

School Year: 2025-26



Board Approved
November 18, 2025

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	James Workman Middle School
Address	69-300 30th Ave. Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-6112692
Principal	Julio Omier, Ed.D. - Principal
District Name	Palm Springs Unified School District
SPSA Revision Date	November 18, 2025
Schoolsite Council (SSC) Approval Date	October 27, 2025
Local Board Approval Date	November 18, 2025

X This certifies that updates to my SPSA are completed

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

Vision:
Belong. Believe. Achieve.

Mission:
To provide an equitable learning opportunity that empowers every scholar to recognize their strengths, develop strong character, and reach their fullest potential.

School Profile

James Workman Middle School (JWMS) is one of five middle schools in the Palm Springs Unified School District, proudly serving students in grades 6–8. Located in Cathedral City, JWMS draws the majority of its student population from the north side of the city, along with a small group of students from the eastern edge of neighboring Palm Springs.

Now entering its 32nd year, JWMS continues to build on its legacy as a school of technology and the arts. Since its founding, JWMS has been committed to providing innovative, student-centered learning experiences that spark creativity, encourage exploration, and prepare students for success in a rapidly evolving world.

In 2022, JWMS was honored with the National School to Watch designation, a recognition of our strong academic programs, student support systems, and commitment to equity and continuous improvement. Most recently, during the 2023–2024 school year, JWMS was awarded Silver Status Recognition by the California PBIS Coalition, celebrating our schoolwide commitment to positive behavior, restorative practices, and social-emotional learning.

Our current enrollment stands at approximately 1,040 students, many of whom walk or ride their bicycles to school. This strong connection to the surrounding community enables a high level of participation in our wide range of after-school programs, clubs, and enrichment opportunities that support both academic growth and personal development.

The California Department of Education's frameworks and standards for each grade and subject emphasize shared responsibilities and instructional support. James Workman Middle School, part of the Palm Springs Unified School District, offers diverse instructional support crucial to achieving positive results on the California Dashboard.

JWMS remains aligned with district goals and initiatives through consistent collaboration with the Palm Springs Unified School District. School leadership participates in monthly secondary administrative meetings, executive cabinet walkthroughs, and ongoing professional development for both staff and administrators. These efforts ensure that our instructional practices, school climate, and resource planning remain responsive to student needs and aligned with district and state expectations.

Monitoring and feedback are integral to our continuous improvement process. As part of our School Plan for Student Achievement (SPSA), updates and reflections will be added throughout the year. Any significant changes to funding or resources will be addressed through formal revisions and submitted for Board approval as needed.

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
- ATSI - Students with Disabilities

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.

JWMS School Site Council (SSC) meets regularly during the school year to review and update the School Plan for Student Achievement including proposed expenditures of Title I funds.

JWMS SSC met on September 17, 2025 to complete its annual SSC Title 1 and ELAC training. For the 2025-2026 School Year, JWMS SSC will meet September 24, 2025, October 15, 2025, November 12, 2025, January 12, 2026, February 18, 2026, and March 18, 2026.

School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard and Panorama Survey. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees and School Leadership team. The JWMS School Plan for Student Achievement addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

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

For the 24/25 school year, there were no elections needed as all members remained for their second year from the 23/24 vote. For the 24/25 school year, it is planned that the ELAC will operate separately from SSC.

SSC Meeting Dates and Topics:

- October 1, 2024 – SSC Training by Dr. Vikki Chavez, principal - Review and revision of SSC by-laws, election of officers, review and collaboration to approve school-parent compact and parent engagement policy. Due to low parent involvement, ELAC was involved in this SSC meeting.
- October 29, 2024- Approval of updated/revised SPSA which includes new Title I allocation funding, approval of revised home/school compact and parent engagement policy. Attendance information was also presented. Due to low parent involvement, ELAC was involved in this SSC meeting.
- January 28, 2025- UPC Procedures, Parent and Family Engagement Policy Review and Updates, review and revise school safety plan
- March 25, 2025-SSC School Needs Assessment, SPSA Monitoring, SPSA Development/Approval
- May 6, 2025-Data Review, Final SPSA Approval

2025-2026 Nomination and SSC Election Process:

JWMS meets regularly during the school year to review and update the school plan including proposed expenditures of Title 1 funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committee such as the ELAC and School Leadership Team. JWMS School Plan addresses how LCFF and Title 1 Funds will be used to improve the academic performance of all students and close the achievement gaps.

Requests for nomination for School Site Council (SSC) was sent to parents and the community via email, Parent Square, and Google form on 8/31/25.

Parents were nominated and elected to SSC through a school-wide google form on 9/5/25. Parents voted to JWMS SSC included:

Sandy Morelos- Parent (2025-2027)
Sulema Munoz- Parent (2025-2027)
Caitlyn Peterson- Parent (2025-2027).
Claudia Garcia - Alternate Parent (2025-2027)

Students were also nominated and elected to SSC through a school-wide google form for a one year term on 9/6/25.

Students voted to JWMS SSC included:

Jerry Ramos - Student (2025-2026)

Danica Conner-Student (2025-2026)

Kade Holcomb-Student (2025-2026)

Aaron Castellanos- Guest Student (2025-2026)

Classroom teachers were also nominated for SSC for a two year term through a school-wide google form on

9/6/25. Classroom teachers voted to JWMS SSC included:

Shane Frakes-Classroom Teacher - (2025-2027)

Jennifer Dean - Classroom Teacher - (2025-2027)

Meredith McLendon- Classroom Teacher - (2025-2027)

Craig Bugbee - Classroom Teacher - (2025-2027)

On 9/6/25-Other Staff member was also nominated and elected through a school-wide google form election. Other staff member voted to SSS:

Deb Fuller - Other staff member (2025-2027)

For the 2025-2026 SSC will voted to operate separately from ELAC. The ELAC Parent representative will be invited to all SSC meetings to give input from ELAC and DELAC meetings.

2025-2026 SSC Meeting Dates and Topics:

SSC Meeting Dates and Topics:

September 17, 2025- School Stie Council (SSC) and ELAC Training Session 3 - Zoom Link - <https://psusd-us.zoom.us/j/82104293661>

September 24, 2025- SSC Membership Role; SSC By Laws, Title 1 Parent and Family Engagement Policy, review and collaboration to approve school-parent compact and parent engagement policy, e.g. Home/School Compact, Uniform Complaint Procedures, Title IX Reporting Procedure, JWMS Culture & Climate - Panorama Survey (2024 Data Survey); New JWMS Logo Proposal, Attendance Update, Chronic Absenteeism, ATSI SWD-ELL, SPSA Goals for 2025-2026.

October 15, 2025-Approval of the 9/24/25 SSC minutes. Review 2024 Fall Dashboard Overall Performance for ALL Students; ELA - Orange Level; Mathematics - Orange Level; Suspension Rate - Orange Level; English Language- Red Level; Chronic Absenteeism - Red Level.

discuss the needs of the school for all three SPSA goals and to provide input into the activities and expenditures as they pertain to the whole school as well as to the ATSI groups (ELs and Students with Disabilities).

For the upcoming 2025/2026 school year, based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section) and the review of state-available data, district benchmarks, and Panorama Survey input, the SSC recommended the following revisions to the SPSA: There will be additional opportunities for parent/community engagement, more college visits, a greater focus on intervention, and a greater focus on improving culture and climate, with a concentration on decreasing the number of student chronic absenteeism and suspensions. The funding should include Professional Development for staff in areas including English language learners, technology integration, Universal Design for Learning, Social-Emotional Learning, Multitiered Systems of Support, and Students with Disabilities

Reviewed Budget and Consolidation Summary. \$241,474 Total Funds; \$236,474 Title 1; \$4,860 Title 1 P- Parent Involvement; Money set aside for ELAC to attend conferences; \$188,602 - LCFF.

October 27, 2025 - Special SSC Meeting - Approval of Fall SPSA Revision.

November 12, 2025-Review of 2024 CAASPP SBAC ELA/Math; Review of Fall SPSA Revision.

January 12, 2026-TBD

February 18, 2026-TBD

March 18, 2026-TBD

Resource Inequities

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

Based on the review of performance through analysis of state and local assessments and performance indicators, as well as a needs assessment performed in collaboration with educational partners, JWMS was able to identify resource inequities. These inequities were evident in the data of students with disabilities which were identified for ATSI based on the Fall 2024 California School Dashboard. In addition, support continues to be a priority need for English learners at the school site based on state and local outcomes including Red performance on the ELPI. English learners and students with disabilities at JWMS score lower than most other student groups in mathematics and language arts. This trend does not align with the school's mission to provide equitable learning opportunities for all students. Identified resource inequities for these groups include best practices in first instruction through tier I supports and adequate professional development for staff in this area, specifically as it addresses Universal Design for Learning, rigor, social-emotional learning, and content-based ELD.

Chronic absenteeism is a high priority area for JWMS, with a Red performance level overall and five student groups reporting in the Red performance level on the Fall 2024 Dashboard. Rates for nearly all student groups report in the Very High status level, indicating substantial improvement is needed in connecting students to the school site. Although progress monitoring data indicates improvement in 2024-25, rates continue to be very high indicating that efforts need to continue through the 2025-26 academic year to improve access to learning for all students on campus.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest 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 student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Based on a review of performance through analysis of state and local assessments and performance indicators as well as a needs assessment performed in collaboration with educational partners, JWMS identified the following successes:

Spring 2024 Successes:

66% of all JWMS Students scored at or above the typical growth rate in the area of math according to the fall to spring Star assessments.

Chronic Absenteeism of all students has dropped by 3% according to Renaissance Analytics. In terms of chronic absenteeism, EL students saw a decrease of 5.6%, while students with a disability saw a decrease of 3.4%.

85% of the JWMS families who participated in the winter Panorama assessment stated they felt that the school offers a positive climate of support for academic learning for their students.

50% of the English learners at JWMS made appropriate progress according to the English Proficiency Assessment of California. According to current Panorama Data, 51% of students reported an increase in self-efficacy.

Reflections: Success

Fall 2024 Successes:

According to preliminary 2024/2024 scores, there was a 1.5% increase in students achieving proficiency on the SBAC in math.

According to preliminary 2024/2024 scores, there was a .5% increase in students achieving proficiency on the SBAC in English/Language arts.

51.5% of all JWMS students scored proficient scores on the fall Star math assessment.

