Jurupa Middle School Leadership Team have identified the following strategies and activities be reintroduced and implemented into the 2022-2023 school year. Involving all educational partners into campus decisions, activities, and engagement opportunities to increase student engagement will be a focus. We will create and offer ways for parents to be involved and connected to JMS as a community partner and integral piece of their students life. The following will be used to increase parent engagement: Parenting Program through PICO; having evening events; mailing home semester reports; and Dual Language Immersion parent meeting; Advanced Placement parent meeting, Parent Teacher Conferences and other supportive services that are available.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	""For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?"" 80% responded ""Extremely Important"" or ""Quite Important"" 40 of 1300 parents responded	JMS will maintain 80% parent response for importance for focus on community partnership due to increase in parent opportunities in the 2022-2023 school year.
P5: Survey of Students, Teachers, and Parents on Student Engagement - Parents	""For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"" 90% responded ""Extremely Important"" or ""Quite Important"" 40 of 1300 parents responded	JMS will maintain 90% parent response for importance for a focus on student activities and extracurriculars due to increase in parent opportunities in the 2022-2023 school year.
P5: Survey of Students, Teachers, and Parents on Student Engagement - Teachers	""On most days, how enthusiastic are the students about being at school?"" 29% responded ""Quite Enthusiastic""	JMS will increase perspective of student enthusiasm to being at school to 45% in the 2022-2023 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	24 of 51 teachers responded	
P5: Survey of Students, Teachers, and Parents on Student Engagement - Students	<p>""Overall, how much do you feel like you belong at your school?"" 45% responded ""Belong quite a bit"" or ""Completely belong""</p> <p>""How connected do you feel to the adults at your school?"" 24% responded ""Extremely connected"" or ""Quite Connected" "</p> <p>1028 of 1068 students responded</p>	<p>JMS will increase student feeling of belonging at school to 55% in the 2022-2023 school year.</p> <p>JMS will increase student feeling of connectedness to adults 35% in the 202-2023 school year..</p>

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Parents will be given the opportunity to attend meetings and/or conferences, in services and/or classes that will assist them in helping their students academically and behaviorally.</p> <p>B. Provide babysitting, if needed, for parents to attend meetings such as School Site Council, English Language Advisory Council, and evening events for families.</p> <p>C. Enhance effective two-way communication between the home and the school with regular mailings and Parent Square electronic notifications prior to the school activity or event.</p>	<u>X</u> All Students	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$723.00</p> <p>Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,103</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>

- D. Inform and connect parent/guardians with academic, behavioral, and mental resources to support the whole student and family provided by the Director of Parent and Community Outreach..
- E. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.
- F. Provide additional parent translation support and parent outreach through the use of a translator/clerk typist including summer office hours.
- G. Continue to implement and monitor appropriate use of technology guidelines for the parent/student handbook.
- H. Provide parents and staff with leadership opportunities through advisory committees i.e., ELAC, SSC, PTA, and DAC.
- I. Provide supplies/refreshments/teacher hourly to support and expand parent training and involvement activities.
- J. Include parents in events that recognize positive student behavior, attendance, and academic success and offer opportunities to chaperone school activities with proper clearance.
- K. Ensure engaging elective programs are available for students that also assist in preparing for high school success.
- L. Purchase Rosetta Stone license for parent/guardians wanting to learn a second language.

\$500

Printing
 5700-5799: Transfers Of Direct Costs
 Title I Parent Involvement -- 3010 1902
 \$675

Materials and Supplies
 4000-4999: Books And Supplies
 Title I Parent Involvement -- 3010 1902
 \$1500

Classified Hourly
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$2,000.00

Classified Hourly
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$2,000.00

Translator/Clerk Typist (4 hours)
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$21,309

