

School Year:

2023-24



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

Debra Sigala

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 18, 2023

Local Board Approval Date

June 26, 2023

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 fosters an equitable and inclusive school culture where students are able to thrive academically and socially within a positive and safe school environment..

Vision Statement:

Jurupa Middle School connects today's students to tomorrow's opportunities through collaboration and inclusion; building relationships, expanding leadership capacity, while providing an exceptional and equitable education to all students.

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.

SPSA Highlights

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

Key features of this year's SPSA are a detailed review of student performance data, planned improvements, and an annual review of the school's three LCAP goals: career and college readiness; safe, orderly, and inviting learning environment, and parent, student, and community engagement. Jurupa Middle will focus on preparing students for college and career readiness with the implementation of a new elective, college and career exploration in Advisory, LTEL students supported in AVID, and use of iXL to formatively assess students. Teachers and ASB will increase social emotional support and connectedness through Advisory

lessons, increase clubs offered, increase student events, and rewards for students representing PRIDE on campus. Promote these students on JMSTV and with parent events on campus to improve participation and engagement.

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

In the 2022-2023 school there was a decrease in the D and F that were given from the beginning of the school year to the 4th progress report . We also had a one percent increase in student scoring proficient or advanced from the year before. Also we had 42% of students feeling happy with the school as well as 44% of JMS students feeling connected to the school.

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

Our greatest areas of need are to decrease our chronic absenteeism rate as well as our suspension rates, for all subgroups but especially with our English learners and Students with Special needs. We also need to work on our Math and English language arts scores for the CAASPP. Jurupa Middle still needs to work on students feeling connected and happy at school.

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

CAASPP performance in ELA had two student groups with a performance gap: Students with Disabilities and English Learners who scored very low. Suspension rate also show that Students with Disabilities and English Learners were High and very high.

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

Additional Targeted Support and Improvement

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

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.

Educational Partner 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.

Resource Inequities

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

Jurupa Middle school has inequity in its Suspension rate and the following is the plan on how it shall be addressed:

Two subgroups we will be working with English Learners and Students with Special Needs:

We will have our EL/SPED counselor trained in Restorative Practices as well as the SMAA and AP

We will have a suspension committee (Admin, counselor, case carrier and gen. ed teacher) for students with a disability who can recommend other means of correction before suspension.

Training for teacher to implement behavior goals and Behavior support plans.

Provide incentive for those students who improve and make good choices in the classroom and on campus.

The next inequity to be addressed in academics in math and English Language Arts again in both subgroups of English Learners and Students with Disabilities

Provide students an opportunity to practice CAASPP

Train teachers to administer the practice CAASPP using designated supports

Hold Parent meeting about the upcoming CAASPP testing and provide parents with helpful resources

Provide students opportunities to take the FIAB and IAB

Provide extended Extended Learning opportunities for ELS and SPED students specifically

All teachers will be trained in QTEL (Quality teaching for English Language Learners) through WestEd

Train teacher in Ellevation and its resources available in the classroom

We will be adding more reading support for SPED and ELs into the master schedule

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

Conclusions based on this data:

1. Jurupa Middle's enrollment has declined over the last two years in 7th grade.
2. Jurupa Middle 8th grade enrollement has not had the same kind of decline as 7th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	293	261	255	23.00%	21.1%	22.3%
Fluent English Proficient (FEP)	375	384	343	29.40%	31.0%	30.0%
Reclassified Fluent English Proficient (RFEP)	15			5.1%		

Conclusions based on this data:

1. English Learner enrollment has decreased over the last three years.
2. Fluent English Proficient has stayed steady.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA		
Grade 7	649	587		0	582		0	581		0.0	99.1	
Grade 8	631	642		0	633		0	633		0.0	98.6	
Grade 11	NA			NA			NA			NA		
All Grades	1280	1229		0	1215		0	1214		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA			NA		
Grade 7	0	2514.0		0	9.12		0	26.16		0	30.12		0	34.60	
Grade 8	0	2539.0		0	10.27		0	31.60		0	28.28		0	29.86	
Grade 11	NA			NA			NA			NA			NA		
All Grades	N/A	N/A	N/A	0	9.72		0	29.00		0	29.16		0	32.13	

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

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

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

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

Conclusions based on this data:

1. In the 21-22 school year more students took the CAASPP than the year prior.
2. 7th and 8th grade both had a significant percentage of not meeting the standard.
3. Overall 8th grade seemed to score better than 7th grade.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA		
Grade 7	649	587		0	579		0	579		0.0	98.6	
Grade 8	631	642		0	633		0	632		0.0	98.6	
Grade 11	NA			NA			NA			NA		
All Grades	1280	1229		0	1212		0	1211		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA			NA			NA			NA			NA		
Grade 4	NA			NA			NA			NA			NA		
Grade 5	NA			NA			NA			NA			NA		
Grade 6	NA			NA			NA			NA			NA		
Grade 7	NA	2469.7		0	6.22		0	11.40		0	26.60		0	55.79	
Grade 8	NA	2486.3		0	6.33		0	10.92		0	25.00		0	57.75	
Grade 11	NA			NA			NA			NA			NA		
All Grades	N/A	N/A	N/A	0	6.28		0	11.15		0	25.76		0	56.81	

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

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

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

Conclusions based on this data:

1. In 21-22 we had more students take the CAASPP than the year prior.
2. A little more than half of both 7th and 8th grade are not meeting the standard in math.
3. 7th grade is testing slightly better than 8th grade.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA		
1	NA			NA			NA			NA		
2	NA			NA			NA			NA		
3	NA			NA			NA			NA		
4	NA			NA			NA			NA		
5	NA			NA			NA			NA		
6	NA			NA			NA			NA		
7	1527.2	1511.8		1528.7	1508.0		1525.3	1515.0		130	121	
8	1533.5	1527.7		1530.3	1523.7		1536.2	1531.2		133	119	
9	NA			NA			NA			NA		
10	NA			NA			NA			NA		
11	NA			NA			NA			NA		
12	NA			NA			NA			NA		
All Grades	NA			NA			NA			263	240	

**Overall Language
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA			NA		
1	NA			NA			NA			NA			NA		
2	NA			NA			NA			NA			NA		
3	NA			NA			NA			NA			NA		
4	NA			NA			NA			NA			NA		
5	NA			NA			NA			NA			NA		
6	NA			NA			NA			NA			NA		
7	16.67	7.44		33.33	26.45		34.17	45.45		15.83	20.66		120	121	
8	9.17	10.17		38.33	33.05		38.33	39.83		14.17	16.95		120	118	
9	NA			NA			NA			NA			NA		
10	NA			NA			NA			NA			NA		
11	NA			NA			NA			NA			NA		
12	NA			NA			NA			NA			NA		
All Grades	12.92	8.79		35.83	29.71		36.25	42.68		15.00	18.83		240	239	

**Oral Language
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA			NA		
1	NA			NA			NA			NA			NA		
2	NA			NA			NA			NA			NA		
3	NA			NA			NA			NA			NA		
4	NA			NA			NA			NA			NA		
5	NA			NA			NA			NA			NA		
6	NA			NA			NA			NA			NA		
7	25.83	19.83		44.17	39.67		21.67	28.10		8.33	12.40		120	121	
8	19.17	22.88		42.50	38.98		26.67	28.81		11.67	9.32		120	118	
9	NA			NA			NA			NA			NA		
10	NA			NA			NA			NA			NA		
11	NA			NA			NA			NA			NA		
12	NA			NA			NA			NA			NA		
All Grades	22.50	21.34		43.33	39.33		24.17	28.45		10.00	10.88		240	239	

**Written Language
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	NA			NA			NA			NA			NA		
1	NA			NA			NA			NA			NA		
2	NA			NA			NA			NA			NA		
3	NA			NA			NA			NA			NA		
4	NA			NA			NA			NA			NA		
5	NA			NA			NA			NA			NA		
6	NA			NA			NA			NA			NA		
7	3.33	4.13		26.67	12.40		40.00	44.63		30.00	38.84		120	121	
8	4.17	3.39		24.17	24.58		45.00	42.37		26.67	29.66		120	118	
9	NA			NA			NA			NA			NA		
10	NA			NA			NA			NA			NA		
11	NA			NA			NA			NA			NA		
12	NA			NA			NA			NA			NA		
All Grades	3.75	3.77		25.42	18.41		42.50	43.51		28.33	34.31		240	239	

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

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

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

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

Conclusions based on this data:

1. Less students tested for ELPAC in 21-22 than the year prior could be due to declining enrollment.
2. The average of students testing in level 4 remained almost exactly the same.
3. there was a significant jump fo students testing at the beginning level in the listening domain.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,237	69.8	21.1	0.5
Total Number of Students enrolled in Jurupa Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	261	21.1
Foster Youth	6	0.5
Homeless	4	0.3
Socioeconomically Disadvantaged	864	69.8
Students with Disabilities	157	12.7

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	23	1.9
American Indian	2	0.2
Asian	16	1.3

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	5	0.4
Hispanic	1,071	86.6
Two or More Races	5	0.4
Pacific Islander	3	0.2
White	102	8.2

Conclusions based on this data:

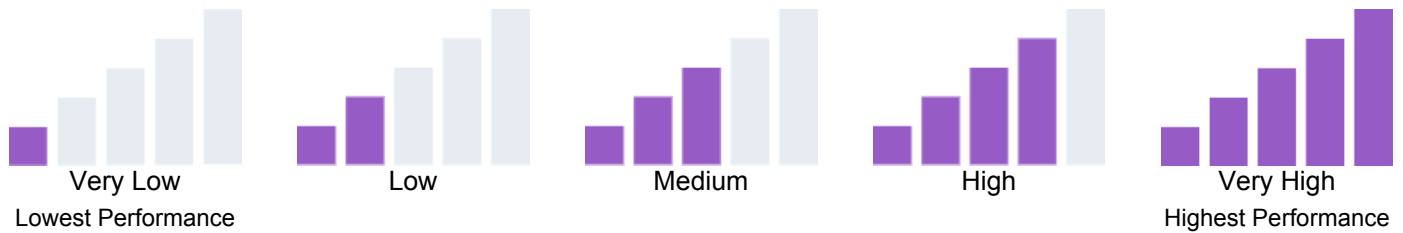
1. JMS continues to have a significantly high hispanic population.
2. JMS has a high socioeconomically disadvantage population.
3. JMS also has a significant students with disabilities and English Learner population.