There was nearly a 6% increase of EL students scoring proficiently on the fall math assessment.

There was over a 4% increase of students with disabilities scoring proficiently on the fall math assessment.

49% of all JWMS students scored proficient scores on the ELA portion of the fall Star ELA assessment.

There was nearly a 6% increase of students with disabilities scoring proficiently on the fall Star ELA assessment.

There was nearly a 7% increase of English learners scoring proficiently on the fall Star ELA assessment.

Spring 2024 Supporting Actions: Teachers collaborated in Professional Learning Communities to identify standards, lessons, and students to support. Teachers were afforded the opportunity to collaborate in grade-level, department, and team groups to identify needs. Students participated in intervention programs offered by the PSUSD Secondary Education and Student Learning Departments. Additionally, a greater focus on the SART and STIS processes has been made through the funding of extra hours for an office specialist. Furthermore, increased opportunities for Tier II SEL through counseling programs has proven to be a supporting action in the increase of student self-efficacy.

Overall, gains were made in the areas of math and language arts in terms of state assessment data. From March 2023 to March, 2024, there has been a 1.1% decrease in suspensions.

According to the 2023-2024 California Data Dashboard, English learners and students with disabilities have been identified as ATSI groups.

ATSI: Students with Disability (SWD) and English Learner (EL):

SWD - Red- Lowest Performance - 154.8 points below standard - Maintained +1.9

EL- Red - Lowest Performance- 89.6 points below standard - Decreased Significantly 18.3 points

Fall 2025 Successes:

According to the 2024-2025 SBAC ELA Fall Dashboard, 43.10% Met or Exceeded the standard. There was an increase of 3.74% from the previous school year 2023-2024 SBAC ELA Data of 39.36%.

According to the 2024-2025 SBAC Math Fall Dashboard, 24.77% Met or Exceeded the standard. There was an increase of 4.23% from the previous school year 2023-2024 SBAC Math Data of 24.23%

According to the 2024-2025 ELPAC Fall Dashboard, 15.43% Scored a Proficient performance level.

There was an increase of 8.07% from the previous school year 2023=2024 ELPAC data of 10.93%.

JWMS increased in ELA, Math and ELPAC by providing high quality instruction in all subject areas aligned to achievement in the state standards. Additional instructional materials were purchased to support the core curriculum and provided Tier I supports in all classrooms. Instructional technology was also provided to increase student access to online learning resources and digital interactions with course content.

For the 2025-2026 school year, JWMS will use \$33,000 (carry over funds from 2024-2025) towards new technology to support student academic achievement in the areas of:

ATSI: Students with Disability (SWD) and English Learner (EL):

SWD - Red- Lowest Performance - 154.8 points below standard - Maintained +1.9

EL- Red - Lowest Performance- 89.6 points below standard - Decreased Significantly 18.3 points

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) 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 areas of low performance and performance gaps?

According to the Fall 2024 California Data Dashboard, JWMS has been identified for ATSI based on the performance of the students with disabilities (SWD) group. This group reported in the Red performance level in mathematics, suspension rate, and chronic absenteeism rate. SWDs also reported in the Orange performance level for ELA.

Other groups reporting in the Red performance level on the Fall 2024 Dashboard are:

- All students in ELPI and Chronic Absenteeism Rate
- ELs in ELPI
- LTELs in ELPI
- Homeless students in Suspension Rate and Chronic Absenteeism Rate
- Socioeconomically Disadvantaged students in Chronic Absenteeism Rate
- Hispanic students in Chronic Absenteeism Rate
- White students in Suspension Rate and Chronic Absenteeism Rate

Chronic absenteeism is a significant area in need of improvement at JWMS, with rates for nearly all student groups reporting in the Very High status level on the Fall 2024 Dashboard. Gaps between groups are present in this area, as the Filipino group reported in the Green performance level and all other groups reported in either the Orange or Red performance levels. JWMS must address chronic absenteeism rates in order to increase access to learning and academic supports for students.

Significant performance differentials also exist in academic performance according to the Fall 2024

Reflections: Identified Need

Dashboard. The Filipino student group reported good performance rates with high growth, posting Blue performance levels in both ELA and Mathematics. All other student groups were at least two levels below this group's performance in both measures. In ELA, White students reported in the Yellow performance level and all other groups reported in the Orange performance level. In mathematics, Hispanic students reported in the Yellow performance level, SWDs in the Red performance level, and all other student groups reported in the Orange performance level. This disparity in group performance is an indication that not all students are accessing the content equally across the school and various targeted supports are needed to improve outcomes for student groups.

Actions with the 2025-26 SPSA that target improvement in these areas of need include:

- Increased support for English Learners (ELs) to increase performance in ELA, math, and ELPI
- Intervention supports for academics (Goal 1) and SEL/behavior (Goal 3) through an improved MTSS structure
- Professional development and collaborative planning time to conduct in depth PLC sessions focused on student needs and improving outcomes
- Attendance initiatives focused on increasing attendance, decreasing chronic absenteeism, and creating a positive school climate.
- Family engagement initiatives focused on 2-way communication, collaboration, and targeting areas of needs for JWMS student families.

After meeting with SSC on 9/24/25 and 10/15/25, the areas of need continue to include:

- Increased support for English Learners (ELs) to increase performance in ELA, math, and ELPI
- Intervention supports for academics (Goal 1) and SEL/behavior (Goal 3) through an improved MTSS structure
- Professional development and collaborative planning time to conduct in depth PLC sessions focused on student needs and improving outcomes
- Attendance initiatives focused on increasing attendance, decreasing chronic absenteeism, and creating a positive school climate.
- Family engagement initiatives focused on 2-way communication, collaboration, and targeting areas of needs for JWMS student families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.86%	0.49%	0.58%	9	5	6
African American	1.33%	1.36%	1.66%	14	14	17
Asian	1.33%	1.46%	1.17%	14	15	12
Filipino	3.62%	4.18%	3.89%	38	43	40
Hispanic/Latino	82.95%	82.59%	83.06%	871	849	853
Pacific Islander	0.19%	0.19%	0.19%	2	2	2
White	7.33%	6.91%	6.52%	77	71	67
Multiple/No Response	2.38%	2.82%	2.92%	25	29	30
Total Enrollment				1050	1028	1027

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	346	331	339
Grade 7	335	349	337
Grade 8	369	348	351
Total Enrollment	1,050	1,028	1,027

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	230	244	204	22.90%	21.9%	19.9%
Fluent English Proficient (FEP)	333	296	329	32.30%	31.7%	32.0%
Reclassified Fluent English Proficient (RFEP)	315	263		13.9%	57.8%	

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,027	98.2%	19.9%	1%
Total Number of Students enrolled in James Workman Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	204	19.9%
Foster Youth	10	1%
Homeless	175	17%
Socioeconomically Disadvantaged	1,009	98.2%
Students with Disabilities	100	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.7%
American Indian	6	0.6%
Asian	12	1.2%
Filipino	40	3.9%
Hispanic	853	83.1%
Two or More Races	30	2.9%
Pacific Islander	2	0.2%
White	67	6.5%

Conclusions based on this data:

- English Language Learners make up 19.9% of our student population.

2. Homeless Student Group make up 17% of our student population.
3. The Hispanic student group make up 83.1% of our overall student population. They are the largest student group on campus and represented in both our SWD and EL groups.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The English Language Arts and Mathematics Academic Performance Levels for all students are orange.
- The Suspension Rate for all students is orange.
- The Chronic Absenteeism and English Learners for all students are in the Red Performance Level

School and Student Performance Data

Academic Performance English Language Arts

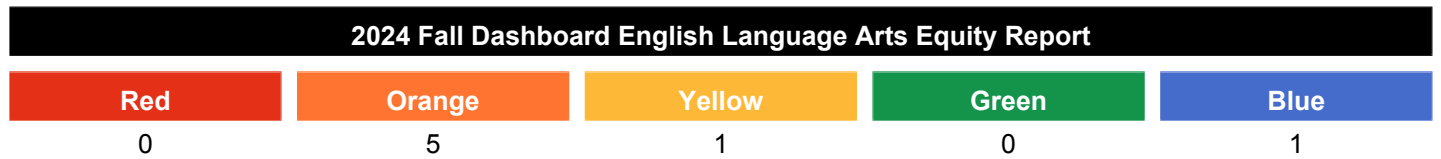
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 30.4 points below standard Maintained 2.2 points 960 Students	English Learners  Orange 82.5 points below standard Increased 7.0 points 297 Students	Long-Term English Learners  Orange 101.6 points below standard Increased 13.3 points 122 Students
Foster Youth  No Performance Color 36.1 points below standard 11 Students	Homeless  Orange 49.8 points below standard Declined 12.5 points 165 Students	Socioeconomically Disadvantaged  Orange 31.4 points below standard Maintained 1.8 points 944 Students

Students with Disabilities  Orange 138.6 points below standard Increased 16.2 points 93 Students	African American  No Performance Color 47.6 points below standard Declined 9.3 points 14 Students	American Indian  No Performance Color Less than 11 Students 6 Students
Asian  No Performance Color 33.0 points below standard Declined 7.8 points 12 Students	Filipino  Blue 55.7 points above standard Increased 26.7 points 38 Students	Hispanic  Orange 37.7 points below standard Maintained 2.0 points 803 Students
Two or More Races  No Performance Color 18.1 points above standard Increased 37.8 points 27 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 3.6 points below standard Declined 11.1 points 58 Students

Conclusions based on this data:

1. The Filipino student subgroup is in the blue performance level in English Language Arts.
2. The White student subgroup is in the yellow performance level in English Language Arts.
3. All other student subgroups (English Learners, Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) are in the orange performance level in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

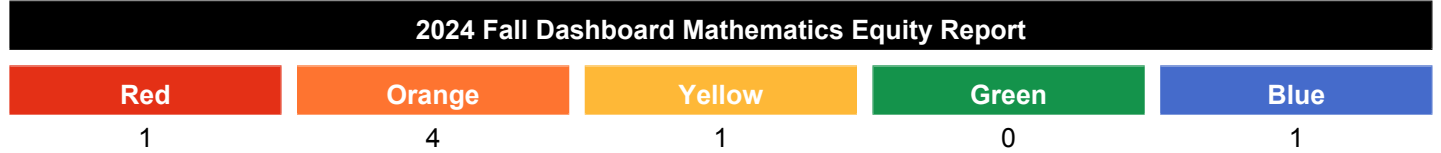
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 79.3 points below standard Maintained 2.8 points 967 Students	English Learners  Orange 127.1 points below standard Increased 9.1 points 301 Students	Long-Term English Learners  Orange 145.0 points below standard Increased 15.4 points 120 Students
Foster Youth  No Performance Color 131.3 points below standard 11 Students	Homeless  Orange 90.8 points below standard Maintained 1.3 points 169 Students	Socioeconomically Disadvantaged  Orange 80.5 points below standard Maintained 2.7 points 950 Students