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment--ELA Data Dashboard	Due to COVID-19, student data for 2019-2020 or 2020-2021 will not be available. Our expected outcome for 2021-2022 is to maintain or improve our scores for the 2021-2022 school year.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessment--Math Data Dashboard	Due to COVID-19, student data for 2019-2020 or 2020-2021 will not be available. Our expected outcome for 2021-2022 is to maintain or improve our scores for the 2021-2022 school year.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: ELPAC	<p>Due COVID-19. student participation and engagement was negatively. Parent and student contact made several time via all communication avenues.</p> <p>Maintain or increase scores by 1 - 3% with the implementation of reading of reading program</p> <p>Maintain or increase scores by 1 - 3% with the implementation of Rosetta Stone program</p>	<p>Overall ELPAC scores for students in 2020-2021 resulted in 15% at level 1, 36% at level 2, 34% at level 3, and 13% at level 4. A comparison cannot be made due to ELPAC not being administered in 2019-2020. ELPAC scores were negatively impacted by administering in the distance learning setting in 2020-2021.</p> <p>In Spring of 2022, Jurupa Middle was able to assess 100% of the English Language Learners who were on campus in-person.</p>
P4: Reclassification Rate	<p>Due COVID-19. student participation and engagement was negatively. Parent and student contact made several time via all communication avenues.</p> <p>Maintain or increase by 2% for number of reclassification students</p>	Jurupa Middle reclassified 15 students and 375 fluent-English proficient students in the 2020-2021 school year while in distance learning. The difficulty of assessing virtually was a challenge and does not truly depict the language abilities of our students.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		In Spring of 2022, Jurupa Middle was able to assess 100% of the English Language Learners who were on campus in-person.
P8: JMS Teacher Survey on College Expectations	<p>Increase 3 - 5% teacher perception of students prepared for college</p> <p>Implement college career program in Advisory</p> <p>Implement Impact Team for ELA 7 and 8, Social Science 8</p> <p>Increase collaborative class sections</p> <p>Guest speakers from feeder high school for College and Career Readiness</p> <p>Offer College and Career Intervention "PRIDE Days" for students</p> <p>Continue to provide student planners to support academic readiness</p>	Current LCAP survey does not address this question
P8: LCAP Student Survey on College Expectations	<p>Maintain Math support and Reading Intervention sections</p> <p>Maintain or increase 1 - 3% student satisfaction with quality of instruction</p> <p>Maintain or increase 1 - 3% student preparedness for college and career</p> <p>Maintain or increase 1 - 3% student becoming a better student with after school ELO or tutoring</p>	Current LCAP survey does not address this question
P8: LCAP Parent Survey on College Expectations	<p>Maintain or increase 1 - 3% parent satisfaction</p> <p>Maintain Math support and Reading Intervention sections</p> <p>Maintain or increase 1 - 3% parent satisfaction with reading and math support</p> <p>Maintain after school tutoring or ELO to continue support in reading and math</p>	Current LCAP survey does not address this question
P8. MDTP Math - Spring 2021	MDTP scores will increase by 10 additional students per math level excluding Math 1A for 8th graders	Due to closure in March 2020, administration of the MDTP across the district was not completed.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	MDTP scores will increase by 10 additional students per math level	MDTP percentages reflecting Algebra Mathematics Preparedness reflected: School Years: 2020-21 2021-22 Math 1A 21% 25% Math 1 25% 43% Math II 54% 32%
P8. HMH Reading Inventory for ELA - Spring 2021	Reading proficiency will increase by 1- 5% for all students.	Reading scores declined dramatically in the 2019-2020 school year with results of 25% below basic and 42% basic which resulted in an increase in need for Reading Intervention courses for 7th and 8th grade. Class sections were increased in the 2021-2022 school year increasing the percent of students meeting proficiency by 4%. School Years : 2020-21 2021-22 Below Basic 29% 26% Basic 33% 32% Proficient 20% 24% Advanced 18% 18%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS IMPLEMENTATION</p> <p>A. Collaborative Impact Days for staff to analyze assessments and plan strategic interventions and strategies for students.</p> <p>B. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.</p>	<p>1.1 CCSS IMPLEMENTATION</p> <p>A. Due to substitute shortage and lack of coverage collaborative days were not used.</p> <p>B. ELA 7 and 8 had renewed access to resources aligned with Common Core while implementing Common Core Units of Study (UoS) materials and following the pacing guides. Math implements the UoS pacing guide and uses the Common Core UoS materials for each unit, including the double/block schedule.</p>	<p>Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000.00</p> <p>UOS CCSS Books and Novels 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5000.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6000.00</p> <p>UOS CCSS Books and Novels 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Provide professional development opportunities for CCSS and NGSS standards implementation-workshops/conferences.	C. Professional development was provided for Science, ELA, READ 180, and all collaborative teachers by Houghton Mifflin Harcourt (HMH), JUSD, and RCOE. On site professional development was offered during Thursday meeting times. Professional development was limited due to the lack of substitute.	Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500	Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0
D. Provide uninterrupted instructional time for ELA/Math utilizing a model of Data Teams and Units of Study committees creating grade level and cross-grade level departments to focus on improving student learning of content standards.	D. Due to substitute shortage and lack of coverage this was not done.	Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$20,000.00	Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3000
E. Teachers will also use differentiated materials for appropriate subgroups; for example, GATE, EL, and Special Education.	E. When available, all core content teachers are provided with a Bilingual Tutor (BLT) to support EL students. Teachers utilize various instructional strategies to differentiate the content.	Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00	Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000
F. Provide instructional materials, supplies, printing, technology support, and equipment to support and enhance the implementation of the Units of Study.	F. Chromebooks are utilized as a main resource for students and teachers. The district print shop and on-site printing was used to for UoS, daily assignments, and student supports.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$21,533	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$20000
G. Provide late start minimum days for staff members to collaborate using data around curriculum and instruction.	G. Data Team/Impact Teams/Department meets at least twice a month during Thursday's late start meetings.	Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000	Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$20000
H. Continue the implementation of Balanced Math strategies on a consistent basis.	H. Math teachers continued to implement Balanced Math strategies, such as Daily Math Review and Performance Tasks.	Library Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$82,539	Library Media Tech 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$82,539
I. Utilize instructional Coaches to support teachers with the implementation of the UOS, common core standards, Balanced Math, and technology.	I. Instructional coaches are no longer staffed by the district office.		
J. Visual and Performing Arts (VAPA) musical supplies and instruments,			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>competition fees, (including a band tutor for drum line); site-based VAPA enrichment, supplementary art supplies, and choir support.</p> <p>K. Continue to identify and schedule GATE students in Honors Classes.</p> <p>L. Library Media staff to provide textbook management and technology support, as well as research and resource management, and parent access to the library.</p> <p>M. Continue the Dual Immersion program with a 40/60 model of Spanish and English for identified students.</p> <p>N. Purchase supplementary materials/resources for all content areas school-wide to use as needed.</p> <p>O. Purchase software to support social emotional learning, student strength finder, goal setting, and college and career exploration.</p> <p>P. Purchase furniture to increase student collaboration, 20th century academic learning environment, and modernization of the campus.</p> <p>Q. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>	<p>J. VAPA classes were provided with resources meeting COVID requirements to ensure support for the program. Choir/Band - Singing masks. Sheet Music (digital and hard copies). Bell covers. Digital pianos. Choral risers/equipment. Sheet music storage.</p> <p>K. GATE students who were recommended and met grade expectations were scheduled in honors course.</p> <p>L. Due to COVID guidelines, parent access to the library was limited. Library Media Technician was provided a Library Technology Assistance which allowed for high level of technology support and academic lessons within the school day.</p> <p>M. Spanish Language and Social Science Dual Language Immersion courses are taught in Spanish, including one AP Spanish Language and Culture.</p> <p>N. Purchase of various programs and software to increase formative assessment in classes. This provides an alternative method to learn content standard and more timely feedback.</p> <p>O. Was not needed due to in-person learning this year.</p>		
1.2 INTERVENTION	1.2 INTERVENTION	Intervention Teachers-2	Intervention Teachers-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Continue the implementation of the READ 180 Intervention program to improve reading and writing for identified students.	A. READ 180 intervention program improved reading and writing for identified students in grades 7 and 8 and among 504, Special Education and ELL students.	1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$269,439.00	1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$269,439.00
B. Continue to implement the new Common Core Units of Study materials and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.	B. Double block schedules are in place and additional resources for support and individualized instruction aligned with CC UoS are provided for all students.	Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$272,042	Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$272,042
C. Teacher support for intervention blocks and/or extended day for ELA/Math.	C. Support is provided when available with smaller class sizes for the intervention blocks in ELA and Math.	Counselor 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$115,924	Counselor 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$115,924
D. Continue to offer Homework Club during lunch, the after school "Think Together" program, and after-school tutoring and remediation.	D. Due to COVID and shortage of staffing, lunch time academic support was not available. Think Together, Extended Learning Opportunities and tutoring was available for student.	Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$8071	Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0