School and Student Performance Data

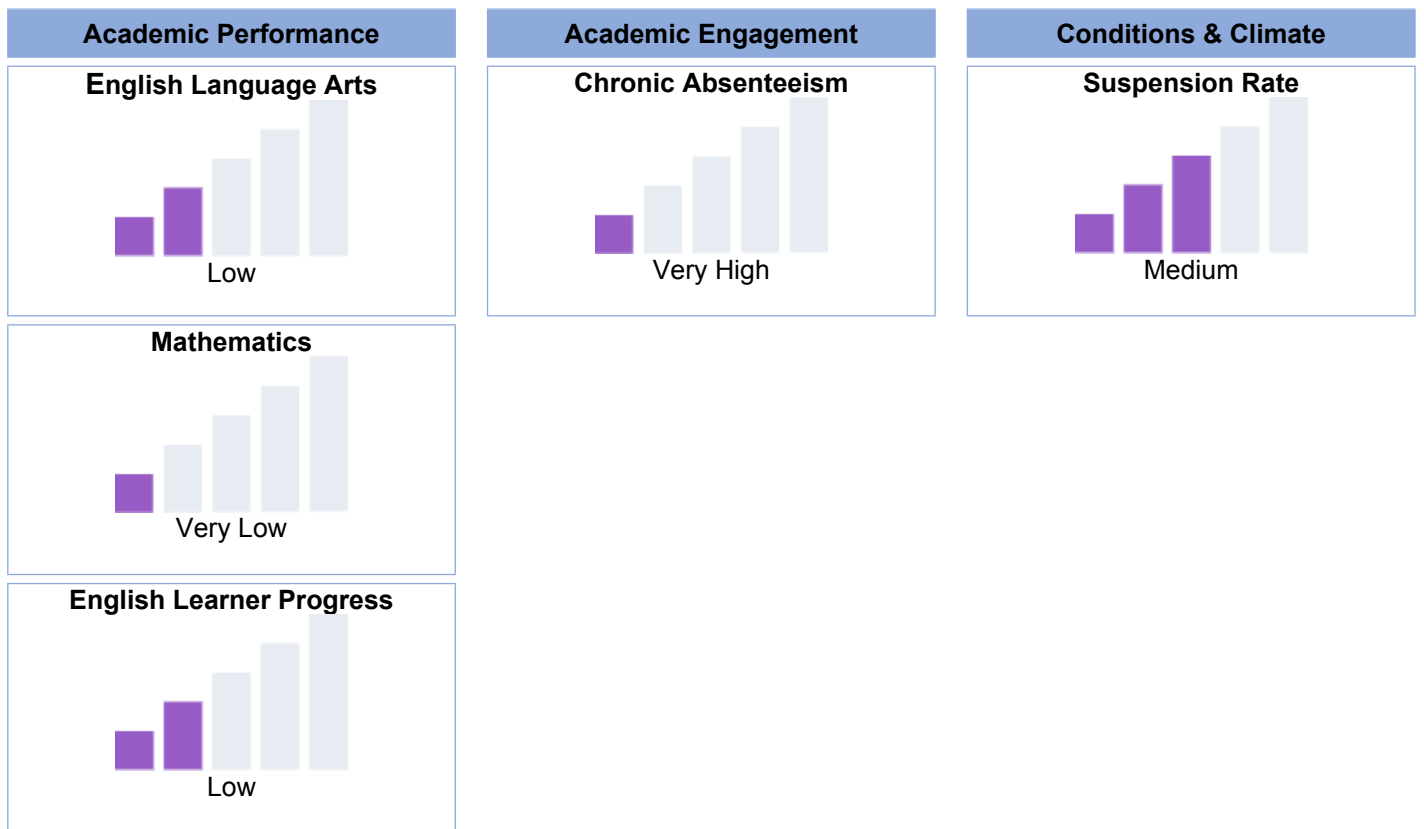
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

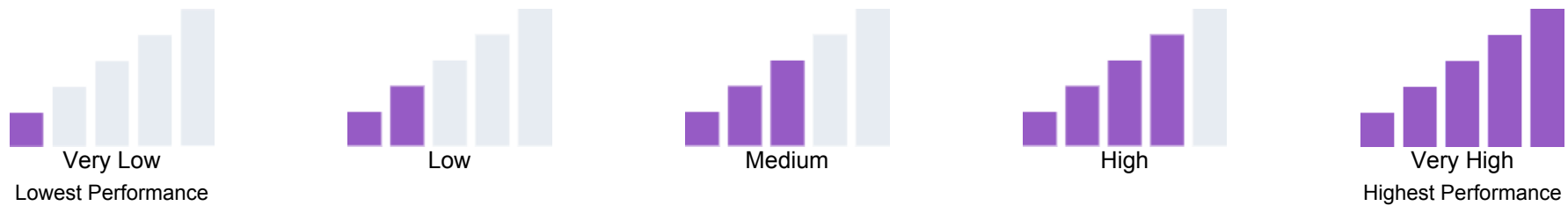
1. Students are scoring low and very low in math and English Language Arts.
2. Chronic absenteeism is high.
3. English learner progress is low.

School and Student Performance Data

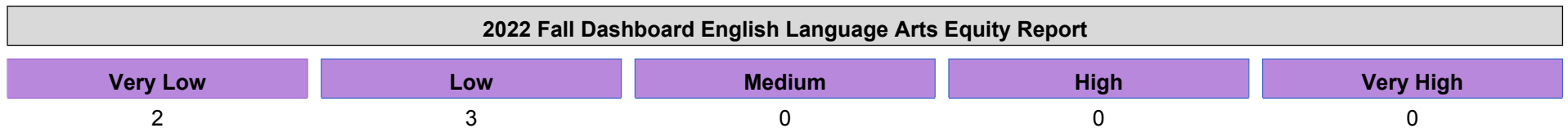
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

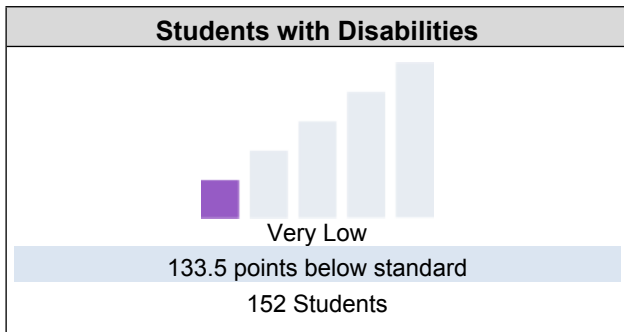
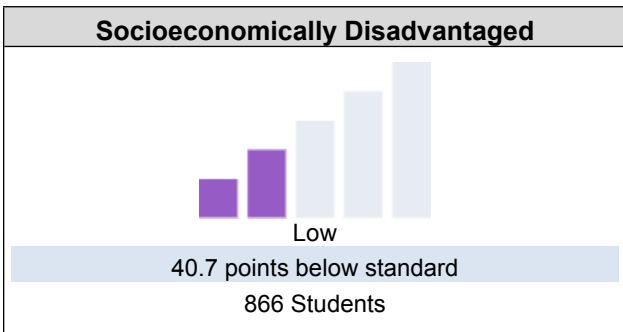
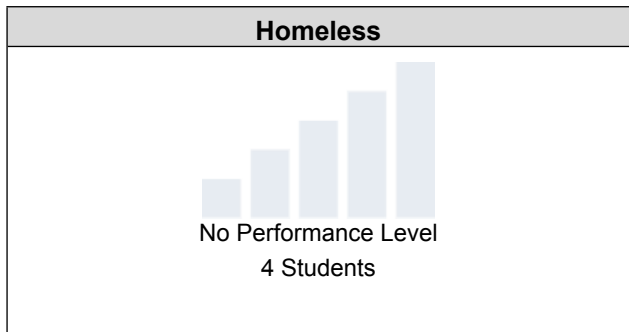
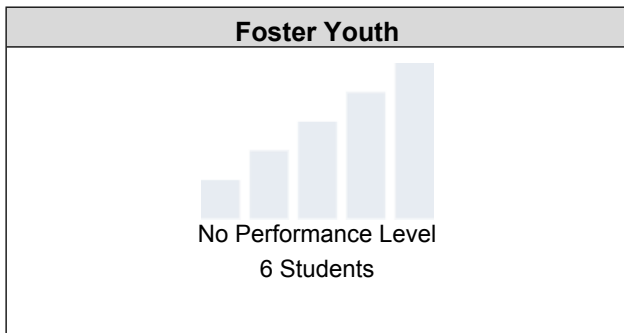
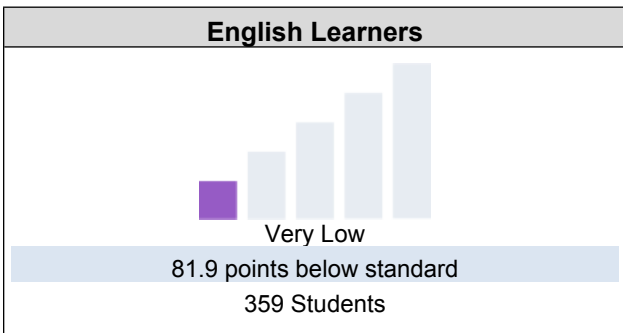
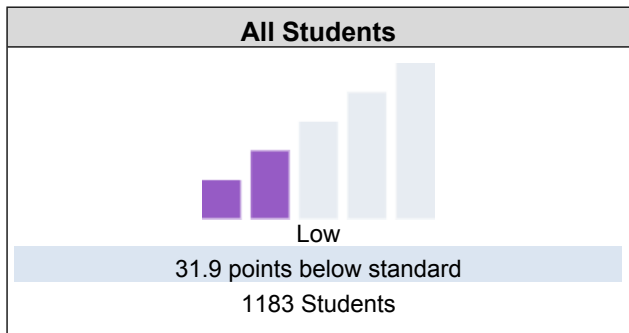


This section provides number of student groups in each level.

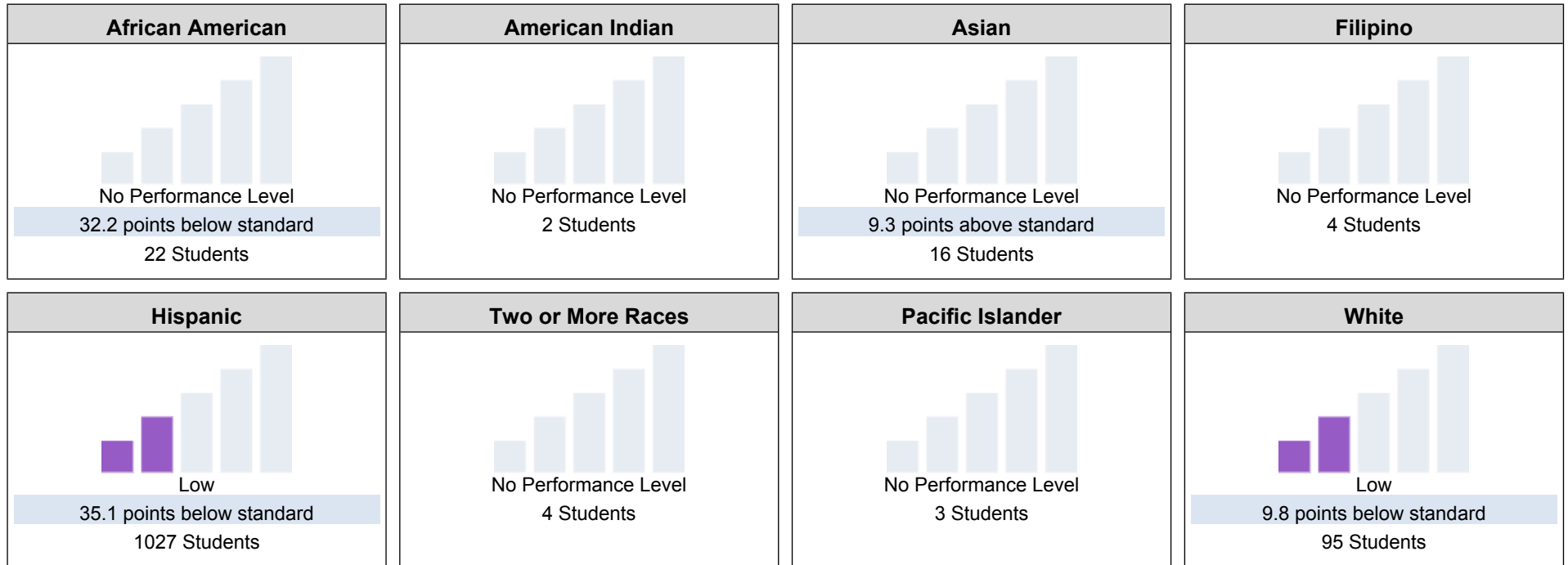


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.5 points below standard 225 Students	13.8 points below standard 134 Students	24.2 points below standard 562 Students

Conclusions based on this data:

- English Learners are scoring very low in ELA.
- Students with disabilities are scoring very low in ELA.

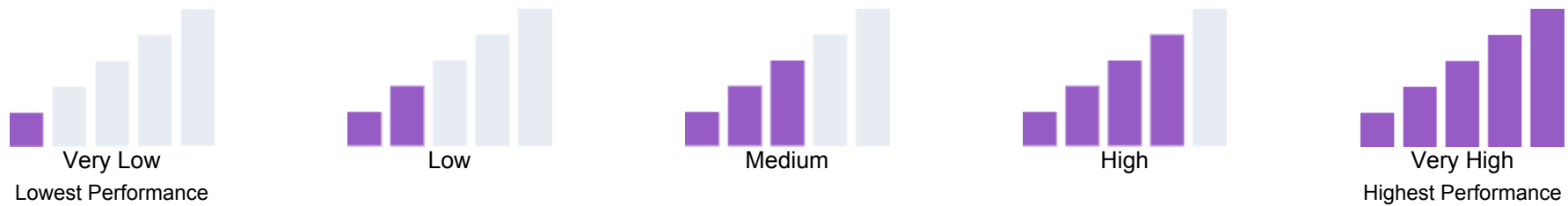
3. overall All students in general score low in ELA..