Students with Disabilities  Red 206.8 points below standard Maintained 0.6 points 93 Students	African American  No Performance Color 93.1 points below standard Declined 17.1 points 14 Students	American Indian  No Performance Color Less than 11 Students 6 Students
Asian  No Performance Color 55.3 points below standard Declined 7.3 points 12 Students	Filipino  Blue 27.4 points above standard Increased 28.3 points 40 Students	Hispanic  Yellow 86.3 points below standard Increased 4.7 points 808 Students
Two or More Races  No Performance Color 59.9 points below standard Maintained 2.2 points 27 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 61.2 points below standard Declined 16.0 points 58 Students

Conclusions based on this data:

1. The Filipino student subgroup is in the blue performance level for Mathematics.
2. The Hispanic student subgroup is in the yellow performance level for Mathematics.
3. All other student subgroups (English Learners, Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White) are in the orange performance level with the exception of the Students with Disabilities who are in the red performance level.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
39.3% making progress.	43.3% making progress.
Number Students: 168 Students	Number Students: 97 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.2%	40.5%	1.2%	38.1%

Conclusions based on this data:

- English Learner Progress is in the red performance level.
- Long-Term English Learner Progress is in the red performance level.

3. 20.2% of our students decreased one ELPI level. 40.5% of our student Maintained their ELPI Level. 1.2% of our students Maintained their ELPI Level 4. 38.1% of our students progressed at least one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

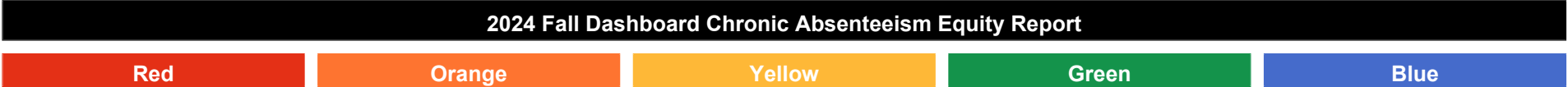
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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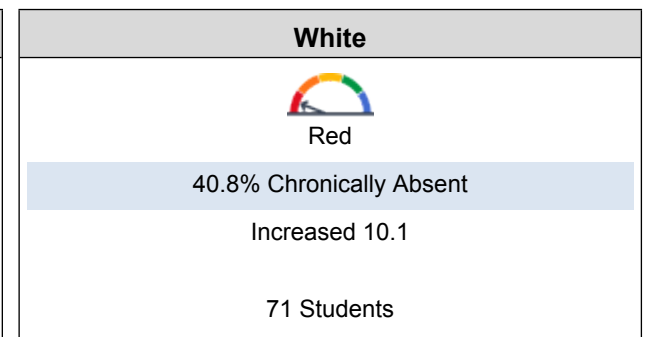
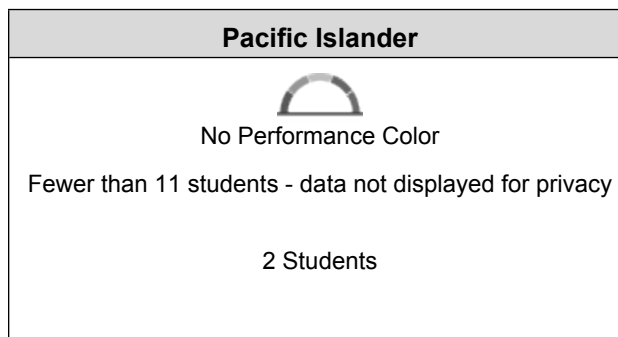
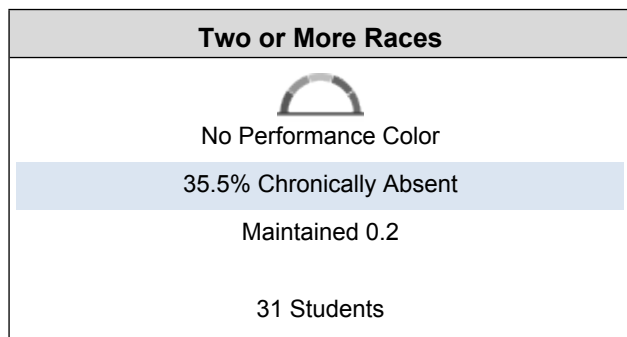
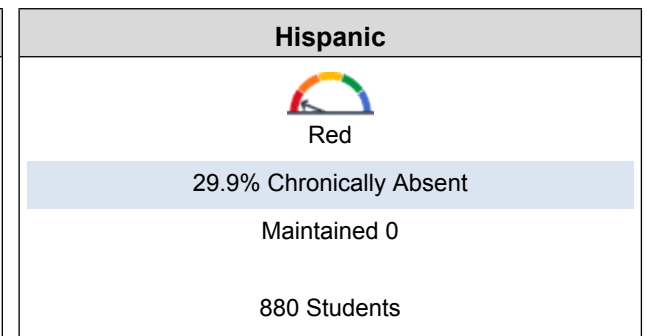
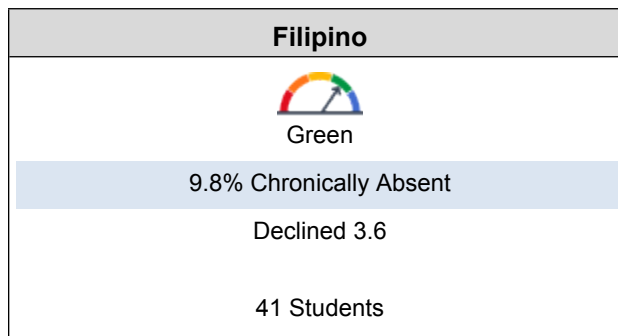
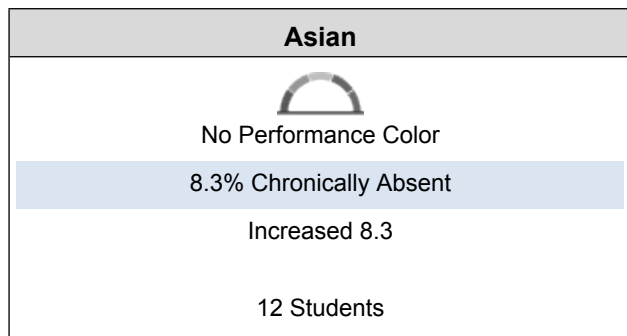
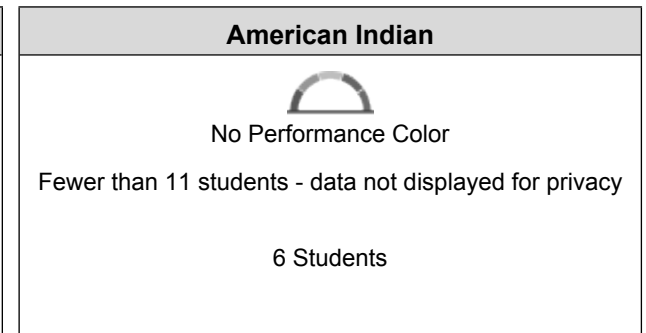
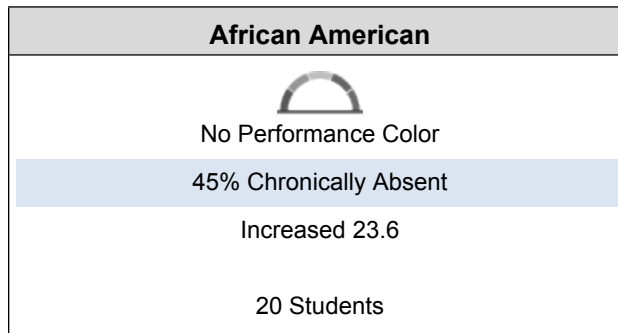
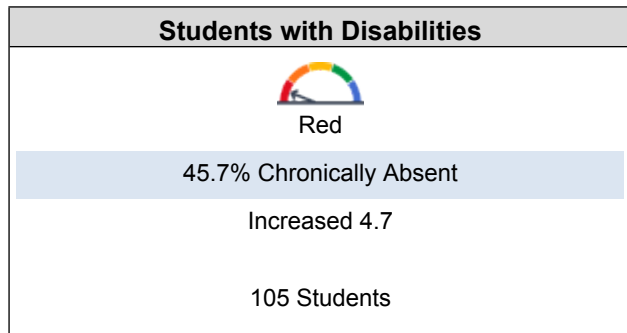
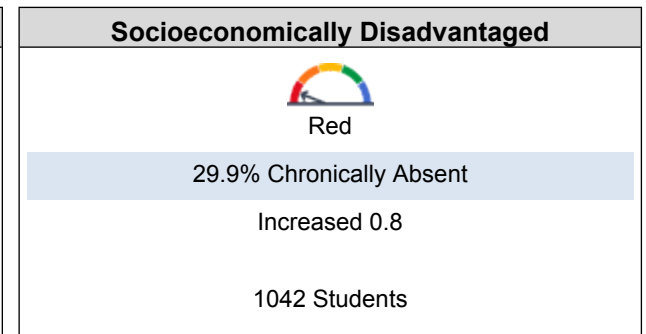
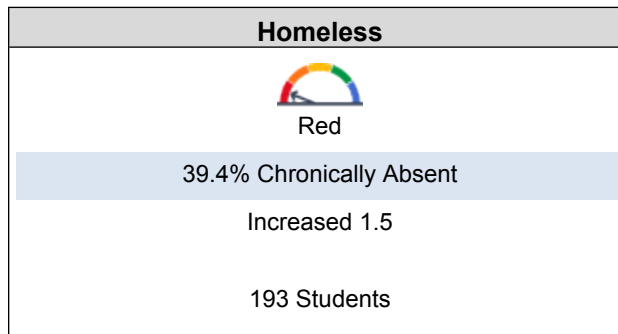
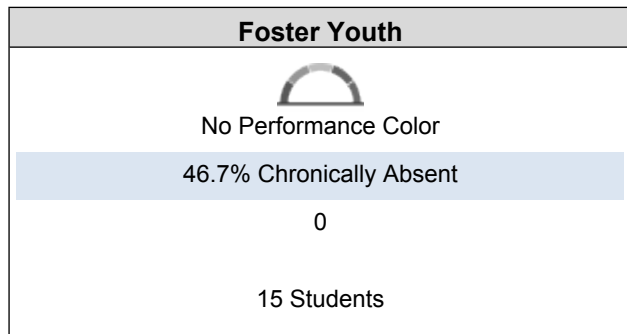


This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red	 Orange	 Orange
30% Chronically Absent	30.7% Chronically Absent	31.4% Chronically Absent
Increased 1	Declined 2.8	Declined 5.1
1063 Students	241 Students	140 Students



Conclusions based on this data:

- 1. Our overall chronic absenteeism for all students is in the red performance level.
- 2. The Filipino student subgroup chronic absenteeism is in the green performance level.
- 3. Two students subgroups (English Learners and Long-Term English Learners) are in the orange performance level. All other student subgroups (Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White) are in the red performance level.