E. Continue and improve academic, attendance, and behavior supports for students through counselor services.	E. Counselors and administration provided support through parent/teacher conferences, SART/SARB meetings, and behavior interventions. In December and January, PICO has provided a Peer Support Specialist and Behavioral Health Therapist to support JMS with their needs.	Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3929	Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3929
F. Continue to provide middle school counselors and/or team of teachers to visit at feeder elementary schools to discuss the transition process with outgoing 6th graders.	F. Counselors and administration met with the nine feeder schools for 6th grade transition presentations and virtually with the Virtual Learning school 6th graders.	Software License 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1,000.00	Software License 5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$2500
G. Counselors will continue collaboration with high school transition programs to increase and improve on State testing.	G. Counselors met with high school counselors three times to prepare	Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2,000	Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2000
H. Continue to provide high school transitional information and formal/informal meetings with other		Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$278.00	Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>appropriate staff members for outgoing and incoming students and parents.</p> <p>I. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.</p> <p>J. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>	<p>and plan for 8th grade transition, college and career, and 6-year planning with JMS students.</p> <p>H. High school transition and incoming middle school transitions were conducted for students and parents.</p> <p>I. Parent teacher conferences were a focal point this year to address needs. Student Study/Success team will be a priority in the upcoming year.</p> <p>J. Was not needed due to in-person learning this year.</p>	<p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$100.00</p>	<p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$100</p>
<p>1.3 ELD</p> <p>A. Provide additional time during the instructional day to implement ELD standards-based instruction and interventions using adopted materials.</p> <p>B. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multilevel, homogeneous).</p> <p>C. Group beginning level students by their English proficiency in core subjects.</p> <p>D. Provide access to technology to enhance the curriculum that will improve teaching and learning aimed at English learners.</p> <p>E. English learner advancement recognition by awarding ELs who have met the rigorous criteria to be</p>	<p>1.3 ELD</p> <p>A. Due to substitute shortage and lack of coverage collaborative days were not used.</p> <p>B. Universal access and strategies were challenging in distance learning. Grouping/hands on activity and visuals were extremely difficult to utilize when student not in front of the teacher.</p> <p>C. ELs were grouped in EL course for core subjects for native students. A Bilingual Tutor was provided when available to support students and teachers, but staff consistency was an issue.</p> <p>D. EL students are provided with equal access to technology and resources to support learning to the greatest extent during distance learning.</p>	<p>Bilingual Language Tutors - 3 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$44,837</p> <p>Bilingual Language Tutor - 3 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$44,837</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$8403</p> <p>Substitute-Ins. Aid 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Cert. Support-Subs 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>	<p>Bilingual Language Tutors - 3 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$44,837</p> <p>Bilingual Language Tutor - 3 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$44,837</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$250</p> <p>Substitute-Ins. Aid 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7000</p> <p>Cert. Support-Subs 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>reclassified from limited to proficient in English.</p> <p>F. Bilingual Language Tutors will continue to provide increased primary intervention and language support in the classroom and will support inclusive practices.</p> <p>G. Identify and place English learners in mainstream classes once proficiency has been attained.</p> <p>H. Purchase software and resources to support ELD student with increasing language proficiency.</p> <p>I. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>	<p>E. Due to COVID guidelines, EL recognition for advancement was not permitted.</p> <p>F. Bilingual Tutors were provided for students and created small groups (break-out rooms) and support inclusive practices.</p> <p>G. English learners are placed in appropriate content courses for their proficiency level in mainstream classrooms.</p> <p>H. Due to distance learning, software and resources were not purchased and implemented.</p> <p>I. Was not needed due to in-person learning this year.</p>	<p>\$702.00</p>	<p>\$1000</p>
<p>1.4 NGSS AND SOCIAL STUDIES</p> <p>A. Continue to implement pacing guides that include (pacing) timeline, the sequence of instruction, and assessments for Science and Social Studies.</p> <p>B. Continue grade level teams to focus on improving student learning of content standards for Science and Social Studies.</p> <p>C. Focus on the use of three Marzano Strategies of summarizing, note taking and generating and testing hypotheses(Science), and cooperative learning.</p>	<p>1.4. NGSS AND SOCIAL SCIENCE</p> <p>A. Teachers provide instruction and content lessons aligned with pacing guides to the best of ability during distance learning. Ensure fidelity was a challenge with lack of interaction with students and colleagues.</p> <p>B. Teacher collaboration at monthly grade level department/data team meetings to discuss student performance and creation of new learning activities to address gaps in learning.</p> <p>C. The use of AVID and Impact Team strategies were used and implemented when possible in</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2970.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2970.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Continue to transition and implement the NGSS standards.</p> <p>E. Provide instructional materials, supplies, printing, and equipment that will support and enhance the implementation of the adopted social studies program.</p> <p>F. Provide minimum days for staff members to review data and to develop/improve instructional techniques.</p> <p>G. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>	<p>classes. Marzano strategies were not used.</p> <p>D. Teachers implemented NGSS strategies when possible within the distance learning setting.</p> <p>E. Minimal materials, supplies, printing, and equipment was used in social studies and science due to distance learning setting. JUSD provided several technological resources, programs, and trainings to support teachers.</p> <p>F. Late start schedule provides meeting time for departments, which may also be by grade level dependent upon focus of meeting.</p> <p>G. Was not needed due to in-person learning this year.</p>		
<p>1.5 TECHNOLOGY</p> <p>A. Continue to provide elective classes with a technology focus in order to provide students a well-rounded school experience and find their creative interests.</p> <p>B. Continue to provide technology/STEM-related field trips that will support academic/non-academic classes.</p> <p>C. Provide on-going technical support and upgrades to maintain technology equipment.</p>	<p>1.5 TECHNOLOGY</p> <p>A. JUSD provided several technological resources, programs, and trainings to support teachers and enhance classroom lessons during distance learning.</p> <p>B. In-person field trips were not permitted due to distance learning and COVID guidelines. Students took virtual field trips (via Nearpod) to connect math and college awareness with different places visited and explored.</p>	<p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$11500</p> <p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000.00</p> <p>Tech Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000.00</p> <p>Print 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010</p>	<p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$11500</p> <p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$8000.00</p> <p>Tech Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>Print 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.</p> <p>E. Provide classified hourly to assist with the supervision of students during technology-based testing.</p> <p>F. Continue to provide Social Emotional Learning for student through online platforms</p> <p>G. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>	<p>C. JUSD provide extensive technological support for teachers and students during distance learning which continued this year.</p> <p>D. Purchase of heart monitors/step counters. iXL, BrainPop, and Kudo by the site to support teachers in assessing student progress. Several other software programs were provided by JUSD to support teacher instruction for distance learning.</p> <p>E. Instructional Aides and Bilingual Tutors supported students and staff with technology-based district assessment conducted on-line in lieu of CAASPP.</p> <p>F. Social emotional lessons were created to support the distance learning setting.</p> <p>G. Was not needed due to in-person learning this year.</p>	<p>\$1,500.00</p> <p>Tech Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2,200.00</p> <p>Tech Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000.00</p>	<p>\$1500</p> <p>Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2200</p> <p>Tech Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>
<p>1.6 AVID</p> <p>A. Continue the AVID program with support increasing AVID sections as budget and scheduling allow.</p> <p>B. Ensure school-wide implementation of the use of AVID strategies where applicable), such as Focused note-taking and summarizing.</p> <p>C. Increase awareness of college opportunities through AVID, GATE, EL, and parental meetings (SSC, ELAC).</p>	<p>1.6 AVID</p> <p>A. AVID program continues with 5 sections of 7th and 8th grade AVID. AVID sections remained the same due to lack of applicants from the year prior.</p> <p>B. Focused notes did not happening schoolwide due to difficulty of instructional setting. Specific content areas focus on AVID strategies which were adaptable to the setting such as Cornell notes with Essential</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$7,115.00</p> <p>AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$600.00</p> <p>AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$0</p> <p>AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$0</p> <p>AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Continue to recommend and place qualified students in the AVID Program.</p> <p>E. Implementation of Distance Learning Track for students will be provided due to COVID-19</p>	<p>Questions, Inquiry, and summarizing readings.</p> <p>C. College awareness was a focal point through various activities through Californiacolleges.com, yet field trip were not permitted due to COVID guidelines.</p> <p>D. AVID Coordinator in coordination with special programs counselor make decisions based on student applications and teacher recommendations.</p> <p>E. Was not needed due to in-person learning this year.</p>	<p>\$500.00</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2500.00</p> <p>AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$2,500.00</p> <p>AVID transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$4000.00</p>	<p>\$200</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2500</p> <p>AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$</p> <p>AVID transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$1000</p>