School and Student Performance Data

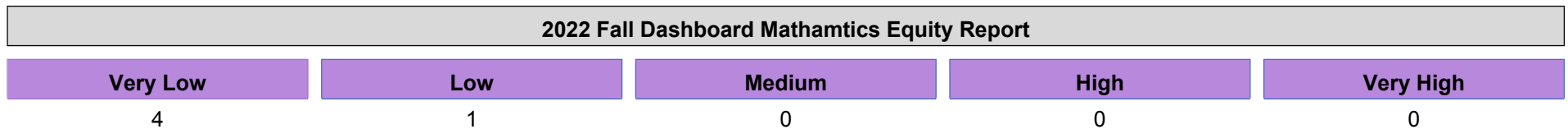
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

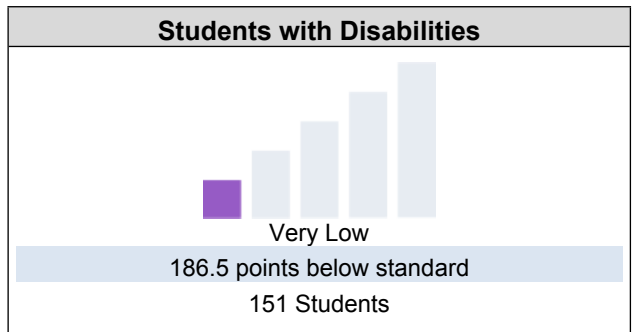
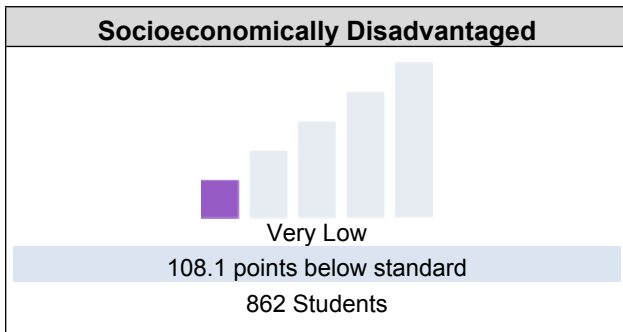
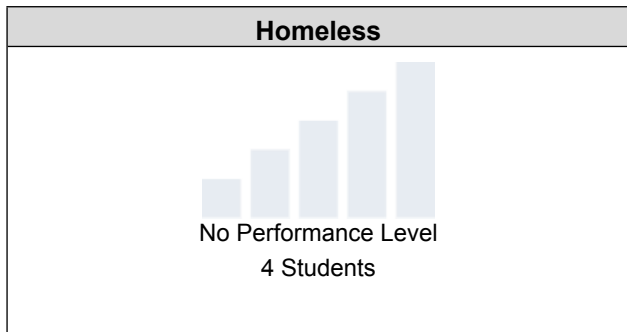
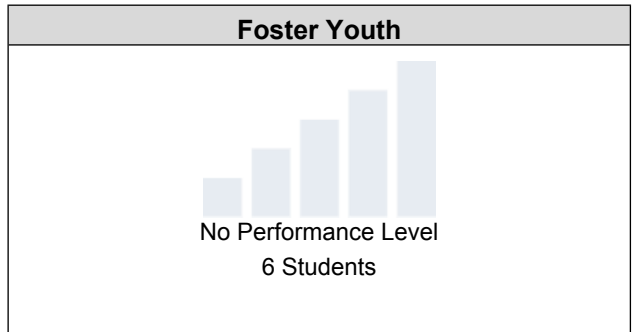
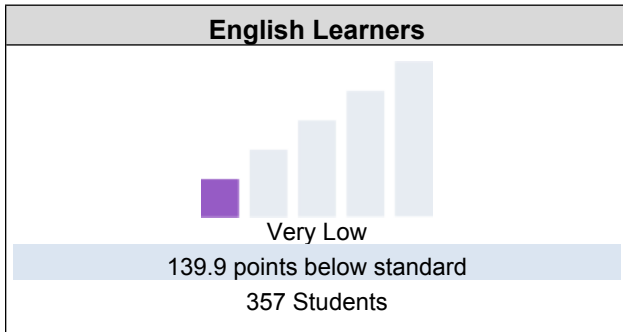
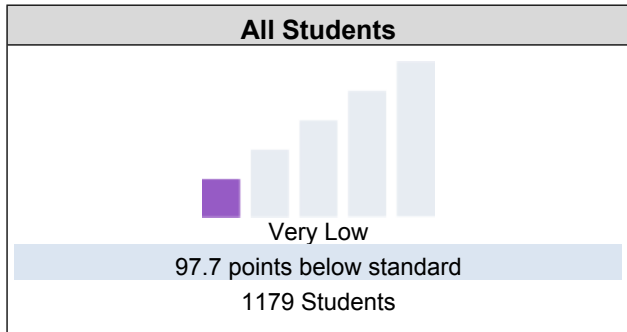


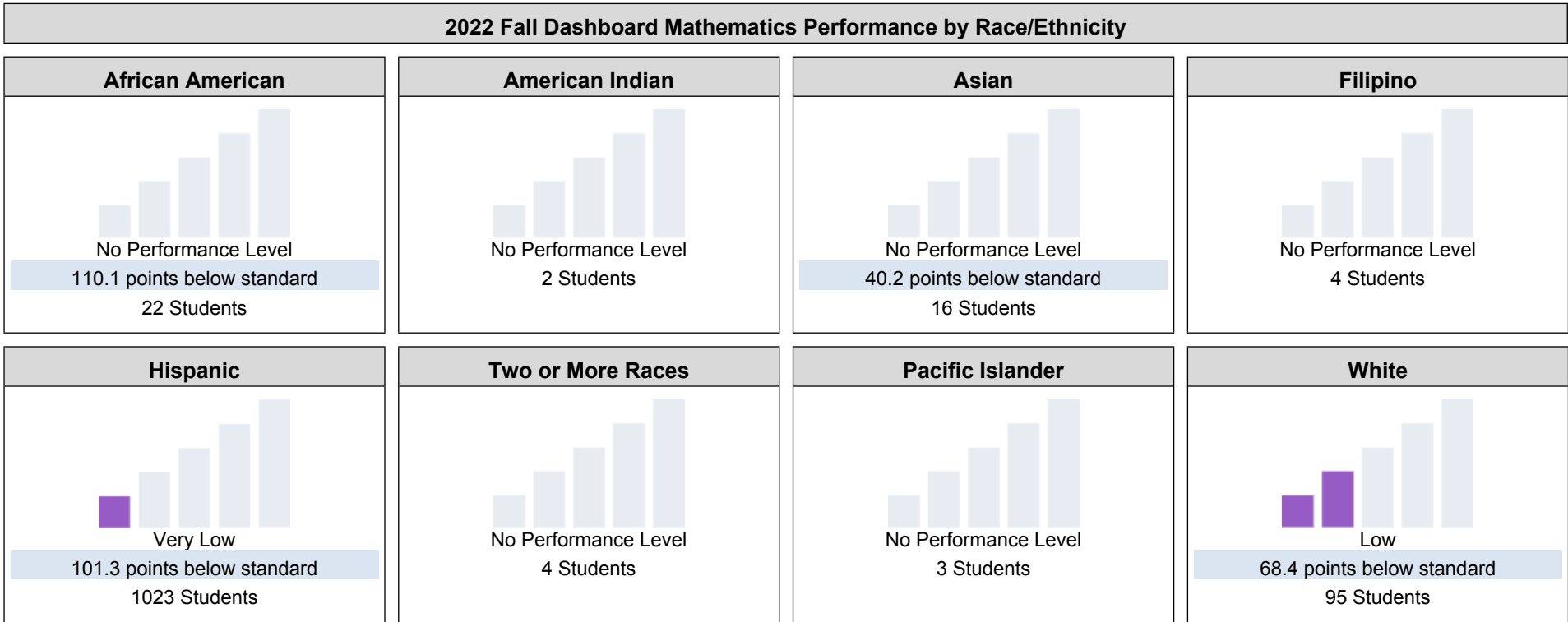
This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group





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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>175.7 points below standard 223 Students</p>	<p>Reclassified English Learners</p> <p>80.4 points below standard 134 Students</p>	<p>English Only</p> <p>91.1 points below standard 562 Students</p>

Conclusions based on this data:

- EL are scoring very low.
- Students with disabilities are scoring very low.

3. overall all students are scoring very low.

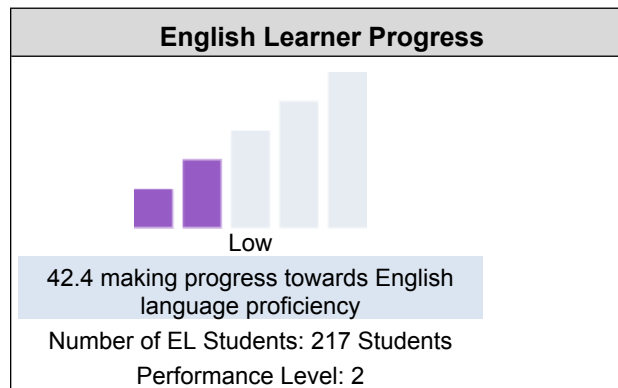
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
25.3%	32.3%	2.3%	40.1%

Conclusions based on this data:

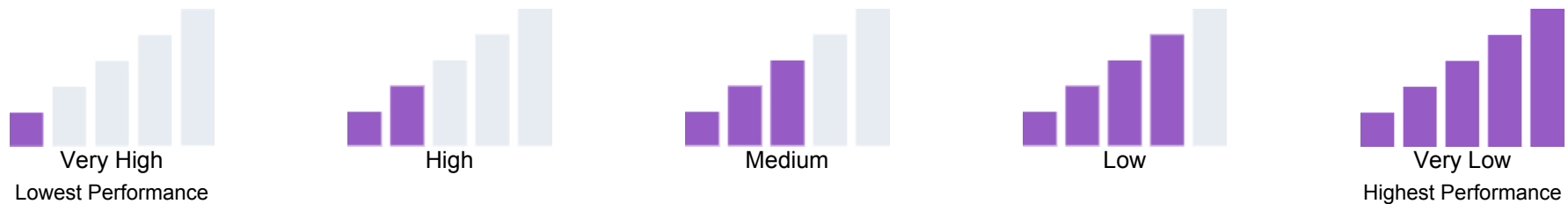
1. Less than half of ELs are making progress towards English language proficiency.
2. a significant number of ELs (25.3%) are decreasing in ELPI levels.