School and Student Performance Data

Conditions & Climate Suspension Rate

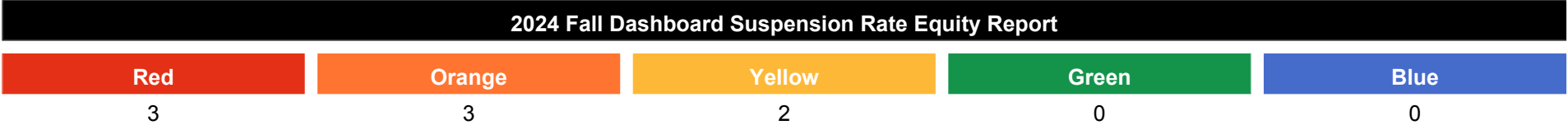
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 Orange
12.9% suspended at least one day	12.4% suspended at least one day	14.6% suspended at least one day
Declined 0.9%	Declined 5%	Declined 2.4%
1088 Students	250 Students	144 Students

Foster Youth
 No Performance Color
25% suspended at least one day
16 Students

Homeless
 Red
14.9% suspended at least one day
Increased 2.4%
195 Students

Socioeconomically Disadvantaged
 Orange
13.1% suspended at least one day
Declined 0.9%
1065 Students

Students with Disabilities
 Red
22% suspended at least one day
Increased 4.1%
109 Students

African American
 No Performance Color
25% suspended at least one day
Increased 11.7%
20 Students

American Indian
 No Performance Color
Fewer than 11 students - data not displayed for privacy
7 Students

Asian
 No Performance Color
0% suspended at least one day
Maintained 0%
13 Students

Filipino
 Yellow
9.8% suspended at least one day
Declined 5.5%
41 Students

Hispanic
 Orange
12.9% suspended at least one day
Declined 1.3%
900 Students

Two or More Races
 No Performance Color
12.9% suspended at least one day
Declined 8.5%
31 Students

Pacific Islander
 No Performance Color
Fewer than 11 students - data not displayed for privacy
2 Students

White
 Red
14.9% suspended at least one day
Increased 7.2%
74 Students

Conclusions based on this data:

1. Two of the student subgroups (English Learners and Filipino) are in the yellow performance level.
2. Three of the student subgroups (Long-Term English Learners, Socioeconomically Disadvantaged, and Hispanic) are in the orange performance level
3. Two of our student subgroups (Homeless and White) are in the red performance level. Overall, JWMS is in the orange performance level for suspensions.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Students will meet grade level proficiency in standards in the core academic subjects: English:Language Arts, Math, Social Studies and Science as measured by the annual and formative assessments(CAASPP, ELPAC, Star). This goal is aligned with the California State Frameworks for instruction. All JWMS students who scored at Standard Met, Standard Exceeded levels the previous year will maintain or improve their levels as measured by aforementioned assessments. The number of English learners and students with disabilities making progress in these areas will increase by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	29.6 points below standard	Increase +4 Points	All	 Orange	30.4 points below standard	Maintained 2.2 points
	EL	Orange	80.6 points below standard	Increase +9 Points	EL	 Orange	82.5 points below standard	Increased 7.0 points
	Hisp	Green	35.8 points below standard	Increase +4 Points	Hisp	 Orange	37.7 points below standard	Maintained 2.0 points
	AA		34.3 points below standard	Increase +4 Points	AA	 No Performance Color	47.6 points below standard	Declined 9.3 points
	SED	Green	30.2 points below standard	Increase +3 Points	SED	 Orange	31.4 points below standard	Maintained 1.8 points
	SWD	Orange	140.8 points below standard	Increase +15 Points	SWD	 Orange	138.6 points below standard	Increased 16.2 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	74.1 points below standard	Increase +8 Points	All	 Orange	79.3 points below standard	Maintained 2.8 points
	EL	Orange	123.1 points below standard	Increase +13 Points	EL	 Orange	127.1 points below standard	Increased 9.1 points
	Hisp	Yellow	82.0 points below standard	Increase +9 Points	Hisp	 Yellow	86.3 points below standard	Increased 4.7 points
	AA		82.0 points below standard	Increase +7 Points				

Metric/Indicator	Expected Outcomes				Actual Outcomes																							
	<table><tr><td>SED</td><td>Yellow</td><td>75.2 points below standard</td><td>Increase +8 Points</td></tr><tr><td>SWD</td><td>Orange</td><td>187.5 points below standard</td><td>Increase +20 Points</td></tr></table>				SED	Yellow	75.2 points below standard	Increase +8 Points	SWD	Orange	187.5 points below standard	Increase +20 Points	<table><tr><td>AA</td><td> No Performance Color</td><td>93.1 points below standard</td><td>Declined 17.1 points</td></tr><tr><td>SED</td><td> Orange</td><td>80.5 points below standard</td><td>Maintained 2.7 points</td></tr><tr><td>SWD</td><td> Red</td><td>206.8 points below standard</td><td>Maintained 0.6 points</td></tr></table>				AA	 No Performance Color	93.1 points below standard	Declined 17.1 points	SED	 Orange	80.5 points below standard	Maintained 2.7 points	SWD	 Red	206.8 points below standard	Maintained 0.6 points
SED	Yellow	75.2 points below standard	Increase +8 Points																									
SWD	Orange	187.5 points below standard	Increase +20 Points																									
AA	 No Performance Color	93.1 points below standard	Declined 17.1 points																									
SED	 Orange	80.5 points below standard	Maintained 2.7 points																									
SWD	 Red	206.8 points below standard	Maintained 0.6 points																									
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 28.82%				California Science Test Percentage of Students Who Meet or Exceeded Standard Grade 8- 19.88%																							
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>55%</td><td>Increase +5 Points</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	55%	Increase +5 Points	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Red</td><td>39.3%</td><td>1 10.7</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	39.3%	1 10.7				
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	Green	55%	Increase +5 Points																									
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	 Red	39.3%	1 10.7																									
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 23.49%				English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 28.6%																							
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 29.73%				8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results 2023-24 (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 27.19% English Learners (EL) - 1.61% Hispanic (Hisp) - 23.63% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 27.17% Students with Disabilities (SWD) - 0.0%																							
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%																							