Analysis

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

JMS is making a concerted effort to ensure that students are receiving core instructional support, tiered intervention when necessary, and access to aligned instructional materials and support: staff development is providing continued professional planning support through Impact Team implementation to increase learning for all, and on effective Multi-Tiered Systems of Support to meet learner needs. Special teams, department/grade level impact team meetings held monthly on late start days. Technological resources (BrainPOP, Scholastic/Action, Google Classroom, IXL) were purchased to assist with lessons and student activities in class for all departments. Paper.co was purchased to provide students with qualified support outside of the classroom. AVID strategies are being implemented school-wide and students are entering classroom agendas and homework in school-provided planners; furthermore, all Advisory teachers are doing organization checks on Mondays and planner checks on Fridays. Wednesdays in Advisory focused on student engagement in Quizlet.com to practice common academic vocabulary in all subject areas. This school year JMS has continued with Impact Teams, with primary focus on formative assessments due to gaps in student learning. Teacher and administrator feedback has been positive. This year's focus has been on making connections with students and continuing to deepen understanding on State Standards, the importance of lesson objectives, formative assessments, common student success criteria using rubrics, and implementation of Impact Strategies.

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

Implementation of ELO (Extended Learning Opportunities) to reduce the percentage of failing grades and provide SEL activities. Jurupa Middle School Advisory teachers are doing organization checks on Mondays and planner checks on Fridays. Wednesdays in Advisory focused on student engagement in Quizlet.com to practice common academic vocabulary in all subject areas. Moving into the 2022-2023 school year, the site Leadership Team consisting of Department Chairs and Program Leaders have identified the following areas of academic focus: increase academic vocabulary across all curricular areas (cross-curricular terms as

well as subject specific); develop and use site-wide templates for cross curricular topics such as summaries, argumentative writing, and CER (claim-evidence-reasoning); continue with IMPACT teams to improve or develop learning objectives, success criteria, and formative tasks to engage students in self and peer evaluation; and continue to develop Units of Study (UOS) lessons and assessments to align more closely with target areas.

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

JMS purchased iXL for science and ELA, library book to increase student literacy, reading intervention novel for the various reading levels, Scholastic subscription, Kudo for 8th grade math classes, printing of Focus Note template to support students with diverse needs, 3-D printers for Robotic classes, music for VAPA, instruments for band, and school supplies for students. The material and resources purchased for ELA were specific to address the learning gap incurred while on distance learning. Formative assessment has proven to define learning areas for student in which iXL program was used in ELA and Science. Printing of materials increase with the return to in-person to help student transition to completing assignment in person. Extended Learning Opportunities (ELO) assistance was provided by the district which increased the number of teachers and classified staff providing additional academic and social emotional support. District support with compensation for the three AVID tutors used weekly for the tutorials.