School and Student Performance Data

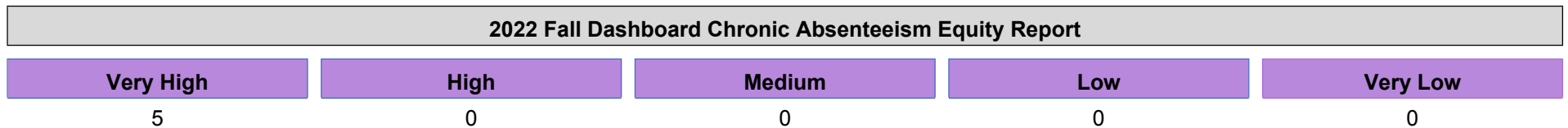
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

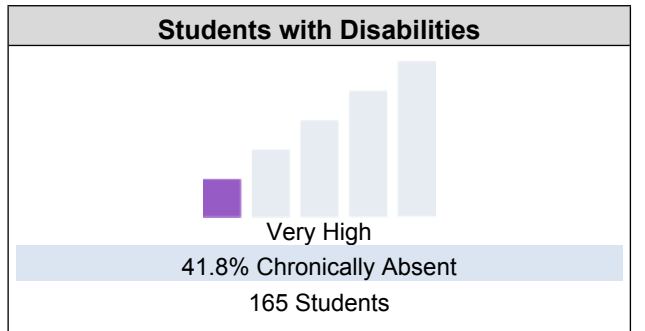
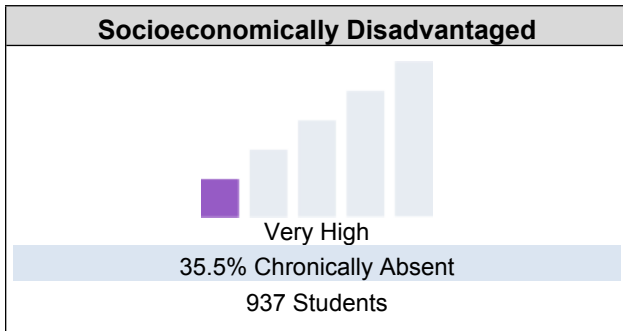
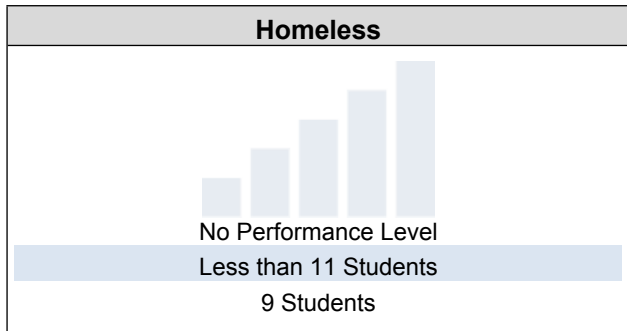
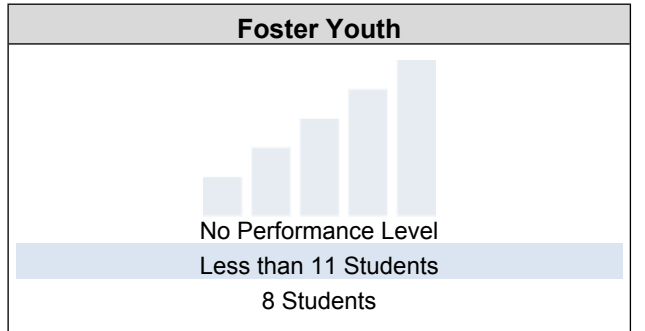
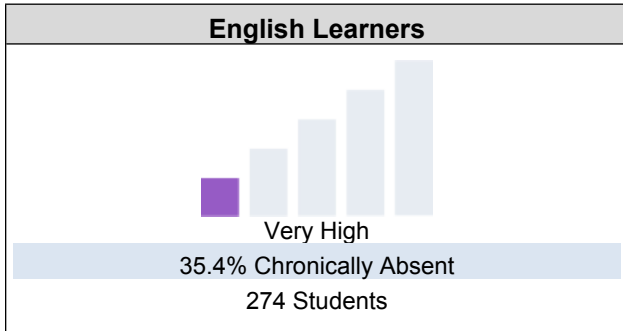
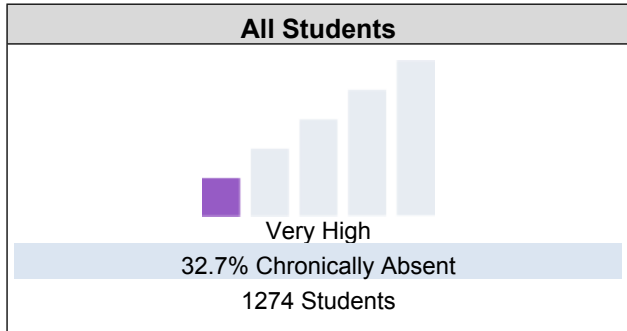


This section provides number of student groups in each level.

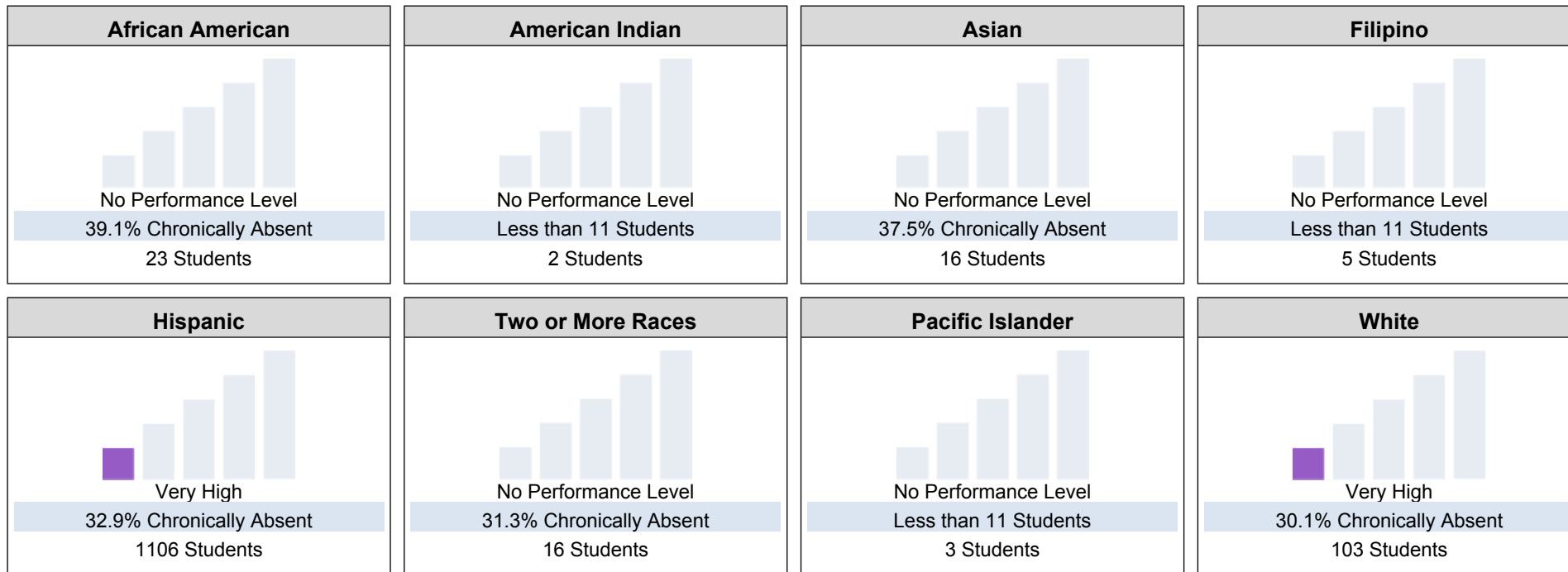


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

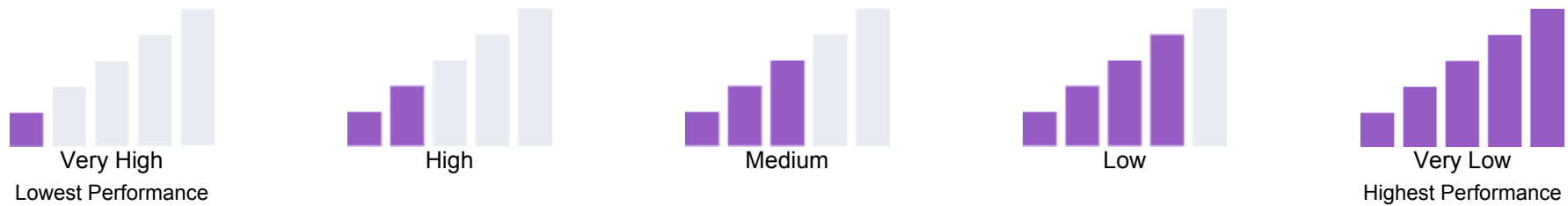
1. Students with disabilities have very high chronic absenteeism.
2. English Learners have very high chronic absenteeism
3. Over all students have very high chronic absenteeism

School and Student Performance Data

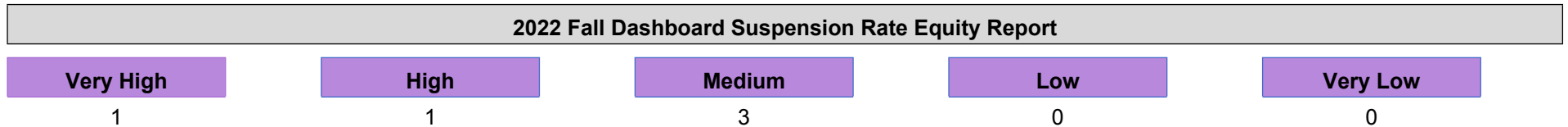
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

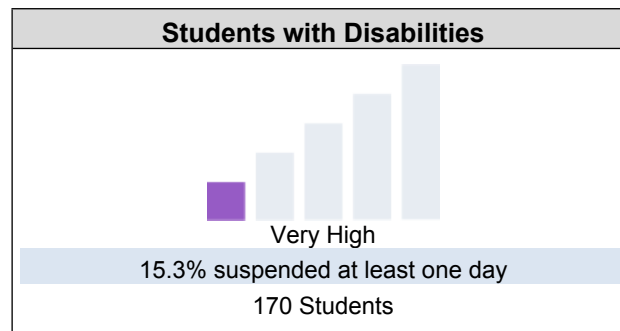
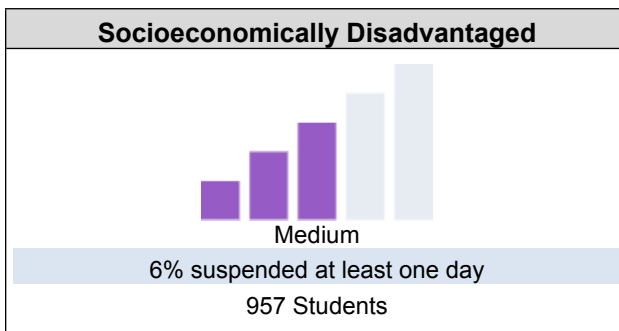
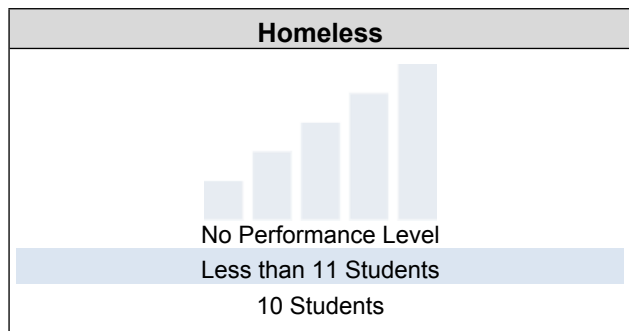
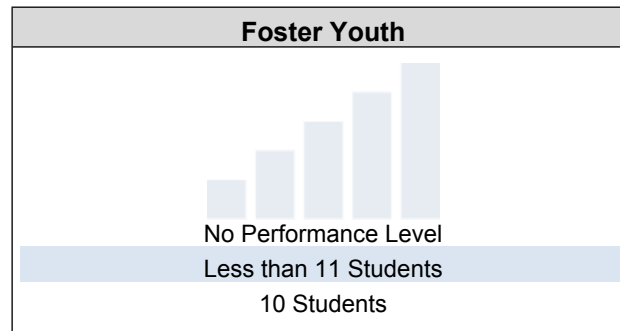
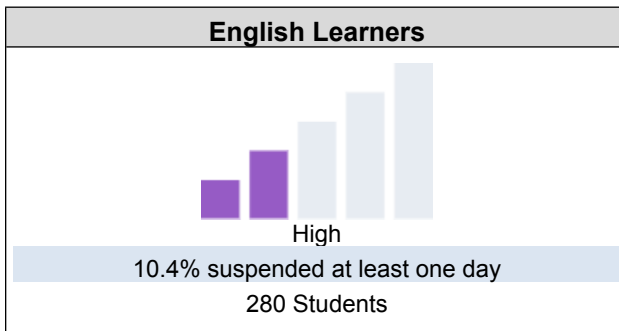
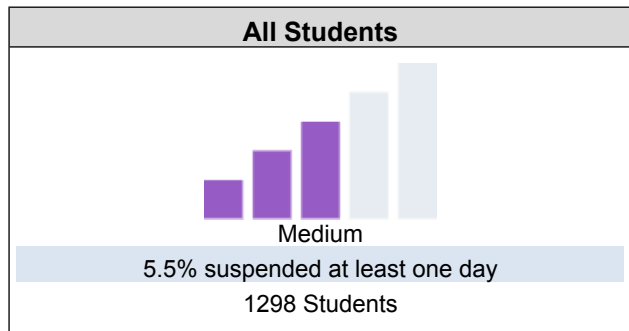


This section provides number of student groups in each level.