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
JWMS teachers will engage in assessment analysis strategies to identify students who need Tier II and III interventions. The analysis will help close the gap for student groups including Students with Disabilities and English learners (ATSI groups), as well as Socioeconomically Disadvantaged, African American, English Learners, and Hispanic students. Strategies/activities include but are not limited to: - assessing short cycle assessment data as evidenced by data protocols conducted by teaching and counseling staff - establishment of a Response to Intervention lab to support students who demonstrate the need for Tier II support in math and language arts - Purchasing necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, online access to curriculum, realia, printer ink, supplies for listening centers, intervention	JWMS teachers engaged in assessment analysis strategies to identify students who needed Tier II and III interventions. The analysis targeted closing the achievement gap for student groups including Students with Disabilities and English learners (ATSI groups), as well as Socioeconomically Disadvantaged, African American, English Learners, and Hispanic students. SST and IEP meetings were held with services determined based on student needs. Material purchases were aligned with academic classroom needs.	Foster Universal Design for Learning through the use of supplemental Instructional Materials and Supplies for Library and Classroom Improvement. 4000-4999: Books And Supplies LCFF 9000.00	Foster Universal Design for Learning through the use of supplemental Instructional Materials and Supplies for Library and Classroom Improvement. 4000-4999: Books And Supplies LCFF 3,540
		Foster differentiation for all students through the use of licenses to enhance and scaffold curriculum. 4000-4999: Books And Supplies LCFF 15000.00	Foster differentiation for all students through the use of licenses to enhance and scaffold curriculum. 4000-4999: Books And Supplies LCFF 15,000
		Foster Universal Design for Learning through the use of supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials. 5000-5999: Services And Other Operating Expenditures LCFF 15000.00	Foster Universal Design for Learning through the use of supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials. 5000-5999: Services And Other Operating Expenditures LCFF 15,000
		Allow teachers to collaborate to support students with Tier II and III needs by providing subs for teachers to attend PST/SST/IEP meetings. 1000-1999: Certificated Personnel Salaries	Allow teachers to collaborate to support students with Tier II and III needs by providing subs for teachers to attend PST/SST/IEP meetings. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
supplemental curriculum, site licenses for various software and programs, consumables, manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs. * Hold SST/PST 123 and IEP meetings to identify and support students who are not making grade-level progress according to assessments and team analyzation. Monitoring Metrics:: -Common and formative assessments, -Star Data -Administrative walkthrough data IReady data -Willams Report		LCFF 5000.00	LCFF 5,000
		Provide students with tools to engage in WICOR (writing, inquiry, collaboration, organization, and reading) strategies through the use of AVID Supplies. 4000-4999: Books And Supplies LCFF 6000.00	Provide students with tools to engage in WICOR (writing, inquiry, collaboration, organization, and reading) strategies through the use of AVID Supplies. 4000-4999: Books And Supplies LCFF 6,000
		Provide T-Shirts for AVID and STEAM groups as they participate in competitions and activities that allow them to exercise WICOR and STEAM skills in their respective programs. 4000-4999: Books And Supplies LCFF 4000.00	Provide T-Shirts for AVID and STEAM groups as they participate in competitions and activities that allow them to exercise WICOR and STEAM skills in their respective programs. 4000-4999: Books And Supplies LCFF 0
		Purchase Site Licenses to enhance curriculum and foster literacy and numeracy skills for students. 4000-4999: Books And Supplies Title I 35,000.00	Purchase Site Licenses to enhance curriculum and foster literacy and numeracy skills for students. 4000-4999: Books And Supplies Title I 27,300
		Allow students to participate in fine arts programs through the repair and purchase of musical instruments. 5000-5999: Services And Other Operating Expenditures LCFF 2200.00	Allow students to participate in fine arts programs through the repair and purchase of musical instruments. 5000-5999: Services And Other Operating Expenditures LCFF 2,200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
JWMS teachers will engage in professional development and collaboration opportunities to increase student achievement. Professional development includes but is not limited to conferences and workshops in the areas of: -AVID -English Language Development -Specially Designed Academic Instruction in English -Universal Design for Learning -Inclusionary Practices -Coteaching -Equity and Diversity -MTSS/PBIS Monitoring Metrics: -Common and formative assessments, -Star Data -Administrative walkthrough data • IReady data -Data extracted from Renaissance Analytics with focus on ELs and SWD (ATSI groups) -AVID Assessments	JWMS teachers engaged in professional development and collaboration opportunities to increase student achievement. Professional development includes but is not limited to conferences and workshops in the areas of: -AVID -English Language Development -Specially Designed Academic Instruction in English -Universal Design for Learning -Inclusionary Practices -Coteaching -Equity and Diversity -MTSS/PBIS	Provide teachers with the opportunity to attend conference/workshops in order to refine their capacities in support of students with literacy, language, and numeracy skills. 5000-5999: Services And Other Operating Expenditures LCFF 35000.00 Provide subs for staff to participate in conferences, workshops, and collaboration so that they can attend conferences and workshops in order to refine their capacities in support of students with literacy, language, and numeracy needs. 1000-1999: Certificated Personnel Salaries LCFF 3000.00 Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities, prep buyout, and instructional rounds. 1000-1999: Certificated Personnel Salaries Title I 56281.00 Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities, prep buyout, and instructional rounds.	Provide teachers with the opportunity to attend conference/workshops in order to refine their capacities in support of students with literacy, language, and numeracy skills. 5000-5999: Services And Other Operating Expenditures LCFF 24,475 Provide subs for staff to participate in conferences, workshops, and collaboration so that they can attend conferences and workshops in order to refine their capacities in support of students with literacy, language, and numeracy needs. 1000-1999: Certificated Personnel Salaries LCFF 3,000 Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities, prep buyout, and instructional rounds. 1000-1999: Certificated Personnel Salaries Title I 30,000 Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities, prep buyout, and instructional rounds.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF 5107.00	1000-1999: Certificated Personnel Salaries LCFF 5,107
		Benefits associated with extra duty pay for teachers to engage in activities to support student achievement, including PLC activities and prep buy-out. 3000-3999: Employee Benefits Title I 15381.00	Benefits associated with extra duty pay for teachers to engage in activities to support student achievement, including PLC activities and prep buy-out. 3000-3999: Employee Benefits Title I 15,381
JWMS Students will participate in site-approved, curriculum-based field trips to enhance and enrich learning in all core subjects including Fine and Applied Arts, STEAM, and AVID-based activities. Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, trips about historic events and STEAM-based businesses and organizations. Monitoring Metrics: -Culminating project samples -Panorama Data -Administrative walkthrough data -Adminstrative Walkthrough data -Student rubrics	JWMS Students participated in site-approved, curriculum-based field trips to enhance and enrich learning in all core subjects including Fine and Applied Arts, STEAM, and AVID-based activities. Enrichment opportunities were trips to local plays/musicals, museums, school/college trips, trips about historic events and STEAM-based businesses and organizations. These included field trips to Palm Springs Air Museum for 8th grade Science and History, AVID college field trips to UCR & UCLA, CJSF college field trips to COD, UCLA and others, Law/Debate Club attended real trials & mock trials at Indio Courthouse, and other opportunities.	Provide field trips for students to enhance their learning and provide hands-on activities in exercising grade-level standards. 5000-5999: Services And Other Operating Expenditures LCFF 5000.00	Provide field trips for students to enhance their learning and provide hands-on activities in exercising grade-level standards. 5000-5999: Services And Other Operating Expenditures LCFF 4,177

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
JWMS will fund 1 FTE Content-based ELD/SDAIE teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency. This will support our focus on making annual progress, and maintaining proficiency on the ELPAC. Monitoring Metrics: -EL growth on ELPAC -Common and formative assessments -Panorama data -Student Grades as monitored through Panorama	JWMS did fund 1 FTE Content-based teacher including benefits, however the teacher was reassigned in the master schedule rather than providing intervention for our EL population. A corrective action has been put into place for 2025-26 regarding this action.	Site fund FTE to support EL students in progressing in ELA. Metrics of success include increase in ELPAC and SBAC scores for ELs. 1000-1999: Certificated Personnel Salaries Title I 76971.00 Employee benefits associated with FTE funded to support EL students in progressing in ELA. 3000-3999: Employee Benefits Title I 13296.00 Employee benefits associated with FTE funded to support EL students in progressing in ELA. 3000-3999: Employee Benefits LCFF 2000	Site fund FTE to support EL students in progressing in ELA. Metrics of success include increase in ELPAC and SBAC scores for ELs. 1000-1999: Certificated Personnel Salaries Title I 79,625 Employee benefits associated with FTE funded to support EL students in progressing in ELA. 3000-3999: Employee Benefits Title I 39,041 Benefits costs are included in the line above.
Increase the Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center. These additional hours allow for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci. In addition, the increase, in hours for the media center clerk will allow for extra time at the beginning of the year and the end of the school year, ensuring all students receive all textbooks. The clerk will ensure that Williams Act requirements are	JWMS did increase the Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center. These additional hours allow for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci. Monitoring Metrics: -Student access to technology and materials -Teacher/class access to media center -Williams Act Compliance	Provide Additional Media Center Tech hours at the beginning and end of the school year to ensure that all students have access to the curriculum through texts and technology. 2000-2999: Classified Personnel Salaries Title I 14356.00 Associated Media Center Tech benefits to ensure that all students have access to the curriculum through texts and technology.	Provide Additional Media Center Tech hours at the beginning and end of the school year to ensure that all students have access to the curriculum through texts and technology. 2000-2999: Classified Personnel Salaries Title I 15,073 Associated Media Center Tech benefits to ensure that all students have access to the curriculum through texts and technology.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
met and maintained for all grade levels and classes. Monitoring Metrics: -Student access to technology and materials -Teacher/class access to media center -Williams Act Compliance		3000-3999: Employee Benefits Title I 5731.00	3000-3999: Employee Benefits Title I 6,058
JWMS will assign an ELD Lead to perform the following duties: Monitor EL students Support long term-English learners through provision of content-based ELD strategies Collaborate with staff to identify and address barriers to learning and language acquisition Meet with parents to inform them of their students status and progress as an EL student Serve as a liaison between the school and district EL program Participate in data protocol reviews with a focus on EL student progress JWMS will fund a Paraprofessional Senior - Bilingual to support learning of content area standards in core classes. Monitoring Metrics: -Panorama grades -Student grades -ELPAC growth -Star data	JWMS funded 1 FTE Content-based ELD/SDAIE para professional benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency. This supported our focus on making annual progress, and maintaining proficiency on the ELPAC.	Provide Paraprofessional Senior - Bilingual to support newcomer students in accessing curriculum through primary language support as needed. 2000-2999: Classified Personnel Salaries Title I 27773.00 Associated Benefits for Senior - Bilingual to support newcomer students in accessing curriculum through primary language support as needed. 3000-3999: Employee Benefits Title I 11087.00	Provide Paraprofessional Senior - Bilingual to support newcomer students in accessing curriculum through primary language support as needed. 2000-2999: Classified Personnel Salaries Title I 27,773 Associated Benefits for Senior - Bilingual to support newcomer students in accessing curriculum through primary language support as needed. 2000-2999: Classified Personnel Salaries Title I 11,727

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
-Parent sign in sheets Measures of growth include the following: ELPAC SBAC math and ELA Increased attendance Star assessments - math and ELA Grades Panorama SEL data			
In order to support students all students, (with a focus on ATSI groups), teachers will provide interventions for students who have not demonstrated grade-level proficiency through a variety of assessments. Monitoring Metrics: -SBAC data -ELPAC data -IEP goals -Common, formative, and Star assessments	Teachers provided interventions for students who have not demonstrated grade-level proficiency through after school tutoring and Tier II and Tier III interventions using a variety of assessments. Monitoring Metrics: -SBAC data -ELPAC data -IEP goals -Common, formative, and Star assessments	Prove students with greater ELA and math support through prep buy-outs for teachers. 1000-1999: Certificated Personnel Salaries Title I 7560.00 Associated benefits for teachers to engage in prep buy-out interventions. 3000-3999: Employee Benefits Title I 1895.00	Prove students with greater ELA and math support through prep buy-outs for teachers. 1000-1999: Certificated Personnel Salaries Title I 7,560 Associated benefits for teachers to engage in prep buy-out interventions. 3000-3999: Employee Benefits Title I 1,895
JWMS will replace, upgrade, and install technology on campus to allow students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications. The site will also purchase additional technology such as replacement cords, Laptops, tablets, replacement headphones, mice, and document cameras and upgrades thereof.	JWMS replaced, upgraded, and installed technology on campus to allow students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications. T The site will also purchased additional technology such as replacement cords, Laptops, tablets, replacement headphones, mice, and document cameras and	Provide for technology, supplies and upgrades for students in order to foster growth in academics, literacy, and numeracy. Measures of success include walkthrough data from administration, Williams Act reports, and staff surveys. 4000-4999: Books And Supplies LCFF 32869.00	Provide for technology, supplies and upgrades for students in order to foster growth in academics, literacy, and numeracy. Measures of success include walkthrough data from administration, Williams Act reports, and staff surveys. 4000-4999: Books And Supplies LCFF 31,827