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

In the upcoming year, JMS will use iXL as a resource to support the formative assessment process for all content (Science, Social Studies, Math and ELA). Teacher will be provided with collaboration team days to create and plans lesson using data to address specific students needs. To support inclusion, collaborative teachers for all contents are will be provide planning days. Computer software and materials will be purchases for the Computer for Careers elective to teach students soft skills for their future. For ELA class for specialized academic instruction and English Language Develop, a literacy program will be purchased to increase literacy and language proficiency. Teachers will attend AVID Summer Institute and increase elective sections by one class. Provide professional development for AVID, behavioral social emotional learning, and instructional strategies for English language learners and co-teaching practices. Provide classified staff with ELO opportunities to connect and support students and teachers if not provided by the district in the upcoming year.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Suspension Rate Data Dashboard	<p>Implement Social Emotional Learning in Advisory</p> <p>Continue BASE and PAWS room as intervention resource</p> <p>Continue implementing assemblies to educate how to be safe</p> <p>Provided behavior contract at the beginning of the school year for 7th and 8th grade</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>Overall suspension rate: 8.29%</p> <p>Grade 7: 8.7%</p> <p>Grade 8: 7.92%</p> <p>Black/African America 3.7%</p> <p>Hispanic/Latino: 7.9%</p> <p>Vietnamese: 20%</p> <p>White: 15.6%</p> <p>Female: 4.33%</p> <p>Male: 11.93%</p> <p>English Learner: 15.25%</p> <p>Foster: 40%</p> <p>Free/Reduced Meal: 8.88%</p> <p>SPED-DIS: 18.75%</p> <p>SPED-PAS: 25%</p> <p>SPED-RSP: 28.32%</p> <p>SPED-SE: 56.41%</p>
P6: Chronic Absenteeism Data Dashboard	<p>Increase attendance rate to 94 - 97% with return to in-person instruction</p> <p>Continue home visits for students with chronic absenteeism</p> <p>Utilize PAWS Room for students with Tardies and Truants</p> <p>Increase opportunities for SWD to attend educational experience field trip</p>	<p>Data from Data Quest reflected Chronic Absenteeism at 11.3% for the 2020-21 school year.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes																		
P6: LCAP Student Survey on Learning Environment	Maintain student satisfaction Increase 1 - 3% student feeling of safety at school Maintain or increase 1 - 3% student satisfaction for positive learning environment Increase supervision staff after school Purchase furniture to support academic/nonacademic learning environment	Current LCAP survey does not address this specific question. Data pertaining to school climate shows: Positive energy of the school 54% Pleasant physical space 52% Rule of the school are fair 54% Behaviors of other help you 28% Teacher excited to teach 50%																		
P6: California Health Kids Survey (CHKS)	Maintain or increase 3 - 5% student satisfaction with school Maintain or increase 3 - 5% student feeling of happiness with school, self, and environment Maintain or decrease 3 - 5% student dissatisfaction with school, self, and environment Address social emotional distress in Advisory in developing connectedness with school	The California Health Kids survey was not administered in 2021-2022 . Current LCAP survey does not address this specific question																		
P5: Attendance Rates	Increase attendance by 3 - 5% when return to in-person instruction Include attendance data as a resource to increase PRIDE day participation	ADA 2021 Semester 1 Percentage: <table border="1" data-bbox="1381 873 2003 1117"> <thead> <tr> <th>Attendance Category</th> <th>Grade</th> <th>Actual %</th> </tr> </thead> <tbody> <tr> <td colspan="3">Enrollment</td> </tr> <tr> <td>Regular</td> <td>7</td> <td>93.4%</td> </tr> <tr> <td>Special Education</td> <td>7</td> <td>88.7%</td> </tr> <tr> <td>Regular</td> <td>8</td> <td>92.4%</td> </tr> <tr> <td>Special Education</td> <td>8</td> <td>90.7%</td> </tr> </tbody> </table> Average days absent 9.7, excused absences 16.9%, and unexcused 82.5%	Attendance Category	Grade	Actual %	Enrollment			Regular	7	93.4%	Special Education	7	88.7%	Regular	8	92.4%	Special Education	8	90.7%
Attendance Category	Grade	Actual %																		
Enrollment																				
Regular	7	93.4%																		
Special Education	7	88.7%																		
Regular	8	92.4%																		
Special Education	8	90.7%																		
P8: Saturday School ADA Recovery	Offer opportunities for SWD to attend educational experience field trip Include attendance data as a resource to increase PRIDE day participation	137 students have attended Saturday School for the 2021/22 school year.																		