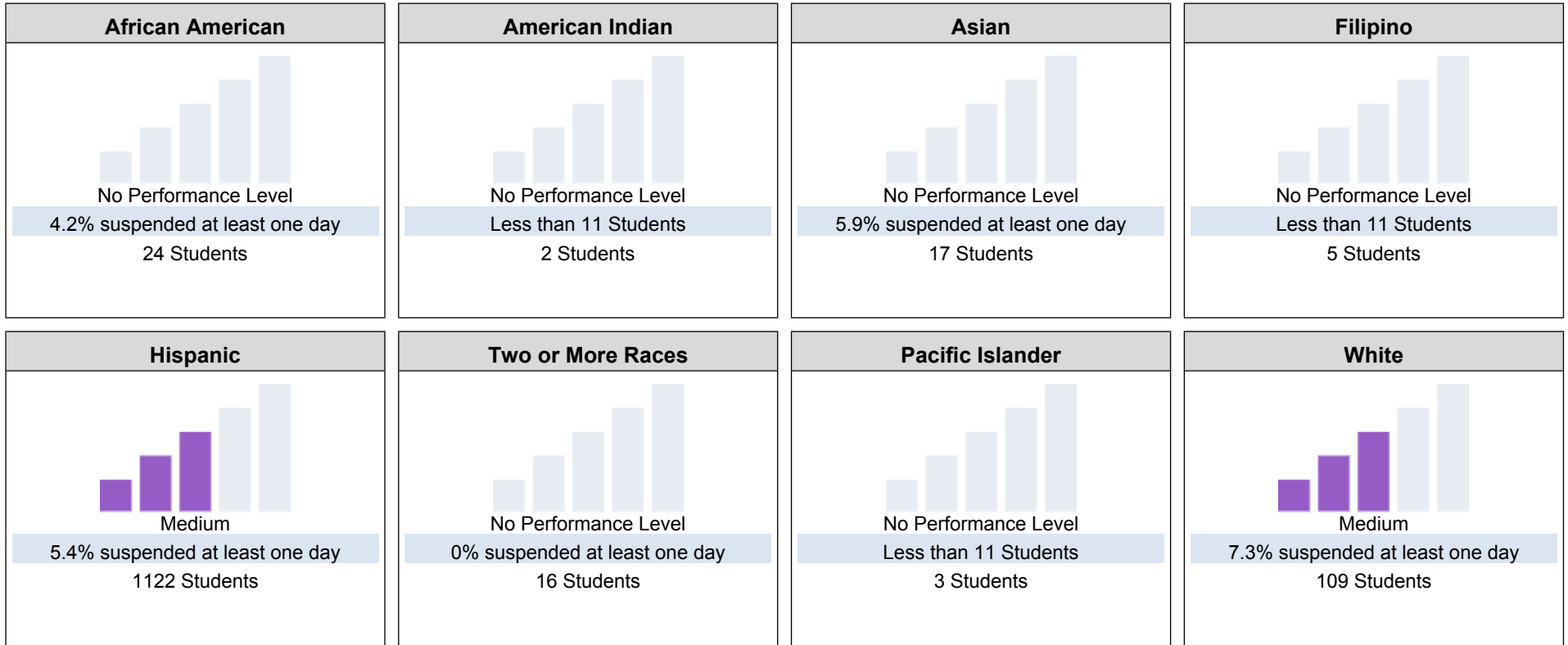


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. English learners have high suspension rate.
2. Students with disabilities have high suspension rate.

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 2023-2024 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 need it. We will increase our offerings of Read180/ System 44 to help with students lexile score and overall reading needs. Jurupa Middle School gathered input from educational partners during School Site Council, ELAC, IEPs, Leadership and department meetings as well as Parent Teacher Conferences. All shared their support for reading as an area of need for our students especially ELs and students with disabilities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Level1 -Not met 32.13% Level 2- Nearly met 29.16% Level 3- Standard met 29.00% Level 4- Standard exceeded 9.72%</p> <p>Students overall are performing 31.9 points below standard English Learners 81.9 points below standard Students with Disabilities 133.5 points below standard</p>	<p>In the 2023-2024 school year we would like to see a 5 percent increase in students who have met the standard and a five percent decrease in student who did not meet the standard.</p> <p>Level1 -Not met 32.13% Level 2- Nearly met 29.16% Level 3- Standard met 29.00% Level 4- Standard exceeded 9.72%</p> <p>Students overall are performing 31.9 points below standard English Learners 81.9 points below standard Students with Disabilities 133.5 points below standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Level1 -Not met 56.81% Level 2- Nearly met 25.76% Level 3- Standard met 11.15% Level 4- Standard exceeded 6.28%</p> <p>Students overall are performing 97.7 points below standard English Learners: 139.9 points below standard Students with Disabilities: 186.5 points below standard Hispanic: 101.3 points below standard Socioeconomically Disadvantaged: 108.1 points below standard</p>	<p>In the 2023-2024 school year we would like to see a 5 percent increase in students who have met the standard and a ten percent decrease in student who did not meet the standard.</p> <p>Level1 -Not met 56.81% Level 2- Nearly met 25.76% Level 3- Standard met 11.15% Level 4- Standard exceeded 6.28%</p> <p>Students overall are performing 97.7 points below standard English Learners: 139.9 points below standard Students with Disabilities: 186.5 points below standard Hispanic: 101.3 points below standard Socioeconomically Disadvantaged: 108.1 points below standard</p>
<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>Actual Proficiency scores 22-23</p> <p>Level 1- 18.83% Level 2- 42.68% Level 3- 29.71% Level 4- 8.79%</p>	<p>In the 2023-2024 school year we would like to see and increase of 5 percent to moderately developed level 3 and a decrease of 3 percent to level one of minimally developed.</p> <p>Actual Proficiency scores 22-23</p> <p>Level 1- 18.83% Level 2- 42.68% Level 3- 29.71% Level 4- 8.79%</p>
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>Actual 2022-2023 Reclassification</p> <p>17 Reclassified 255 RFEP</p>	<p>In the 2023-2024 we would like to see a growth of at least 10 students reclassified from 25 to 35.</p> <p>In the 2022-2023 reclassification of students will result in: 25 Reclassified 251 Fluent-English proficient</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8. Other Student Outcome - D/F rate in core content areas	<p>Actual 22-23 D & F Sem 1: Sem 2 Progress 4: D- 68.4 % D- 42.4% F- 36.6% F- 26% Overall the D and F percentage increased from last school year.</p>	<p>In the 2023-2024 would like to continue to see a decrease in Ds and Fs by at least 10%</p> <p>Actual 22-23 D & F Sem 1: Sem 2 Progress 4: D- 68.4 % D- 42.4% F- 36.6% F- 26% Overall the D and F percentage increased from last school year.</p>
P8. MDTP Math - Spring 2021	<p>485 eighth graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 34.43% of 8th graders showed no mastery of these mathematical concepts 24.74% of 8th graders showed mastery in one of these mathematical concepts 18.14% of 8th graders showed mastery in two of these mathematical concepts 8.45% of 8th graders showed mastery in three of these mathematical concepts 4.33% of 8th graders showed mastery in four of these mathematical concepts 6.19% of 8th graders showed mastery in five of these mathematical concepts 1.65% of 8th graders showed mastery in six of these mathematical concepts 1.44% of 8th graders showed mastery in all seven of these mathematical concepts</p>	<p>In the 2023- 2024 we would like to see an increase of at least 5 percent in each mathematical concept.</p> <p>485 eighth graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 34.43% of 8th graders showed no mastery of these mathematical concepts 24.74% of 8th graders showed mastery in one of these mathematical concepts 18.14% of 8th graders showed mastery in two of these mathematical concepts 8.45% of 8th graders showed mastery in three of these mathematical concepts 4.33% of 8th graders showed mastery in four of these mathematical concepts 6.19% of 8th graders showed mastery in five of these mathematical concepts 1.65% of 8th graders showed mastery in six of these mathematical concepts 1.44% of 8th graders showed mastery in all seven of these mathematical concepts</p>
P8. HMH Reading Inventory for ELA - Spring 2021	<p>Actual 2022-2023</p> <p>Below Basic: 29% Basic: 31% Proficient: 21% Advanced: 19%</p>	<p>In the 2023-2024 school year we would like to see an increase of at least 5 percent in out students who are proficient and a decrease of 5 percent of those scoring below basic.</p> <p>Actual 2022-2023</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Below Basic: 29% Basic: 31% Proficient: 21% Advanced: 19%

Planned Strategies/Activities

Action 1.1

1.1 CCSS IMPLEMENTATION

	<input checked="" type="checkbox"/> 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 assessment data, pacing guides etc.. to strategically plan interventions and effective instructional practices to improve student achievement.</p> <p>B. Implement the Common Core standards appropriate for standards-based instruction including double block schedules, new textbook adoptions 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> <p>F. Continue the implementation of effective strategies, instructional, formative and common summative assessment in all content areas on a consistent basis with supplies and resources.</p>	<input checked="" type="checkbox"/> All Students	Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,000.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000.00 CCSS Books and Novels 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000 Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9800 Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries

- G. Visual and Performing Arts (VAPA) musical supplies and instruments, competition fees, (including a band tutor for drum line and for other VAPA classes that may need it); site-based VAPA enrichment, supplementary art supplies, and choir support as well as support for new VAPA electives.
- H. Identify and schedule subgroups (ELs, and SPED) in appropriate class to support academic and/or 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.

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 Technician Salary
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$61917

Action 1.2

1.2 INTERVENTION

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Continue the implementation of the READ 180 Intervention program to improve reading and writing for identified students increase section to include SPED.	<u>X</u> All Students	Intervention Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$302704
B. Implement reading program for English Language Learners and student with special needs.	<u>X</u> Other student group(s) SPED and ELs	(2) Counselors Salaries 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$327734
C. Continue to implement the Common Core standards and implement and follow pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.		(1) Counselor Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010
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 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/or lunch-time teacher tutoring will be provided for students who are in need including SPED and ELs along with other students in need of extra support.

\$105596

(1) Counselor Salary
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$35199

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
LCFF Suppl/Conc -- 0707
\$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

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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- A. Provide additional time during the instructional day to implement ELD 1 and 2 standards-based instruction and interventions using adopted materials.
- B. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multilevel, homogeneous), include PD support for these strategies in the classroom.
- C. Provide access to technology and curriculum to enhance and improve teaching and learning aimed at English learners (ex. iXL, Language Launch, Novels etc...).
- D. English learner advancement recognition by awarding ELs who have met the rigorous criteria to be reclassified from limited to proficient in English.
- E. Bilingual Language Tutors will continue to provide increased primary intervention and language support in the classroom and will support inclusive practices.
- F. Provide certificated teacher and classified person to support with assessments.
- G. Implement reading and language program that meets ELA and ELD standards to support grade level standards and improve literacy.
- H. Provide library books for all languages represented at JMS.
- I. Visuals and other scaffolding materials to support learning within the core content classes for EL and SPED students.
- J. Content area teachers and or classified staff attend Qtel trainings or other PD to provide high quality instruction for English Learners.