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monitoring Metrics: -Student access to technology and materials -Teacher/class access to media center -Williams Act Compliance -Administrative Walkthrough Data	upgrades thereof. Staff ;members received new desktop computers.		
JWMS will hold Saturday School Academies targeting our ELs students and students with disabilities. These academies will provide targeted instruction and engaging STEAM activities for all students, as well. Monitoring Metrics: -Assessment Data -SIS attendance data -Administrative observations	Saturday Schools were held approximately once a month with topics, such as CPR, First aid, etc to support with		
Teachers, administration, counselors, and other specialists will engage in the following activities: -Hold regular IEP meetings for academic and behavior concerns. -Collaborate during PLC time to discuss, analyze, and plan for support for students with IEPs. -Have articulation meetings between students with IEPs and general education teachers to discuss goals and strategies. Monitoring Metrics: -Panorama Data	Teachers regularly attended IEP meetings; IEP designee in place 2:1:2 on Wednesdays have PLC time built in SPED articulation day at B.O.Y to meet with teachers and share cases for incoming students did not happen as planned this year.	Substitute Teachers' Salaries to allow teachers to participate in regular SST/PST and IEP meetings for academic and behavior concerns to address the needs of students with Tier II/III academic, literacy, numeracy, and behavior needs. 1000-1999: Certificated Personnel Salaries LCFF 1600.00 Extra Duty Pay for Teachers to participate in meetings such as,	Substitute Teachers' Salaries to allow teachers to participate in regular SST/PST and IEP meetings for academic and behavior concerns to address the needs of students with Tier II/III academic, literacy, numeracy, and behavior needs. 1000-1999: Certificated Personnel Salaries LCFF 1,600 Extra Duty Pay for Teachers to participate in meetings such as,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
-IEP Goals -IReady Data -SIS Referral and Attendance Data -Formative and Summative Assessments		but not limited to, SST/PST and IEP meetings for academic and behavior concerns to address the needs of students with Tier II/III academic, literacy, numeracy, and behavior needs. 1000-1999: Certificated Personnel Salaries LCFF 1500.00	but not limited to, SST/PST and IEP meetings for academic and behavior concerns to address the needs of students with Tier II/III academic, literacy, numeracy, and behavior needs. 1000-1999: Certificated Personnel Salaries LCFF 1,500
		Associated Benefits for extra duty pay for teachers to participate in meetings such as, but not limited to, SST/PST and IEP meetings for academic and behavior concerns to address the needs of students with Tier II/III academic, literacy, numeracy, and behavior needs. 1000-1999: Certificated Personnel Salaries LCFF 376.0	Associated Benefits for extra duty pay for teachers to participate in meetings such as, but not limited to, SST/PST and IEP meetings for academic and behavior concerns to address the needs of students with Tier II/III academic, literacy, numeracy, and behavior needs. 1000-1999: Certificated Personnel Salaries LCFF 376

Analysis

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

Implementation of actions varied significantly compared to what was initially planned. Factors impacting implementation include planning processes, changes in targeted focus of staff in response to identified student needs, and site leadership transitions.

Per educational partner feedback, strategies/activities that were implemented effectively include:

- Licenses to intervention products used throughout the school to improve skill development across multiple subjects.
- Field trips and enrichment opportunities were provided to a wide set of student groups, engaging students in the learning content through real world experiences and increasing college and career readiness.
- The instructional paraprofessional provided support for student groups and individual students.

Per educational partner feedback, strategies/activities that were not implemented effectively or need improvement include:

- ELD programs and supports for ELs and LTELs students both throughout the instructional day.

- The SST/PST 123 and MTSS systems need refinement to better support Tier II and Tier III students.
- Additional academic intervention services are needed to support struggling learners. Saturday school models were not as effective as initially planned.
- Additional PLC time and coordination is needed to better plan for intervention and supporting academic improvement.

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

Benefits costs were more than initially budgeted for teacher position noted in Goal 1. Lower purchase amount of books and supplies related to actions than initially budgeted. License costs were lower than initially budgeted due in part to less purchased products than anticipated.

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.

Teacher position in Goal 1 was determined to be not-allowable through Title I funds based on duties performed in the 2024-25 academic year. The position is being removed from the 2025-26 SPSA. The Library Media Tech position will continue to be funded, but moved to the LCFF resource. Other activities adjustments will be made to streamline the plan for clarity and alignment to improvement efforts.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include 1) Involve parents in the Title I program, 2) Creating a school-parent compact with parent input, 3) Building capacity for parent involvement, and 4) ensuring accessibility and opportunities to the school for parents. Each site also ensures they align their site plan with the PSUSD district parent involvement plan.

Our long-term Goal is to have 100% of parents/guardians actively involved in their students' education. Realistically, we aim for the majority of parents to be active, with the remaining percentage understanding how to be active. The benefits of parent involvement are numerous, including improved academic performance, increased school attendance, and enhanced social skills.

Parent participation at the middle school level can be challenging. Many parents are very active at the elementary level. The administration and staff at JWMS need to ensure we keep parents involved. Increasing parent participation is one of our number one goals at JWMS. Examples of active participation include but are not limited to checking Parent VUE, attending parent classes offered by the site, checking student agendas, volunteering, and attending parent conferences. We have placed more emphasis on our intramural program, which brings parents to our campus to see their students play. There are also activities like the Fall Festival, Talent Show, and band performances that parents attend. There will be an increase in opportunities for parents of English learners and Students with Disabilities to engage with the school as measured by the site master calendar.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 500 surveys	Parent Participation in Stakeholder Input Processes - 49 completed Panorama Family Surveys in the Winter 2025 window, a decrease from the 72 completed surveys in the Winter 2024 window.
Family School Connectedness via Panorama Family Climate Survey All Families (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Families (ALL) - 95% English Learner (EL) - 90% Hispanic (Hisp) - 95% African American (AA) - 95%	Family School Connectedness via Panorama Family Climate Survey (Winter 2025) All Families(ALL) - 81% English Learner (EL) - 98% Hispanic (Hisp) - 84% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Families (ALL)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Families (ALL) - 100%	Climate of Support for Academic Learning via Panorama Family (Winter 2025) Climate Survey All Families (ALL) - 84%

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL): 90% Hispanic (Hisp) - 100% African American (AA) - 100%	English Learner (EL): 88% Hispanic (Hisp) - 88% African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -900	Number of Parent Attendees attending 1 or more site/parent center sponsored events - unknown at time of SPSA writing due to lack of documentation during the 2024-25 academic year

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
JWMS will engage with our English learner parents through attendance and collaboration at the CABE Conference. Monitoring Metrics: -Parent(s) presentation -EL parent engagement -Panorama Community Engagement Data	An Assistant Principal attended the CABE conference, attending sessions regarding supporting student engagement and how to identify students who are "EL" and "Special Ed." Parents and additional staff were invited to attend but were not able to participate this year.	Conference fees for parents to attend conferences in order to foster an increase in parent and community relationships as measured by an increase in parent engagements and presentations to staff and educational partners. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1059.00	Conference fees for parents to attend conferences in order to foster an increase in parent and community relationships as measured by an increase in parent engagements and presentations to staff and educational partners. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,080
In an effort to increase opportunities for parents to become involved in their child's education we will be providing training on Parent VUE and will give parents access to computers if needed. Measure of success will be an increase of parents using ParentVue and OLR.	Parent conferences provided opportunity to collaborate with teachers for student success. Training was provided to parents in the use of the online registration system.	None Specified 0.00	None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Through parent meetings and events, up to but not limited to family nights, SSC, ELAC, awards recognitions, and book clubs, we foster relationships for all student groups, their SBAC data, and the achievements of each group with a focus on ELs and students with disabilities. Monitoring Metrics: -Panorama community survey data -Parent Participation -Book Club Participation	Family game night was held on Dec 19, 2024. Six families attended. Counselors held connection events during parent conferences in October 2024, providing families with resources and an opportunity to ask questions. Five families attended.	Provide refreshments for parent meetings in which we foster relationships for all student groups, their SBAC data, and achievements of each group with a focus on ELs and students with disabilities. 5000-5999: Services And Other Operating Expenditures Title I 959.00	Provide refreshments for parent meetings in which we foster relationships for all student groups, their SBAC data, and achievements of each group with a focus on ELs and students with disabilities. 5000-5999: Services And Other Operating Expenditures Title I 0
To increase opportunities for parents to come on campus, we will open our doors to parents throughout the year for events (i.e. Fall Festival, Intramural games against other schools, awards assemblies, etc.), workshops, and library use. Monitoring Metrics: -Panorama community survey data -Parent Participation -Book Club Participation	JWMS parents were invited to campus to support with sporting events, i.e. football, volleyball and basketball tournaments and league play for soccer. Library was open during parent conferences with activities for families.	Provide books and supplies, including ink, for parent library use as we foster parent and community relationships for all student groups, with a focus on ELs and students with disabilities. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1000.00 Refreshments for parent workshops. 4000-4999: Books And Supplies Title I 800.00 Supplies for parent workshops. 4000-4999: Books And Supplies Title I 1381.00	Provide books and supplies, including ink, for parent library use as we foster parent and community relationships for all student groups, with a focus on ELs and students with disabilities. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,000 Refreshments for parent workshops. 4000-4999: Books And Supplies Title I 0 Supplies for parent workshops. 4000-4999: Books And Supplies Title I 1,381
JWMS will maintain communication with families, keeping them apprised of events and issues.	Monthly counseling updates were pushed out through Parent Square	Purchase of S'Mores Newsletters in order to foster consistent	Purchase of S'Mores Newsletters in order to foster consistent

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Regular communications will be made via: - Monthly newsletters - Social media pages - As needed mass phone calls - As needed mass emails Monitoring Metrics: -S'mores reports -Parent engagement -Panorama Data	providing updates on school climate.	monthly parent and community communication. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 179.00	monthly parent and community communication. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 149
		Extra Duty Pay for Parent Engagement Communication 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 3200.00	Extra Duty Pay for Parent Engagement Communication 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 3,200
		Benefits associate with Classified Personnel Salaries 3000-3999: Employee Benefits Title I 1277.00	Benefits associate with Classified Personnel Salaries 3000-3999: Employee Benefits Title I 1,277

Analysis

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

CABE attendance and parent events were implemented, however parent participation in these sessions was minimal. Although communication systems were used to disseminate information, the participation of families through efforts made in 2024-25 was not as high as desired, leading to a need to reidentify the effective methods of communication with families and provide opportunities for parent engagement that are aligned to family needs. Participation in the Winter 2025 survey was minimal, indicating a need to further investigate parent perspectives as the 2025-26 school year opens.