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Health and Safety Services</p> <p>A. District nurse, health care aide and office staff will monitor and maintain the health care needs of students.</p> <p>B. Improve campus safety with additional campus supervision 2.45 hours daily.</p> <p>C. Increase anti-drug/bullying awareness assemblies school-wide.</p> <p>D. Provide "Behavior and SEL", bullying, and new program/software training for staff to support student needs and safety on campus.</p> <p>E. Continue the implementation of PBIS and it's components for the major and minor offense, student rewards and incentives, and using data to monitor progress.</p> <p>F. Review, revise, and purchase software needed to update safety plan annually</p> <p>G. Purchase/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.</p> <p>H. Upgrade and/or increase electrical outlet infrastructure to maintain technology use.</p>	<p>2.1</p> <p>A. 2.1A District nurse, health care aide and office staff monitored and maintain the health care needs of students.</p> <p>2.1.B. Improve campus safety with additional campus supervision provided by the district temporarily.</p> <p>2.1.C. Anti Bullying presentations through advisory, spread awareness through ASB, due to Covid- no assemblies</p> <p>2.1.D. Increase training, and awareness on decreasing bullying for both staff and students through Advisory and SEL training using Thrively subscription (website).</p> <p>2.1.E. Implemented PBIS and its components for the major and minor offenses, student rewards and incentives, and used data to monitor progress in meeting with admin, counselors, and Positive School Culture Committee.</p> <p>2.1.F. Safety plan was reviewed and revised due to construction and change in staff</p> <p>2.1.G. Purchases made: Outside benches, new library furniture, some classrooms received new desks and new document cameras.</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$20,372</p> <p>Additional PM activity supervisor- 2.75 hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$8,788</p> <p>Additional PM activity supervisor- 2.75 hours 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$8,788</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$17,101.00</p> <p>Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$4000.00</p> <p>Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100.00</p> <p>Repairs</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$20,372</p> <p>Additional PM activity supervisor- 2.75 hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$8,788</p> <p>Additional PM activity supervisor- 2.75 hours 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$8,788</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$17,101</p> <p>Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000</p> <p>Repairs</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. Provide professional development for teachers to attend meetings or trainings related to improving teaching strategies and standards-based instruction and positive school culture. (CADA)</p>	<p>2.1.H. Due to new construction, no upgrades or increases in electrical outlets or infrastructures were made.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300.00</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5000</p>
<p>J. Use JMSTV as a vehicle to promote positive school culture and teach PBIS expectations and social skills</p>	<p>2.1.I. Provided professional development opportunities as follows: Elevation training, Paper.co, IMPACT training, COVID training, Sexual Harassment training, etc.</p>	<p>Repairs 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00</p>	<p>Repairs 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p>
<p>K. Provide tiered behavior interventions/social skills support for students prior to suspension when necessary including OCD, Youth Court, community service, etc.</p>	<p>2.1.J. All departments, clubs, and school-wide programs use JMSTV to promote and communicate monthly SEL themes, campus-wide events, and academic and behavioral expectations on campus.</p>	<p>Office and Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,061.00</p>	<p>Office and Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p>
<p>L. Provide motivational interventions assemblies to support student behavior and achievement for Tier 2 and Tier 3 students.</p>	<p>2.1.K. Continued to provide tiered behavior interventions/social skills support for students prior to suspension when necessary including OCI, Youth Court, community service, etc.</p>	<p>Behavioral Health Intern 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$3500</p>	<p>Behavioral Health Intern 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>M. Purchase incentives as rewards to foster school culture and to recognize and to promote higher-level academic achievement, attendance, good citizenship, school service, fitness, and school spirit.</p>	<p>2.1.L. Due to COVID, assemblies were limited. We did host a gang intervention assembly provided by the Riverside District Attorney's Office.</p>		
<p>N. Promote, celebrate, and recognize student behavior, attendance, and academic success through Proud Panther, MVP Awards, Honor Roll, Attendance awards, and End of the Year awards by providing incentives throughout the school year.</p>	<p>2.1.M. Purchased incentives for students as rewards to foster school culture and to recognize higher-level academic achievement, attendance, good citizenship, school service, fitness, and school spirit.</p>		
<p>O. Provide field trips to enhance and promote educational opportunities that will support academic/nonacademic</p>	<p>2.1.N. Promoted, celebrated, and recognized student behavior, attendance, and academic success</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>classes such as; art, ASB, AVID, band, choir, electives, GATE, PE and other elective classes.</p> <p>P. Develop and implement strategies to improve student behavior school-wide through the following: ASB class, SRO, counselors, Panther Coupons, ASB dances, Honor Roll, P.E. (team competitions), etc.</p> <p>Q. Purchase and upgrade supplies to support safety materials, emergency supplies, and positive school culture on campus</p> <p>R. Full time behavioral health intern</p>	<p>through Proud Panther, MVP Awards, Honor Roll assembly, and End of the Year awards by providing incentives throughout the school year.</p> <p>2.1.O. Due to COVID, field trips were limited this year.</p> <p>2.1.P. PRIDE Days activities: John's Incredible Pizza (March), Winter dance (Dec), Choose Your Own Adventure, Sportsfest (Nov), Disney Day (Aug), PE Cross country competitions, PE Turkey Trot, PE trophy dashes, 5 Star Program, variety of clubs (weight training, Anime, homework/library, Safe Space club etc.), online PAW Point store.</p> <p>2.1.Q. Due to COVID, safety materials were purchased by the District. Additional supplies were purchased for student incentives to promote a positive campus environment.</p> <p>2.1.R. A part-time behavioral health staff member was added from PICO along with a full-time Peer Mentor.</p>		
<p>A. Purchase software to support social emotional learning, student strength finder, goal setting, and college and career exploration</p> <p>B. Purchase furniture to increase student collaboration, 20th century academic learning environment, and modernization of the campus</p>	<p>A. Purchased a subscription to Thrively (SEL and goal setting) website to be used during Advisory. New radios for staff to support the changes and interference on campus due to modernization construction and size of the campus.</p> <p>B. Furniture purchased to used accommodate space, collaborative</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3500</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Due to COVID-19, necessary health and safety items for students will be purchased and provided.	learning, peer groups, for current and modernized classrooms . C. Due to COVID-19, necessary health and safety items for students will be purchased and provided.	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$14343.00 See Goal 1.1 O & P \$	Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$14343.00 See Goal 1.1 O & P \$

Analysis

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

Multiple strategies have been either improved or implemented with the goal of creating a safe, orderly and inviting learning environment. JMS staff was provided training on District security alert, lockout, and lockdown. This was followed by student training on District procedures and implementing two lockdown drills every school year. Multiple site-specific security improvements by District maintenance were completed in the Summer 2021, and site administration continues to make improves based on law enforcement, student, parent, or staff recommendations and suggestions. Students can share concerns multiple ways either in person or using their Chromebooks using a JMS created reporting form or the newly implemented "Psst!" anonymous reporting tool that is sent directly to admin. Discipline interventions include counseling, parent meetings, lunch detentions, on campus detentions, campus beautification on Thursdays, Youth Court referrals, and on-campus suspensions, and intake meetings with an administrator post-suspensions. The PSCC (Positive School Culture Committee/BSEL) and Leadership Team reviews campus-wide behavioral goals and provides suggestions to administration. There has been a concerted effort to create a welcoming environment on campus with two advisors and over 70 students in ASB organizing events throughout the school year.

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

Overall, JMS staff has strived to make the campus a safe and positive environment. Despite what was implemented this year, only approx 50% of students felt that the implementation of the strategies were effective. The transition back to in-person was challenging for all students and with limitations that were in place, it is evident is impacted student connection to their school.

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

JMS purchased masks for VAPA programs, Thrively subscription (SEL), radios/walkies to increase campus communication, campus supervisor vests, JMS student masks, purchased classroom and office furniture for SLP and school psychologist (to allow for size and space for classroom and proper spacing due to COVID). Radios were limited and there was interference in radio transmission due to campus construction, age and use of the old radios.

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.