X

Other student group(s) English Learners

(3) Bilingual Language Tutors Salaries
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$21942

(3) Bilingual Language Tutors Salaries
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$65825

Materials and Supplies
4000-4999: Books And Supplies
Title III LEP -- 4203
\$7038

Substitute-Ins. Aid
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2,000.00

Certificated-Subs
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2500.00

Action 1.4

1.5 TECHNOLOGY

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

<p>A. Continue to provide elective classes with a technology focus in order to provide students a well-rounded school experience and find their creative interests.</p> <p>B. Continue to provide technology/STEM-related field trips that will support academic/non-academic classes.</p> <p>C. Provide on-going technical support and upgrades to maintain technology equipment.</p> <p>D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.</p> <p>E. Provide classified hourly to assist with the supervision of students during technology-based testing.</p>	<p>X All Students</p>	<p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6585</p> <p>Print 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Technology Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2,200.00</p> <p>Tech Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,200</p>
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Action 1.5

1.6 AVID

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Continue the implementation of the AVID program with increasing AVID sections as budget and scheduling allow.</p> <p>B. Use and implement use of AVID strategies school-wide where applicable, such as Focused note-taking, inquiry, and summarizing.</p> <p>C. Increase awareness of college and career opportunities for all students through school activities, Advisory, AVID, GATE, EL, and parent/guardian meetings.</p> <p>D. Continue to recruit and recommend to place qualified students in the AVID Program.</p> <p>E. Ensure resources, professional development and supplies to support AVID and supports necessary to grow the AVID program.</p>	<p>X All Students</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$7,115.00</p> <p>AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$600.00</p> <p>AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500.00</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765</p>

F. Provide funds for activities and supplies for social emotional bonding within the classes for students.

G. Provide transportation for AVID field trips that support college and career readiness.

\$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 2023-2024 school year: the use of Second Step will be used as a resource for Social Emotional Learning (SEL) curriculum in Advisory, provide Saturday school opportunities, educational assemblies as well as bullying and social emotional assemblies. , increase incentives for students with improved attendance, and improved positive outlook on campus. Restorative practices will be used to decrease the suspension rate, chronic absenteeism, and target the attendance gap reflected with students with special needs. Suspension rates for sub-groups is will be a focus to decrease in the coming school year especially for student with Special needs and ELs. 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.

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% English Learner: 15.25%	In the 2023-2024 school year we would like to see a decrease in overall suspension of at least 1 percent. We would like to see a decrease of a least 2 percent in suspensions for the sub catagories of ELs and SPED . 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Foster: 40% Free/Reduced Meal: 8.88% SPED-DIS: 18.75% SPED-PAS: 25% SPED-RSP: 28.32% SPED-SE: 56.41%	Black/African America 3.7% Hispanic/Latino: 7.9% Vietnamese: 20% White: 15.6% Female: 4.33% Male: 11.93% 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%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Data Quest Chronic Absenteeism =37%	In the 2023-2024 we would like to see our chronic absenteeism rate drop by 3 percent. Data Quest Chronic Absenteeism =37%
P6: Survey of pupils, parents, teachers on sense of safety	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%	In the 2023-2024 school year we would like to see the percentages increase by at least 5 percent. 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	Pupil Expulsion rate: 0.31%	in the 2023-2024 school year we would like to see the expulsion rate decrease by .1 percent. Pupil Expulsion rate: 0.31%
P5: School Attendance Rates (Semester 1 Q SIS)	ADA Semester 1 Percentage: 92.3% attendance Category Grade Actual % Enrollment Regular 7 91.54% Regular 8 90.95%	In the 2023-2024 school year we would like to see an increase of at least 2% in our attendance rates. ADA Semester 1 Percentage: 92.3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Special Education 7/8 89.31% Average days absent 17.4 excused absences 38.95 and unexcused 34.8%	attendance Category Grade Actual % Enrollment Regular 7 91.54% Regular 8 90.95% Special Education 7/8 89.31% Average days absent 17.4 excused absences 38.95 and unexcused 34.8%
P5: Middle School dropout rates	Jurupa Middle School dropout rate- 0.92%	In the 2023-2024 school year we would like to see a drop out rate of ZERO percent. Jurupa Middle School dropout rate- 0.92%
P1: School facilities are maintained in good repair	Jurupa Middle school maintains 100% on the FIT report	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>	<u>X</u> All Students	<p>Health Care Aide Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$31085</p> <p>Material and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3527</p> <p>Behavioral Peer Specialist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

<p>D. Implement Foundations of MTSS and PBIS to address components for the major and minor offense, restorative practices, student rewards and incentives, and using data to monitor progress.</p>	<p>\$32,346</p>
<p>E. Upgrade and/or purchase safety materials, software, and emergency supplies.</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9,101.00</p>
<p>F. Purchase/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.</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>
<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>	<p>Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100.00</p>
<p>H. Use JMSTV and media/journalism to promote positive school culture, inform students about campus "life", and support school expectations and social skills.</p>	<p>Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300.00</p>
<p>I. Provide students with ID card and school planner to support awareness of district and school expectations.</p>	<p>Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p>
<p>J. Purchase incentives, materials, and awards to foster school culture, student connectedness, and support academic/behavior success.</p>	<p>Office and Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,061.00</p>
<p>K. Provide field trips to enhance and promote educational and positive enrichment opportunities that support academic/nonacademic classes</p>	<p>Activity Supervisor Salary (2.75 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21233</p>
<p>L. Develop and implement strategies including PBIS to improve student behavior and expectations school-wide.</p>	
<p>M. Improve campus safety and social emotional support with behavioral health peer specialist</p>	

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. Positive School culture committee has a subcommittee committed to create and offer ways for parents to be involved and feel connected to JMS as a community partner. The following will continue to be used to increase parent engagement: Parenting Program through PICO; having evening events; increase in parent communications; 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	57% responded favorably to the importance of community partnerships	In the 2023-2024 school year we would like to see an increase of at least 10 percent of those who respond favorably. 57% responded favorably to the importance of community partnerships
P5: Survey of Students, Teachers, and Parents on Student Engagement - Parents	71% responded favorably to the importance of focusing on student activities and extracurricular activities.	In the 2023-2024 school year we would like to see an increase of at least 10 percent of those who respond favorably. 71% responded favorably to the importance of focusing on student activities and extracurricular activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Students, Teachers, and Parents on Student Engagement - Teachers	Students are happy with this school 42% agree or strongly agree	In the 2023-2024 school year we would like to see a 15 percent increase of those who agree or strongly agree. Students are happy with this school 42% agree or strongly agree
P5: Survey of Students, Teachers, and Parents on Student Engagement - Students	students feel like they belong 31% responded favorably JMS students feeling of connectedness is 44%	In the 2023-2024 school year we would like to see an increase of 15 percent in both students feeling like they belong and their connectedness to school. students feel like they belong 31% responded favorably JMS students feeling of connectedness is 44%

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 on Panther day, Incoming Panther Night and throughout the school year.</p> <p>B. Provide babysitting, if needed, for parents to attend meetings such as School Site Council, English Language Advisory Council, and evening events for families.</p>	<u>X</u> All Students	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$723.00</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p>

C. Enhance effective two-way communication between the home and the school with regular mailings and Parent Square electronic notifications, peach jar flyers and newsletters prior to the school activity or event.

D. Inform and connect parent/guardians with academic, behavioral, and mental resources to support the whole student and family.

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

F. Provide additional parent translation support for meetings and events, 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, PTO, AASA and DAC.

I. Provide supplies/refreshments/teacher and classified hourly to support and expand parent training and involvement activities and award celebrations.

J. Include parents in events like MVP awards that recognize positive student behavior, attendance, and academic success and offer opportunities to chaperone school activities with proper clearance.

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.

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
\$1748

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
\$2,000.00

Translator Clerk Typist Salary
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$8075

Translator Clerk Typist Salary
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$24225

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>CAASPP scores from 2021-2022 will be reviewed and used to set an expected outcome for the 2022-2023 school year.</p>	<p>Level1 -Not met 32.13% Level 2- Nearly met 29.16% Level 3- Standard met 29.00% Level 4- Standard exceeded 9.72%</p> <p>Students overall are performing 31.9 points below standard English Learners 81.9 points below standard Students with Disabilities 133.5 points below standard</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>CAASPP scores from 2021-2022 will be reviewed and used to set an expected outcome for the 2022-2023 school year.</p>	<p>Level1 -Not met 56.81% Level 2- Nearly met 25.76% Level 3- Standard met 11.15% Level 4- Standard exceeded 6.28%</p> <p>Students overall are performing 97.7 points below standard English Learners: 139.9 points below standard Students with Disabilities: 186.5 points below standard Hispanic: 101.3 points below standard Socioeconomically Disadvantaged: 108.1 points below standard</p>
<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>Proficiency scores for students in 2022-2023 will result in: Level 1 - 12% Level 2 - 35%</p>	<p>Actual Proficiency scores 22-23</p> <p>Level 1- 18.83% Level 2- 42.68%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Level 3 - 37% Level 4 - 15%	Level 3- 29.71% Level 4- 8.79%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	In the 2022-2023 reclassification of students will result in: 25 Reclassified 251 Fluent-English proficient	Actual 2022-2023 Reclassification 17 Reclassified 255 RFEP
P8. Other Student Outcome - D/F rate in core content areas	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%	Actual 22-23 D & F Sem 1: Sem 2 Progress 4: D- 68.4 % D- F- 36.6% F- Overall the D and F percentage increased from last school year.
P8. MDTP Math - Spring 2021	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%	485 eighth graders completed the MDTP for Math. Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP. The results are as follows: 34.43% of 8th graders showed no mastery of these mathematical concepts 24.74% of 8th graders showed mastery in one of these mathematical concepts 18.14% of 8th graders showed mastery in two of these mathematical concepts 8.45% of 8th graders showed mastery in three of these mathematical concepts 4.33% of 8th graders showed mastery in four of these mathematical concepts 6.19% of 8th graders showed mastery in five of these mathematical concepts 1.65% of 8th graders showed mastery in six of these mathematical concepts 1.44% of 8th graders showed mastery in all seven of these mathematical concepts