Adjustments related to this area based on educational partner feedback include:

- Parent Conferences Dates will be reviewed with ELAC and SSC to seek input on how to better promote parental engagement.
- Counselors will report back to ELAC and SSC to discuss the outcome of Family Nights throughout the year to gather input on how to improve attendance and impact.
- Administration will assess and determine how to improve and promote our social media presence as an information outlet for the school.
- Monthly Newsletter to parents will be completed on a Quarterly Basis.
- Phone calls and emails will continue to be a major focus to support our parents and community at large

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

Upon review, the use of Title I for refreshment purchases for parent events was determined to be not allowable under Title I and was corrected during the school year within the budget. Although action budgets were consistent with expected actuals in most strategies, outcomes did not meet expectations.

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.

As noted previously, adjustments related to this area based on educational partner feedback include:

- Parent Conferences Dates will be reviewed with ELAC and SSC to seek input on how to better promote parental engagement.
- Counselors will report back to ELAC and SSC to discuss the outcome of Family Nights throughout the year to gather input on how to improve attendance and impact.
- Administration will assess and determine how to improve and promote our social media presence as an information outlet for the school.
- Monthly Newsletter to parents will be completed on a Quarterly Basis.
- Phone calls and emails will continue to be a major focus to support our parents and community at large

2025-26 strategies will be designed to support these efforts and will be reassessed as part of the Fall 2025 SPSA revision process to better meet the needs of parents and families following further investigation into parent perspectives to start the new school year.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

JWMS will work to build a positive and safe school climate by creating opportunities for students to engage in restorative and community-building activities. JWMS will continue to work to increase the attendance rates while decreasing the absentee and suspension rates through education, presentations and meetings for parents, and providing programs that build connections for staff and students. Students will receive supports and interventions according to their individual needs. The number of English learners and students with disabilities being suspended and/or identified as chronically truant will decrease by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 93% English Learner (EL): 93% Hispanic (Hisp): 93% African American (AA): 93% Students With Disabilities (SWD): 93%				Student Attendance Rates (As of May 7, 2025) All Students (ALL) - 91.8% English Learner (EL): 91.9% Hispanic (Hisp): 91.7% African American (AA): 91.8% Students With Disabilities (SWD): 90.0%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	26%	Decline -3	All	 Red	30% Chronically Absent	Increased 1
	EL	Orange	30.5%	Decline -3	EL	 Orange	30.7% Chronically Absent	Declined 2.8
	Hisp	Orange	27%	Decline -3	Hisp	 Red	29.9% Chronically Absent	Maintained 0
	AA		18.4%	Decline -3	AA	 No Performance Color	45% Chronically Absent	Increased 23.6
	SED	Orange	26%	Decline -3	SED	 Red	29.9% Chronically Absent	Increased 0.8
	SWD	Orange	38%	Decline -3	SWD	 Red	45.7% Chronically Absent	Increased 4.7
Suspension Rates: All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Expected Outcomes				Actual Outcomes			
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	10%	Significantly Decline -4	All	 Orange	12.9% suspended at least one day	Declined 0.9%
	EL	Yellow	10%	Significantly Decline -7	EL	 Yellow	12.4% suspended at least one day	Declined 5%
	Hisp	Yellow	10%	Significantly Decline -4	Hisp	 Orange	12.9% suspended at least one day	Declined 1.3%
	AA		10%	Significantly Decline -3	AA	 No Performance Color	25% suspended at least one day	Increased 11.7%
	SED	Yellow	10%	Significantly Decline -4	SED	 Orange	13.1% suspended at least one day	Declined 0.9%
	SWD	Yellow	10%	Significantly Decline -8	SWD	 Red	22% suspended at least one day	Increased 4.1%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) -N/A Hispanic (Hisp) 0% African American (AA) -N/A				Expulsion Rates 2023-24 All Students (ALL) 0.2% English Learner (EL) -N/A Hispanic (Hisp) 0.1% African American (AA) - 0.0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%				Panorama Survey – School Connectedness (Winter 2025) All Students (ALL) - 47% English Learner (EL) - 44% Hispanic (Hisp) - 47% African American (AA) - 44%			
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%				Panorama Survey – School Safety Perception (Winter 2025) All Students (ALL) - 59% English Learner (EL) - 59% Hispanic (Hisp) - 61% African American (AA) - 49%			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
JWMS administration and MTSS Coach will hold expectations assemblies no less than three times a year. We will also play school-wide segments created by our students on safe learning environments (drug-free, anti bullying, Sprigeo etc.) which will air on a weekly basis through our BTV/ASB classes. Monitoring Metrics: -SIS discipline data -SIS attendance data -PBIS Walkthrough/TFI data -Panorama Data	JWMS administration and MTSS Coach held assemblies to provide and explain PBIS expectations. JWMS completed several school-wide video segments created by our students on safe learning environments (drug-free, anti bullying, Sprigeo etc.) which will air on a weekly basis through our BTV/ASB classes.		
In order to support a more positive culture and climate while decreasing undesired behaviors, we will hold activities during special interest periods such as Red Ribbon Week and Random Acts of Kindness. Monitoring Metrics: -SIS discipline data -SIS attendance data -PBIS Walkthrough/TFI data -Panorama Data -MTSS Data Reports	JWMS Counseling and Club Live provided activities such as “Drugs are a Trick, Not a Treat” during lunch to provide a positive culture and climate. Random Acts of Kindness and Red Ribbon Week were also implemented as part of increasing positive culture and climate ratings and sharing awareness information.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
As part of their ongoing efforts to provide students with a safe, welcoming environment, counselors, MTSS team members, and our Equity Coordinator will host Tier I assemblies and activities to address: -Bullying -LGBTQ Awareness -Heritage Months -Equity, Diversity, and Racism -Drug, alcohol, and tobacco use Monitoring Metrics: -SIS discipline data -SIS attendance data -PBIS Walkthrough/TFI data -Panorama Data -Google Form data	MTSS team members, and our Equity Coordinator hosted Tier I assemblies and activities to address: -Bullying -LGBTQ Awareness -Heritage Months -Equity, Diversity, and Racism -Drug, alcohol, and tobacco use Pyramid of Success Presentations where held on Sept 11, 2024 Oct 16, 2024 Dec 4, 2024 Feb 5, 2025 March 4, 2025	Purchase Supplies for special events such as bullying and drug prevention in order to foster a more positive culture and climate. 4000-4999: Books And Supplies LCFF 600.00	Purchase Supplies for special events such as bullying and drug prevention in order to foster a more positive culture and climate. 4000-4999: Books And Supplies LCFF 600
Staff members will hold informational sessions to teach students PBIS expectations (i.e. assemblies, 6th grade camp) and provide recognition opportunity rewards for those students who are following Positive Behavioral Interventions and Supports Expectations. Metrics of effectiveness include the Tiered Fidelity Inventory as conducted by the PBIS teams and outside evaluators for the California Coalition of PBIS. Monitoring Metrics: -SIS discipline data -SIS attendance data	6th grade orientation at the beginning of the year was well attended. Students were made aware of Pride expectations and what was expected of the students at school.	Purchase student incentives for positive behavior in order to recognize and foster positive behaviors. 5000-5999: Services And Other Operating Expenditures LCFF 11000	Purchase student incentives for positive behavior in order to recognize and foster positive behaviors. 5000-5999: Services And Other Operating Expenditures 11,000
		Extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors. 1000-1999: Certificated Personnel Salaries	Extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
-PBIS Walkthrough/TFI data -Panorama Data		LCFF 3000.00	LCFF 3,000
		Benefits associated with extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS. 1000-1999: Certificated Personnel Salaries LCFF 752.00	Benefits associated with extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS. 1000-1999: Certificated Personnel Salaries LCFF 752
		Supplies for PBIS orientation/expectation events intended to foster a decrease of suspensions and chronic truanancies. 4000-4999: Books And Supplies LCFF 991.00	Supplies for PBIS orientation/expectation events intended to foster a decrease of suspensions and chronic truanancies. 4000-4999: Books And Supplies LCFF 991
In order to increase student attendance and decrease chronic truancy, especially for ATSI groups, the JWMS attendance team will hold monthly SART meetings for students who have been identified as not meeting attendance expectations. Monitoring Metrics: -SIS attendance data -Renaissance Analytics -Panorama Data -SART Sign-in Sheets	JWMS attendance team attempted to hold monthly SART meetings for students who have been identified as not meeting attendance expectations, however, due to changing of administration, this was action was not completed.		
In order to address the need for professional development (especially for ATSI groups) staff	Professional Development (especially for ATSI groups) was identified as a focus this year, however, staff completed minimal	Conference and workshop fees for staff to engage in professional development which promote	Conference and workshop fees for staff to engage in professional development which promote