Jurupa Middle School's Leadership Team consisting of Department Chairs and Program Leaders have the following strategies and activities for this school year and continuing into the 2022-2023 school year: find additional ways to increase Social Emotional Learning (SEL) curriculum in Advisory through the use of Second Step, JMSTV, and PRIDE Awards; Saturday school opportunities (field-trips, sports, assessment prep, projects, etc.); purchase classroom furniture, outdoor furniture, and safety supplies; hire presenters for behavioral motivation assemblies. We will focus on ASB providing opportunities for students to

participate in more campus activities. Staff trainings will focus on building relationships and SEL strategies to be implemented in all classrooms. For safety purposes, we will increase supervision in areas affected by construction. Plans to address chronic absenteeism earlier in the school year with SART and SARB meetings, home visits, and Parent Counselor Conference. JMS will purchase a radio amplifies to increase transmission across the campus and decrease interference from brick buildings and high winds.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: LCAP Parent Survey on Welcome environment	Maintain or increase by 1 - 3% in parent perception of welcoming environment and satisfaction with school	The Panorama survey showed 90% favorability for Community Priorities and 55% for Strengths and Opportunities for the winter of 2022. JMS parents responded a 100% favorable for focus on student achievement, classroom instruction, and 85% favorable for a focus on diversity and inclusion.
P5: Activity Awards and Activities	Maintain or increase 1 - 3% parent involvement in school (ELAC, SSC, school events) If permissible, increase parent opportunities to volunteer on campus for PRIDE Days Offer parents to be chaperones on field trips (AVID, DI, PRIDE Events)	Due to COVID guidelines, award ceremonies and activities were not permitted until March of 2022.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 PARENT ENGAGEMENT</p> <p>A. Parents will be given the opportunity to attend meetings and/or conferences, in services and/or classes that will assist them in helping their students academically and behaviorally.</p> <p>B. Provide babysitting, if needed, for parents to attend meetings such as</p>	<p>3.1. PARENT ENGAGEMENT</p> <p>A. Due to COVID guidelines and restrictions, parent opportunities were limited with the exception of School Site Council and ELAC meetings. April 2022 Panther Night for incoming 6th families was first on campus presentation for parents.</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$723.00</p> <p>Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1000</p> <p>Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Site Council, English Language Advisory Council, and Parent/Teacher Association.	B. Babysitting was not provided during meetings due to COVID restrictions.	LCFF Suppl/Conc -- 0707 \$13,459	LCFF Suppl/Conc -- 0707 \$13,429
C. To enhance student achievement, teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc.	C. Administration, teachers, and counselors hold parent conferences to update parents on grades and student progress Q communications/Parent Square.	Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00	Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$700
D. Enhance effective two-way communication between the home and the school with regular mailings and In Touch electronic notifications prior to the school activity or event.	D. Use of Q Communication and Parent Square to was used to increase communication with families regarding grades and students progress throughout the progress period and semester.	Printing 5700-5799: Transfers Of Direct Costs Title I Parent Involvement -- 3010 1902 \$1000	Printing 5700-5799: Transfers Of Direct Costs Title I Parent Involvement -- 3010 1902 \$1500
E. Inform parent/guardians that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.	E. Parent Teacher Conferences (virtual and in-person), Parent Square messages, Extended Learning Opportunities (ELO) flyers, Google Voice text messages, and social media to inform families of resources to support student success.	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1866	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1866
F. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.	F. Parent and student handbook content he guidelines for technology. The handbooks are posted on school websites and platforms for educational partners to access. Student handbook and resources were provided in the Student Planner. GoGuardian are used to monitor appropriate use of technology.	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000
G. Provide additional parent translation support and parent outreach through the use of a translator/clerk typist.	F. Parent and student handbook content he guidelines for technology. The handbooks are posted on school websites and platforms for educational partners to access. Student handbook and resources were provided in the Student Planner. GoGuardian are used to monitor appropriate use of technology.	Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000.00	Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2000
H. Continue to implement and monitor appropriate use of technology guidelines for the parent/student handbook.	F. Parent and student handbook content he guidelines for technology. The handbooks are posted on school websites and platforms for educational partners to access. Student handbook and resources were provided in the Student Planner. GoGuardian are used to monitor appropriate use of technology.	MSW Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000	MSW Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000
I. Host parent nights to provide information to parents and students.	G. Substitute translator clerks utilized until qualified translator clerk was hired in March 2022. Provided parent translation support for parent outreach, Parent Teacher Conference,	Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$13,459	Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$13,459

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>J. Provide parents and staff with leadership opportunities through advisory committees i.e., ELAC, SSC, PTA, and DAC.</p> <p>K. Continue to connect parents with community resources provided by the Director of Parent and Community Outreach.</p> <p>L. Provide supplies/refreshments/teacher hourly to support and expand parent training and involvement activities.</p> <p>M. Purchase an adequate supply of textbooks for home and school use for all students (Williams Case).</p> <p>N. Social Worker Intern (MSW) to provide services to enhance and promote the educational, emotional, and social needs of families.</p> <p>O. Include and encourage parent involvement in events that recognize student behavior, attendance, and academic success such as MVP awards, Honor Roll assemblies, and End of the Year awards.</p> <p>P. Ensure engaging elective programs are available for students that also assist in preparing for high school success.</p> <p>Q. Due to COVID-19, necessary health and safety items be purchased and provided for parents when visiting campus.</p>	<p>IEP meetings, administrative parent contact, ELAC meetings, and translation of English documents into Spanish. Use of translation headset and speakers was used for Panther Night April 2022.</p> <p>H. Parent handbook was provided digitally and printed copies were made available upon request. Students are required to participate in Digital Citizenship across campus. GoGuardian are used to monitor appropriate use of technology.</p> <p>I. Back-to-School Night was hosted virtually and Panther Night (incoming 7th grade) was hosted in-person. April 2022 was in-person Panther Night for students and families of incoming 7th grade students from nine feeder elementaries.</p> <p>J. ELAC, SSC and DAC meetings were held virtually and in-person. Due to COVID guidelines, PTA meetings were not held.</p> <p>K. Communications and Parent Square were utilized to disseminate information as provided by PICO. Counselors and administration communicate with students and families to offer PICO Services. Services recommendations and submission were very high this year.</p> <p>L. Refreshments were provided for the essential meeting for School Site Council and ELAC.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>M. Additional textbooks were purchased for Spanish 1 and ELA. Science was provide new textbooks with the adoption.</p> <p>N. JMS was provided with 2-days of a Behavioral Health Associate and a full-time Peer Support Specialist which has been very supportive to students and counseling staff.</p> <p>O. Due to COVID Guidelines, parents were not included in on-campus events that recognize student behavior, academics, etc. Recognition for these events were share with families and the community via social media.</p> <p>P. Addition of Spanish 1 elective to support students in preparing for high school. Elective teachers provide engaging elective programs for students that assist in preparing for high school success.</p> <p>Q. District was instrumental in supporting the sites with necessary resources.</p>		