Metric/Indicator	Expected Outcomes	Actual Outcomes																
P8. HMH Reading Inventory for ELA - Spring 2021	<p>Class sections were increased in the 2021-2022 school year increasing the percent of students meeting proficiency by 4%.</p> <p>School Years : 2022-23 2021-22 2020-22</p> <table border="1"> <tr> <td>Below Basic</td> <td>24%</td> <td>26%</td> <td>29%</td> </tr> <tr> <td>Basic</td> <td>34%</td> <td>32%</td> <td>33%</td> </tr> <tr> <td>Proficient</td> <td>22%</td> <td>24%</td> <td>20%</td> </tr> <tr> <td>Advanced</td> <td>20%</td> <td>18%</td> <td>18%</td> </tr> </table>	Below Basic	24%	26%	29%	Basic	34%	32%	33%	Proficient	22%	24%	20%	Advanced	20%	18%	18%	<p>Actual 2022-2023</p> <p>Below Basic: 29%</p> <p>Basic: 31%</p> <p>Proficient: 21%</p> <p>Advanced: 19%</p>
Below Basic	24%	26%	29%															
Basic	34%	32%	33%															
Proficient	22%	24%	20%															
Advanced	20%	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 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>1.1 CCSS IMPLEMENTATION</p> <p>A. Collaborative days for collaborative days were provided but teams need more PD on data analysis and time for developing Pacing calendars to help student achievement.</p> <p>B. JMS teachers Implement the new Common Core but no longer use Units of study.</p> <p>C. JMS as well as the district has Provided professional development opportunities for CCSS, NGSS, English Language Development and Inclusion.</p> <p>D. Not all teacher use differentiated materials for appropriate subgroups; for example, GATE, EL, Special Education and other subgroups needing support and equitable access to the content with fidelity.</p>	<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 \$9800</p> <p>Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$654</p>	<p>Drum Line Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6000</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$990</p> <p>CCSS Books and Novels 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Collaborative Days (Subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Provide materials, supplies, printing, technology support, and equipment.	E. JMS Provides materials, supplies, printing, technology support, and equipment.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10965	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$33190
F. Continue the implementation of effective strategies, instructional, formative and summative assessment in all content areas on a consistent basis with supplies and resources.	F. JMS Continues the implementation of effective strategies, instructional, formative and summative assessment in all content areas on a consistent basis with supplies and resources.	Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$14,000	Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$24634
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.	G. JMS provides 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.	Library Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$64,611	Library Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$64,611
H. Identify and schedule subgroups in appropriate class to support academic and social emotional needs.	H. JMS continues to Identify and schedule subgroups in appropriate class to support academic and social emotional needs but feel like there is room for improvement with insuring that students with needs are not always grouped together.		
I. Library Media staff to provide textbook management, technology support, research and resource management, and parent access to the library.	I. JMS Library Media staff to provides 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.	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			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>academic achievement, improvement, and interest for students.</p>	<p>K.JMS Continues the Dual Immersion program with a 40/60 model of Spanish and English for identified students , needs collaborative assistance for students in SPED.</p> <p>L. JMS continues to Purchase supplementary and instructional materials/resources for all content areas school-wide to support academic achievement, improvement, and interest for students.</p>		
<p>1.2 INTERVENTION</p> <p>A. Continue the implementation of the READ 180 Intervention program to improve reading and writing for identified students.</p> <p>B. Implement reading program for English Language Learners and student with special needs.</p> <p>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.</p> <p>D. Teacher support for intervention blocks and/or extended day for ELA/Math.</p>	<p>1.2 INTERVENTION</p> <p>A. JMS Continues the implementation of the READ 180 Intervention program to improve reading and writing for identified students, needs to offer to more of our SPED students.</p> <p>B.JMS continues to Implement reading program for English Language Learners and needs to offer more for student with special needs.</p> <p>C. JMS Continues to implement the new Common Core but not Units of Study materials and needs to develop pacing guides that are appropriate for standards-based instruction including double block schedules and use of intervention materials.</p>	<p>Intervention Teachers-2 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$292,061</p> <p>Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$286,880</p> <p>Counselor - 1 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$94,421</p> <p>Counselor -1 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$31,474</p>	<p>Intervention Teachers-2 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$292,061</p> <p>Counselors-2 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$336,595</p> <p>Counselor - 1 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$107,136</p> <p>Counselor -1 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$35,712</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Continue and improve academic, attendance, and behavior supports for students through counselor and PICO services.</p>	<p>D. JMS continues with Teacher support for intervention blocks and/or extended day for ELA/Math.</p>	<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$929</p>	<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>F. Staff will visit at feeder elementary schools to support in-coming 7th grade students with presentations and transition information to welcome to JMS.</p>	<p>E. JMS continues to improve academic, attendance, and behavior supports for students through counselor and PICO services as well as PBIS.</p>	<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$8071</p>	<p>Certificated Hourly-Tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$270</p>
<p>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.</p>	<p>F. JMS continues to have Staff that will visit at feeder elementary schools to support in-coming 7th grade students with presentations and transition information to welcome to JMS.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2,000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$1982</p>
<p>H. Intervention class will be supported with additional staffing when available.</p>	<p>G. JMS Counselors continue to collaborate with high schools to support 8th grade transition and process of registration to meet students academic and social emotional needs.</p>	<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$278</p>	<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4458</p>
<p>I. Student Study/Success Team will be implemented to address students in need of academic supports.</p>	<p>H. JMS continues to support Intervention classes with additional staffing when available.</p>	<p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$100</p>	<p>Laminate 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$0</p>
<p>J. After-school, before school, and lunch-time teacher tutoring will be provided for students who are challenged with transportation.</p>	<p>I. JMS has a Student Study/Success Team that has been implemented to address students in need of academic supports.</p>	<p>Software License 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1000</p>	<p>Software License 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$3193</p>
	<p>J. JMS offers After-school, before school, but not lunch-time teacher tutoring for students who are challenged with transportation.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 ELD</p> <p>A. Provide additional time during the instructional day to implement ELD 1 and 2 standards-based instruction and interventions using adopted materials.</p> <p>B. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multilevel, homogeneous).</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</p>	<p>1.3 ELD</p> <p>A. JMS has Provide additional time during the instructional day to implement ELD 1 and 2 standards-based instruction and interventions using adopted materials.</p> <p>B. JMS has provided opportunities for teacher to attend PDS so they can Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multilevel, homogeneous).</p> <p>C. JMS this year has Grouped beginning level students by their English proficiency in core subjects with bilingual aide support, but should not continue this practice.</p> <p>D. JMS has provided access to technology to enhance the curriculum that will improve teaching and learning aimed at English learners (ex. iXL).</p> <p>E. JMS did not have 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. JMS has provided Bilingual Language Tutors who continue to provide increased primary intervention and language support in the classroom and support inclusive practices.</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>	<p>Bilingual Language Tutors - 3 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,206</p> <p>Bilingual Language Tutor - 3 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$66,617</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$6592</p> <p>Substitute-Ins. Aid 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Cert. Support-Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>G. JMS continues to provide certificated teacher and classified person to support with assessments.</p> <p>H. JMS has Implemented a reading and language program that meets ELA and ELD standards to support grade level standards and improve literacy.</p> <p>J. JMS has Provide library books for languages represented at JMS but not all languages.</p> <p>K. JMS provides Visuals to support learning within the core content classes for EL students.</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>D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.</p>	<p>1.5 TECHNOLOGY</p> <p>A. JMS Continues to provide elective classes with a technology focus in order to provide students a well-rounded school experience and find their creative interests, with hope to add additional classes.</p> <p>B. JMS did not provide technology/STEM-related field trips that will support academic/non-academic classes.</p> <p>C. Jms continues to provide on-going technical support and upgrades to maintain technology equipment.</p> <p>D. JMS Purchased technology hardware/software and supplies for all curricular and non-curricular areas as needed.</p>	<p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$15000</p> <p>Print 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1,500.00</p> <p>Technology 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 \$1,200</p>	<p>Tech Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Print 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$0</p> <p>Technology Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$1300</p> <p>Tech Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Provide classified hourly to assist with the supervision of students during technology-based testing.	E. JMS Provided classified hourly to assist with the supervision of students during technology-based testing but may need more support.		
<p>1.6 AVID</p> <p>A. Continue the AVID program with support increasing AVID sections as budget and scheduling allow.</p> <p>B. Use and implement use of AVID strategies school-wide where applicable, such as Focused note-taking, inquiry, and summarizing.</p> <p>C. Increase awareness of college and career opportunities for all students through Advisory, AVID, GATE, EL, and parent/guardian meetings.</p> <p>D. Continue to recommend and place qualified students in the AVID Program.</p> <p>E. Ensure resources and supplies to support AVID sections with support necessary to grow program.</p> <p>F. Provide funds for activities and supplies for social emotional bonding within the classes for students.</p>	<p>1.6 AVID</p> <p>A. JMS Continues the AVID program with support increasing AVID sections as budget and scheduling allow.</p> <p>B. JMS Uses and is trying to implement the use of AVID strategies school-wide where applicable, such as Focused note-taking, inquiry, and summarizing.</p> <p>C. JMS continues to Increase awareness of college and career opportunities for all students through Advisory, AVID, GATE, EL, and parent/guardian meetings.</p> <p>D. JMS Continues to recommend and place qualified students in the AVID Program.</p> <p>E. JMS continues to Ensure resources and supplies to support AVID sections with support necessary to grow program.</p> <p>F. JMS continues to Provide funds for activities and supplies for social emotional bonding within the classes for students.</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$7,115.00</p> <p>AVID subs 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$600.00</p> <p>AVID materials/supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500.00</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2500.00</p> <p>AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$2,500.00</p> <p>AVID transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$4000.00</p>	<p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$865</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 \$6000</p> <p>AVID travel/conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$700</p> <p>AVID Professional fee 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$0</p> <p>AVID transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$0</p>

Analysis

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

Jurupa Middle school is working to a goal of equity for all students. Jurupa middle is providing support of our ELs through our ELD classes and with our Bilingual tutors. Jurupa Middle also sent three teacher to the Qtel trainings this year with on participating in the coaching cohort. We have provided time for teachers to attend many PD s including Equity in grading, Trauma informed practices, CPI, Restorative Practices, Interim Assessments , UDI, etc.. Jurupa Middle has provided opportunities for teachers to collaborate and professional planning to help with student success. Teachers in some departments have received training in IXL. This will continue throughout the remaining departments. ELA and MATH have been training to give the interim assessment that were being rolled out this year. The hope that it translates to better CASSP scores as well as giving teachers data points to again collaborate and reflect on teaching practices. Advisory has been able to focus on students SEL with the help of the implementation of Second Step. This years focus has been putting systems and support in place with the loss teams. AVID has been working to increase their presence on campus through teachers getting trained, AVID practices campuswide such as Planner checks, and organizational help through advisory. The counselors have been working with students to develop their six year plans.

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

The overall implementation of collaboration teams is still a work in progress. Teachers continue to implement Common Core standards. Students who are ELs and Students with disabilities are a focus group to continue to work with and intervene to lead to more success academically.

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

There was some differences between what was proposed and the actual expenditures that were accrued. AVID transportation was taken out of the ESSER funds and was swapped with the expenses of safety supplies, AVID transportation would show as zero. Also the printing budget saw an increase with the suggestion to teachers to use print shop in lieu of the copy machines for large number of copies. Many of the allocations for substitutes you will also see zeros because we have been allocated by the district additional Resident subs and their budget line takes priority before we start paying for subs out of any other budget. JMS has been able to prioritize their use. The allocation for tutoring has also not been used because of the District being able to accommodate ELO (Extended learning opportunities. JMS has 23 teachers and 5 support staff participating in ELO. There is a total of 89 sections of ELO being offered and dispersed through the Am and PM and over the course of Monday -Friday. That left a budget that was able to accommodate the purchase of IXL. IXL is a great tool for teachers to have data points to be able to collaborate with.

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.

Essers are one time monies, next year we will not have the same ESSER budget as we did go into this last year. I would anticipate more transportation costs would come from the LCAP and not from ESSER. It is anticipated that our printing budget would remain the same as this year or possibly increase do the use of more teachers. I would also anticipate more collaboration days being taken while we try to grow our community of collaboration so he may spill over into our SPSA budget lines. Going into next year JMS would like to offer a bigger array of elective classes, that focus both on technology as well as the Visual and Performing arts. JMS wants to offer our Reading intervention classes to ALL students who need the intervention including EL and students with a disability. Jms Will continue to support AVID and AVID practices, hopefully growing them to schoolwide implementation. Computers for Careers software is needed. Continue to provide PD opportunities for both classified and certificated to help work with ALL students but also specifically our EIs and Students with Disabilities.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: P6: Pupil suspension rate	<p>Projected overall suspension rate: 7.5%</p> <p>Grade 7: 7.5%</p> <p>Grade 8: 6.0%</p> <p>Black/African America 2.5%</p> <p>Hispanic/Latino: 6.5%</p> <p>Vietnamese: 10%</p> <p>White: 11.6%</p> <p>English Learner: 12.5%</p> <p>Foster: 25%</p> <p>Free/Reduced Meal: 7.5%</p> <p>SPED-DIS: 15.75%</p> <p>SPED-PAS: 20%</p> <p>SPED-RSP: 23.5%</p> <p>SPED-SE: 30.5%</p> <p>Implement Second Step for Social Emotional Learning in Advisory</p> <p>Continue BASE and PAWS room as intervention resource</p> <p>Implement safety assemblies and activities for students</p>	<p>overall suspension rate: 5.5%</p> <p>Grade 7: 8.72%</p> <p>Grade 8: 7.22%</p> <p>Black/African America: 5%</p> <p>Hispanic/Latino: 8.05%</p> <p>Asian: N/A</p> <p>White: 17.7%</p> <p>female: 6.47</p> <p>Male: 10.84%</p> <p>English Learner: 10.68%</p> <p>Foster: 28.57%</p> <p>Free/Reduced Meal: 9.9%</p> <p>SPED-DIS: 6.25%</p> <p>SPED-PAS: 25%</p> <p>SPED-RSP: 27.12%</p> <p>SPED-SE: 12.50%</p> <p>Implemented Second Step for Social Emotional Learning in Advisory</p> <p>Continue BASE lessons as intervention resource</p>
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Data from Data Quest reflected Chronic Absenteeism at 9.5% for the 2022-23 school year. Baseline for 2021-22 is not available.	Data Quest Chronic Absenteeism =37%
P6: Survey of pupils, parents, teachers on sense of safety	Data pertaining to school climate for the 2022-23 school year will show favorable: Positive energy of the school 60% Pleasant physical space 55%	Data pertaining to school climate for the 2022-23 school year will show favorable: Positive energy of the school 60% Pleasant physical space 55%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Rule of the school are fair 60% Behaviors of other help you 38% Teacher excited to teach 65%	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 10% for expulsions in the 2022-23 school year. Baseline for 2021-22 is not available.	Pupil Expulsion rate: 0.31%
P5: School Attendance Rates (Semester 1 Q SIS)	Projected ADA 2022 Semester 1 Percentage: Attendance Category Grade Actual % Enrollment Regular 7 95% Special Education 7 92% Regular 8 95% Special Education 8 92% Average days absent 8, excused absences 10%, and unexcused 50%	ADA Semester 1 Percentage: 92.3% attendance Category Grade Actual % Enrollment Regular 7 91.54% Regular 8 90.95% Special Education 7/8 89.31% Average days absent 17.4 excused absences 38.95 and unexcused 34.8%
P5: Middle School dropout rates	Projected for 2022-23 Jurupa Middle – 0% (no dropouts)	Jurupa Middle School dropout rate- 0.92%
P1: School facilities are maintained in good repair	Jurupa Middle School will maintain 100% on the FIT Report	Jurupa Middle school maintains 100% on the FIT report