Analysis

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

Due to COVID protocols and expectations it was difficult to have parent involvement on campus. We used Q Communication, Parent Square, social media, mailers, and essential meetings to connect with educational partners. Faculty made home visits as a source of intervention and connection with families in need. The essential meetings were held on campus to ensure educational partners had an opportunity to collaborate, share, and connect with Jurupa Middle School. With the elimination of COVID guidelines, Jurupa Middle School plans and will hold on campus in-person events for educational partners in the upcoming year for all families. The first in-person evening event proved to be highly effective and appreciated by incoming 7th grade parents in attendance. Use of social media to

promote events, celebrate students and staff, show school spirit, and most importantly share important information. This was highly effective and helpful for parents who did not have Parent Connect.

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

Jurupa Middle School found the use of technology resources to communicate with educational partners beneficial. With the high volume of communication from district and school sites made it difficult for parents/guardians to focus on messages specifically from the school site. The transition to technology based information has been difficult for the parents. In-person trainings and supports for Parent Connect has been helpful for parents during school hours. It is difficult to help and support after school hours.

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

Jurupa Middle was impacted by the delivery delays of supplies and materials for teacher materials used in the classroom. Use of office copiers were used which created a need for increase repairs, operating expenses, and additional toner/ink ordered. Additional hours for classified staff was used to students with Bilingual Tutors in the classroom and in the front office for parent meetings.

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

In review of the responses of importance on the Panorama survey, Jurupa Middle School work toward on community partnership (80%), physical facilities (85%), and school climate and culture (83%). This will be addressed by inviting parents to participate in campus activities, events, and chaperone opportunities on field trips. We will connect with community members to participate in College and Career day and speak in classrooms regarding their profession. Jurupa Middle School will continue to work toward improving physical facilities by ensure work orders are submitted in a timely manner for repairs, painting, and purchase furniture to accommodate space within the classrooms. JMS be provided with an additional supervisor for the upcoming year which will support the need for increased supervision, continue to promote positivity on campus, and focus on customer service with our community. With the opening of the new administration building, a centrally located computer will be placed in the front office to support and assist the community with their technology ie. Parent Connect and Parent Square messages. Jurupa Middle School will purchase a Rosetta Stone subscription for parents to support them in desire to learn a language.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	233,114
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,097,259.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	222,960	0.00
Title I Parent Involvement -- 3010 1902	2,898	0.00
Title III LEP -- 4203	7,256	0.00
LCFF Suppl/Conc -- 0707	176,510	0.00
LCFF District -- 500 0707	374,159	0.00
LCFF Sec Int -- 0046	292,061	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID -- 0765	17,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	17,215.00
LCFF District -- 500 0707	374,159.00
LCFF Sec Int -- 0046	292,061.00
LCFF Suppl/Conc -- 0707	176,510.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	222,960.00
Title I Parent Involvement -- 3010 1902	2,898.00
Title III LEP -- 4203	7,256.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	717,590.00
2000-2999: Classified Personnel Salaries	273,176.00
4000-4999: Books And Supplies	47,139.00
5000-5999: Services And Other Operating Expenditures	44,579.00
5700-5799: Transfers Of Direct Costs	2,275.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	600.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	7,115.00
4000-4999: Books And Supplies	LCFF AVID – 0765	500.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF AVID – 0765	6,500.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	286,880.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	87,279.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	292,061.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	42,699.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	90,284.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	14,026.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	29,501.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	95,350.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	87,775.00
4000-4999: Books And Supplies	Title I Basic -- 3010	19,657.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	12,578.00

5700-5799: Transfers Of Direct Costs	Title I Basic -- 3010	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	6,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	723.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,500.00
5700-5799: Transfers Of Direct Costs	Title I Parent Involvement -- 3010 1902	675.00
4000-4999: Books And Supplies	Title III LEP -- 4203	7,256.00

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
Monika Montiel Turner	Principal
Jaimie Piper (Alternate)	Parent or Community Member
Karina Navarro	Parent or Community Member
Emilee Fox	Parent or Community Member
Amanda Zamora	Parent or Community Member
Melissa Bope	Classroom Teacher
Jose Ramirez	Classroom Teacher
Pen Fawaz	Classroom Teacher
Erika Villa	Secondary Student
Selma Centeno (Alternate)	Secondary Student
Karlee Piper	Secondary Student
Ariel Connell	Secondary Student
Nora Hopkins-Scharphorn	Other School Staff

Jeri-lyn Cumiskey

Classroom Teacher

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

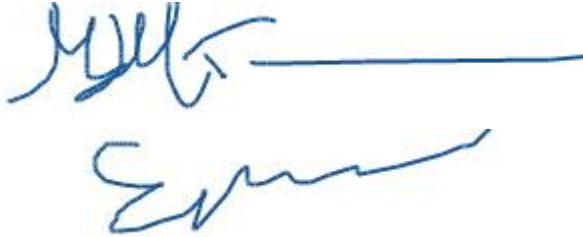
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5.16.22.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for the Principal, Monika Montiel-Turner, and the bottom signature is for the SSC Chairperson, Emilee Fox. Both signatures are followed by a horizontal line indicating the signature line.

Principal, Monika Montiel-Turner on 5.16.22

SSC Chairperson, Emilee Fox on 5.16.22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed 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.

Goal

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

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program