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Health and Safety Services A. District nurse, health care aide and office staff will monitor and maintain the health care needs of students. B. Provide anti-drug/bullying awareness and motivational interventions assemblies school-wide including guest speakers for tier 3 groups.	2.1 Health and Safety Services A. JMS continues to have and support a District nurse, health care aide and office staff will monitor and maintain the health care needs of students. B. JMS did not Provide anti-drug/bullying awareness and motivational interventions assemblies	Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$22,668 Material and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3457 Behavioral Peer Specialist	Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27,603 Material and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$937 Behavioral Peer Specialist

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Provide behavior, social emotional learning, bullying, and new program/software training for staff to support student needs and safety on campus.	school-wide including guest speakers for tier 3 groups.	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32,346	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0
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.	C.JMS continues to Provide behavior, social emotional learning, bullying, and new program/software training for staff to support student needs and safety on campus, like second step and PBIS as well as project wisdom and base lessons.	Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9,101.00	Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$12798
E. Upgrade and/or purchase safety materials, software, and emergency supplies.	D.JMS continues to 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 but is also focusing on incorporating the implementation of PBIS tiered interventions.	Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$5000.00	Prof. fees-Speakers for Tier 3 Interventions and Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0
F. Purchase/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.	E. JMS continues to Upgrade and/or purchase safety materials, software, and emergency supplies.	Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100.00	Laminate 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
G. Provide professional development for teachers to attend meetings or trainings related to improving teaching strategies and standards-based instruction and positive school culture.	F.JMS continues to Purchase/maintain furniture, fixtures, equipment and supplies to maintain/support academic/non academic achievement.	Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300.00	Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
H. Use JMSTV to promote positive school culture, inform students about campus "life", and support school expectations and social skills.	G. JMS continues to Provide professional development for teachers to attend meetings or trainings related to improving teaching strategies and standards-based instruction and positive school culture.	Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00	Repairs 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
I. Provide students with ID card and school planner to support awareness of district and school expectations.	H. JMS uses JMSTV to promote positive school culture, inform students about campus "life", and	Office and Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,061.00	Office and Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$11662
J. Purchase incentives, materials, and awards to foster school culture, student	H. JMS uses JMSTV to promote positive school culture, inform students about campus "life", and	Activity Supervisor (2.75 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707	Activity Supervisor (2.75 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>connectedness, and support academic/behavior success.</p> <p>K. Provide field trips to enhance and promote educational and positive enrichment opportunities that support academic/nonacademic classes</p> <p>L. Develop and implement strategies to improve student behavior school-wide.</p> <p>M. Improve campus safety and social emotional support with behavioral health peer specialist</p>	<p>support school expectations and social skills.</p> <p>I.JMS continues to Provide students with ID card and school planner to support awareness of district and school expectations.</p> <p>J. JMS continues to Purchase incentives, materials, and awards to foster school culture, student connectedness, and support academic/behavior success.</p> <p>K. continues to JMS Provide field trips to enhance and promote educational and positive enrichment opportunities that support academic/nonacademic classes but would like to offer more opportunities for students in this area.</p> <p>L.JMS continues to work on Developing and implementing strategies to improve student behavior school-wide.</p> <p>M. JMS continues to work on Improving campus safety and social emotional support with behavioral health peer specialist</p>	\$19,346	\$21,424

Analysis

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

This year JMS offered more field trips than last year. We were able to provide transportation through our ESSER funding. We want to continue to provide students the opportunity to tour college campus's and take part in incentive trips through different clubs and electives. This year JMS was part of a cohort to implement PBIS into the MTSS process and we have made great strides in that area as well. Teachers as well as classified staff have been given the opportunity to attend several different PD including Qtel, Equity in grading, trauma informed practices, as well as UDL and CPI. JMS implemented second step through advisory and is working on SEL support across the campus.

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

Overall JMS has done well in the implementation of this goal and we will continue to grow our efforts to support student in social emotional learning as well as safety and behavior.

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

One of the biggest differences in the expenditures for JMS is the Behavioral health therapist is being paid through ESSER funds and does not need to come out of our site budget this year. We have used our activity supervisor and it is greatly needed. JMS was able to send a team to the CADA conference and that only happens locally every other year so a big portion of our budget for conferences was spent on that. This year JMS did not have any assemblies for our tier 3 intervention or fees for speakers. Safety materials were purchased due to ESSER fund availability.

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

JMS is going through construction and the need for campus supervisors is great. If we can allocate money to provide additional support for supervision for the campus would be a priority. A full time campus supervisor would be ideal. This year we also moved transportation to our ESSER funding and we were able to buy roughly \$11,000 worth of safety supplies. Next year those safety supplies will not be purchase since it will not be in the budget. Also for next year JMS wants to prioritize Bullying awareness and make an effort to bring assemblies to the campus.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	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.	57% responded favorably to the importance of community partnerships
P5: Survey of Students, Teachers, and Parents on Student Engagement - Parents	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.	71% responded favorably to the importance of focusing on student activities and extracurricular activities.
P5: Survey of Students, Teachers, and Parents on Student Engagement - Teachers	JMS will increase perspective of student enthusiasm to being at school to 45% in the 2022-2023 school year.	Students are happy with this school 42% agree or strongly agree
P5: Survey of Students, Teachers, and Parents on Student Engagement - Students	JMS will increase student feeling of belonging at school to 55% in the 2022-2023 school year. JMS will increase student feeling of connectedness to adults 35% in the 202-2023 school year..	students feel like they belong 31% responded favorably JMS students feeling of connectedness is 44%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent Engagement A. Parents will be given the opportunity to attend meetings and/or conferences, in services and/or classes that will assist	3.1 Parent Engagement A. JMS continue to give Parents the opportunity to attend meetings and/or	Classified Hourly 2000-2999: Classified Personnel Salaries	Classified Hourly 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
them in helping their students academically and behaviorally.	conferences, in services and/or classes that will assist them in helping their students academically and behaviorally.	Title I Parent Involvement -- 3010 1902 \$723.00	Title I Parent Involvement -- 3010 1902 \$1630
B. Provide babysitting, if needed, for parents to attend meetings such as School Site Council, English Language Advisory Council, and evening events for families.	B. JMS Provides the opportunity for babysitting, if needed, for parents to attend meetings such as School Site Council, English Language Advisory Council, and evening events for families.	Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,103	Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,996
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.	C.JMS continue to 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, social media and Principal newsletters.	Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500	Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0
D. Inform and connect parent/guardians with academic, behavioral, and mental resources to support he whole student and family provided by the Director of Parent and Community Outreach..	D.JMS continues to Inform and connect parent/guardians with academic, behavioral, and mental resources to support the whole student and family.	Printing 5700-5799: Transfers Of Direct Costs Title I Parent Involvement -- 3010 1902 \$675	Printing 5700-5799: Transfers Of Direct Costs Title I Parent Involvement -- 3010 1902 \$0
E. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.	E. Continue to implement and monitor appropriate use of Technology guidelines for the parent/student handbook.	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1500	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1630
F. Provide additional parent translation support and parent outreach through the use of a translator/clerk typist including summer office hours.	F.JMS continues to Provide additional parent translation support and parent outreach through the use of a translator/clerk typist including summer office hours.	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 \$0
G. Continue to implement and monitor appropriate use of technology guidelines for the parent/student handbook.	G. JMS Continues to implement and 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 \$0
H. Provide parents and staff with leadership opportunities through advisory committees i.e., ELAC, SSC, PTA, and DAC.		Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,309	Translator/Clerk Typist (4 hours) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$23,988

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. Provide supplies/refreshments/teacher hourly to support and expand parent training and involvement activities.</p> <p>J. Include parents in events that recognize positive student behavior, attendance, and academic success and offer opportunities to chaperone school activities with proper clearance.</p> <p>K. Ensure engaging elective programs are available for students that also assist in preparing for high school success.</p> <p>L. Purchase Rosetta Stone license for parent/guardians wanting to learn a second language.</p>	<p>guidelines for the parent/student handbook.</p> <p>H. JMS tries to Provide parents and staff with leadership opportunities through advisory committees i.e., ELAC, SSC, PTA, and DAC.</p> <p>I. JMS tries to Provide supplies/refreshments/teacher hourly to support and expand parent training and involvement activities.</p> <p>J. JMS tries to Include parents in events that recognize positive student behavior, attendance, and academic success and offer opportunities to chaperone school activities with proper clearance.</p> <p>K. JMS tries to Ensure engaging elective programs are available for students that also assist in preparing for high school success.</p> <p>L. JMS has not Purchases Rosetta Stone license for parent/guardians wanting to I learn a second language, but the district has.</p>		

Analysis

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

JMS has made a concerted effort to open its doors to parents. JMS makes sure to call parents and communicate the importance of their participation with our advisory council meetings and just in general. We have invited parents to events on campus to try to build those relationships. We offer babysitting and translations for parents. JMS has used social media, Parent Square, and Principal newsletters as well as flyers to communicate with parents and the community. JMS continues to increase the number of engaging electives that are offered on campus.

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

JMS continues to try to recruit parents to take part in the advisory councils, and to volunteer on campus as well as participate in PTA/PTO. Currently this year JMS students do not have a lot of elective options that they are actively engaged with.

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

JMS uses the translator clerk typist in many capacities in trying to help engage parents and community members. JMS was able to purchase books in spanish for student use from the monies that were allocated.

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

JMS does not have many changes to this plan except to get more interest and engagement than we did this year. We still plan to continue with this proposal.

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	219944
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,168,651.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	209760	0.00
Title I Parent Involvement -- 3010 1902	3146	0.00
Title III LEP -- 4203	7038	0.00
LCFF Suppl/Conc -- 0707	203852	0.00
LCFF District -- 500 0707	420736	0.00
LCFF Sec Int -- 0046	302704	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	420,736.00
LCFF Sec Int -- 0046	302,704.00
LCFF Suppl/Conc -- 0707	203,852.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	209,760.00
Title I Parent Involvement -- 3010 1902	3,146.00
Title III LEP -- 4203	7,038.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	783,987.00
2000-2999: Classified Personnel Salaries	286,486.00
4000-4999: Books And Supplies	38,824.00
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	327,734.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	93,002.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	302,704.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	46,424.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	95,596.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	18,753.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	41,579.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,500.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	106,525.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	90,050.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,585.00

5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	500.00
5700-5799: Transfers Of Direct Costs	Title I Basic -- 3010	100.00
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	1,748.00
5700-5799: Transfers Of Direct Costs	Title I Parent Involvement -- 3010 1902	675.00
4000-4999: Books And Supplies	Title III LEP -- 4203	7,038.00

School Site Council Membership

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

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

Name of Members	Role
Debra Sigala	Principal
Rosie Nava	Other School Staff
Ashley Kaanehe	Classroom Teacher
Pen Fawaz	Classroom Teacher
Andrea Carranza	Classroom Teacher
Dina Argumosa	Classroom Teacher
Allison Velasco	Secondary Student
Andrea Olivarez	Secondary Student
Maliyah Joseph	Secondary Student
Alma Olivarez	Parent or Community Member
Yessica Garcia	Parent or Community Member
Nancy Fletcher	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: SSC parent

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 5/22/2023.

Attested:

	Principal, Debra Sigala on 5/22/2023
	SSC Chairperson, Andrea Carranza on 5/22/2023