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will participate in workshops and conferences to support MTSS. Monitoring Metrics: -SIS discipline data -SIS attendance data -PBIS Walkthrough/TFI data -Panorama Data	staff workshops and conferences to support our MTSS.	positive behaviors which foster improved conditions for learning. 5000-5999: Services And Other Operating Expenditures Title I 5026.00 Sub pay for staff to attend conferences and workshop which promote positive behaviors that foster improved conditions for learning. 1000-1999: Certificated Personnel Salaries Title I 600.00	positive behaviors which foster improved conditions for learning. 5000-5999: Services And Other Operating Expenditures Title I 5,448 Sub pay for staff to attend conferences and workshop which promote positive behaviors that foster improved conditions for learning. 1000-1999: Certificated Personnel Salaries Title I 600
In order to support students who demonstrate the need for behavioral and social-emotional support, JWMS counselors, MTSS Coach, and designated support providers will provide social emotional lessons and tools for students who have tier 2 and 3 needs. Metrics of Measure: Monitoring Metrics: -SIS discipline data -SIS attendance data -MTSS Team meeting data -Panorama Data	JWMS counselors, MTSS Coach, and designated support providers provided social emotional lessons and tools for students who have tier 2 and 3 needs.	Materials for SEL lessons which would promote positive behaviors and address negative behaviors which contribute to suspensions and chronic truancy. 4000-4999: Books And Supplies Title I 1584.00	Materials for SEL lessons which would promote positive behaviors and address negative behaviors which contribute to suspensions and chronic truancy. 4000-4999: Books And Supplies Title I 1584
In order to address attendance issues (especially as they pertain to EL students and students with disabilities) the site will provide extra duty hours for office specialist to perform duties related	SART meetings and attendance monitoring processes were started however implementation was inconsistent and has had varying levels of positive impact. Assemblies and improvement	Classified salary to prove office specialist with extra hours to address attendance concerns such as trancies, short term independent studies, and Saturday School opportunities.	Classified salary to prove office specialist with extra hours to address attendance concerns such as trancies, short term independent studies, and Saturday School opportunities.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to improvement of attendance. Such activities include SART processes, STIS monitoring, and parent contact. Monitoring Metrics: -SIS attendance data -Renaissance Analytics Data -Panorama Data -STIS completion data	acknowledgements need to be implemented to encourage improvement in attendance.	Metrics of effectiveness include an increase in attendance and a decrease in the number of students who are chronically truant. 2000-2999: Classified Personnel Salaries LCFF 14225.00	Metrics of effectiveness include an increase in attendance and a decrease in the number of students who are chronically truant. 2000-2999: Classified Personnel Salaries LCFF 22,656
		Benefits associated with classified salary for office specialist assigned to address attendance concerns. 3000-3999: Employee Benefits LCFF 5678.00	Benefits associated with classified salary for office specialist assigned to address attendance concerns. 3000-3999: Employee Benefits LCFF 17,210
JWMS will continue to develop and increase the capacity of their MTSS/PBIS program to support students at tiers 1, 2, and 3. Process will be evaluated regularly using PBIS assessments including Self-Assessment Survey and Tiered Fidelity Inventory. PBIS teams will meet regularly to review school-wide as well as focused student data. Expectations will be taught regularly and students will receive regular recognition. Monitoring Metrics: -SIS discipline data -SIS attendance data -PBIS Walkthrough/TFI data -Panorama Data -Counseling Google Form Data	MTSS and PBIS structures were loosely implemented with minimal impact for most of the year. Additional PBIS supports were added closer to the end of the school year in order to encourage positive behavior. MTSS behavioral supports need to be redesigned for 2025-26.	Extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors. 1000-1999: Certificated Personnel Salaries LCFF 1500.00	Extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors. 1000-1999: Certificated Personnel Salaries LCFF 1,500
		Benefits associated with extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors. 1000-1999: Certificated Personnel Salaries LCFF 90.00	Benefits associated with extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors. 1000-1999: Certificated Personnel Salaries LCFF 90

Analysis

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

Overall implementation of Goal 3 strategies was varied. Although most activities were implemented to some extent, most were not implemented with full fidelity or monitored and adjusted based on student need. Due to this inconsistency, many of these support structures will need to be reconfigured and started anew in 2025-26.

Based on educational partner feedback, the following areas of improvement were identified and will be addressed in 2025-26:

- Consistent systems of behavioral expectations, supports, and improvement acknowledgement need to be implemented aligned with the school's safety plan, PBIS efforts, and MTSS structures.
- Positive school culture needs to be developed for all educational partners in school interactions. Assemblies, events, and communication systems combined with support structures will be used to help create a welcoming and positive environment across the campus.
- The MTSS and PBIS structures will be refined to include more positive acknowledgements of students.
- MTSS and counseling teams will partner with administration to collect input from SSC and ELAC throughout the year on how to best support student behavioral needs and create a welcoming and positive campus.
- A focus on attendance improvement will be a priority, including increasing school connectivity and student sense of belonging at the campus.

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

Most activities were within budgeted expectations, however implementation of these systems needs to be improved to ensure effective use of SPSA funds. The cost for the Office Specialist position was higher than originally budgeted.

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.

Actions in the 2025-26 SPSA will target those items noted from the annual review in this area as described above. The new administrative team will be supported by PSUSD Educational Services in planning and implementing systems of improvement in these areas. Additional adjustments will be made through the Fall 2025 SPSA revision process based on the analysis of 2024-25 end of year data and 2025-26 start of year input collection..

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

James Workman Middle School students will demonstrate mastery of grade level standards in all subject areas, exiting eight grade as "high school ready" students.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

Based on the annual needs assessment, the identified needs in the area of academics are:

- Low overall performance in ELA results as noted by Orange Performance Levels for most groups on the Fall 2024 Dashboard.
- Low overall performance in mathematics results as noted by Orange Performance Levels for most groups on the Fall 2024 Dashboard.
- A school designation of ATSI and a Red Performance level in mathematics for Students with Disabilities (SWD) on the Fall 2024 Dashboard, indicating a need for significant support for this student group.
- A Red Performance Level for English Learners (ELs) and Long-Term ELs (LTEs) on the ELPI on the Fall 2024 Dashboard, indicating a need for increased and improved services in language acquisition support and English Language Development strategy implementation.
- Local data in 2024-25 indicates a significant need for intervention supports in both ELA and mathematics.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	30.4 points below standard	Maintained 2.2 points	All	Yellow	27.4 points below standard	Increased 3.0
	EL	 Orange	82.5 points below standard	Increased 7.0 points	EL	Orange	79.5 points below standard	Increased 3.0
	Hisp	 Orange	37.7 points below standard	Maintained 2.0 points	Hisp	Yellow	34.7 points below standard	Increased 3.0
					AA	No Performance Color	44.6 points below standard	Increased 3.0

Metric/Indicator
Baseline
Expected Outcome

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AA	 No Performance Color	47.6 points below standard	Declined 9.3 points
SED	 Orange	31.4 points below standard	Maintained 1.8 points
SWD	 Orange	138.6 points below standard	Increased 16.2 points

SED	Yellow	28.4 points below standard	Increased 3.0
SWD	Yellow	135.6 points below standard	Increased 3.0

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Orange	79.3 points below standard	Maintained 2.8 points
EL	 Orange	127.1 points below standard	Increased 9.1 points
Hisp	 Yellow	86.3 points below standard	Increased 4.7 points
AA	 No Performance Color	93.1 points below standard	Declined 17.1 points
SED	 Orange	80.5 points below standard	Maintained 2.7 points
SWD	 Red	206.8 points below standard	Maintained 0.6 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	76.3 points below standard	Increased 3.0
EL	Orange	124.1 points below standard	Increased 3.0
Hisp	Yellow	83.3 points below standard	Increased 3.0
AA	No Performance Color	90.1 points below standard	Increased 3.0
SED	Yellow	77.5 points below standard	Increased 3.0
SWD	Orange	203.8 points below standard	Increased 3.0

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 8

California Science Test 2024
Percentage of Students Who Meet or Exceeded Standard
Grade 8- 19.88%

California Science Test 2025
Percent of Students Who Meet or Exceed Standard
Grade 8 - 22.88%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Red	39.3%	1 10.7

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	41.3% or higher	Increased 2.0%

Metric/Indicator	Baseline	Expected Outcome
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) 2023-24 Reclassification Rate - 28.6%	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate 2024-25 32.6%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results 2023-24 (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 27.19% English Learners (EL) - 1.61% Hispanic (Hisp) - 23.63% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 27.17% Students with Disabilities (SWD) - 0.0%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results 2024-25 (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 30.19% English Learners (EL) - 6.61% Hispanic (Hisp) - 26.63% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 30.17% Students with Disabilities (SWD) - 5.0%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Instructional Improvement Targeting Student Academic Improvement

JWMS will provide high quality instruction in all subject areas aligned to achievement in the state standards. To accomplish this, additional instructional materials will be purchased to support the core curriculum and provide Tier I supports within all classrooms. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with course content. Licenses for digital learning platforms, technology devices and educational consumables and classroom materials will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. Hours have been extended for the Library Media Technician to help support access to materials and media for supporting instructional efforts. This improvement strategy will be monitored through local assessment results throughout the school year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Classroom Teachers
MTSS Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses for digital learning platforms
Amount	30,696
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses for digital learning platforms
Amount	15,925
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional technology and supplemental instructional material purchases
Amount	15,073
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary costs for extended hours for Library Media Technician
Amount	6,058
Source	LCFF

Budget Reference	3000-3999: Employee Benefits
Description	Benefits costs for extended hours for Library Media Technician
Amount	33,034.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology and supplemental instructional material purchases to increase academic achievement

Strategy/Activity 2

English Learner Supports

JWMS will provide supports to English Learners (ELs) and Long-Term ELs (LTELs) in order to support language development, reading and writing skills, and improved academic performance in courses. This service will include the use of two bilingual Paraprofessionals assigned to provide linguistic and skill development supports for ELs and LTELs both in the core subject classroom environment and within intervention programs. In addition, additional instructional materials and supplies will be provided to support implementation of English Language Development strategies through integrated, designated, and intervention instructional models. This improvement strategy will be monitored through local assessment outcomes during the year and improvement on ELPAC, the ELPI, and ELA CAASPP results for both the EL and LTEL groups leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

X English Learner

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Classroom Teachers
MTSS Intervention Team
Paraprofessionals working within EL services

Proposed Expenditures for this Strategy/Activity

Amount	58,324
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Paraprofessional Bilingual position salaries
Amount	23,454
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Two Paraprofessional Bilingual position benefits
Amount	14,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Additional instructional and intervention materials and supplies for ELD implementation

Strategy/Activity 3

MTSS - Academic Intervention Services

JWMS will provide an MTSS structure that provides timely intervention to students through multiple access points both during and outside of the instructional day. This system will include regular student progress monitoring through the Professional Learning Community (PLC) model, SST meetings, and targeted supports provided to students based on identified needs. This improvement strategy will be monitored through performance improvement in local assessments and improved outcomes on state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
MTSS Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials and supplies for the MTSS program
Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials and supplies for the MTSS program
Amount	15,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards for intervention services outside of the instructional day

Strategy/Activity 4

Professional Development and Collaborative Planning

JWMS will provide staff with professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaborative data analysis processes, student need identification, common instructional planning time, and intervention development. Specific targeting of strategy selection and planning will center around the needs of SWDs and ELs in response to Red Performance Levels. This improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance in state testing including on ELPAC and CAASPP for ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development costs
Amount	10,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development costs
Amount	15,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards for additional planning time within PLCs and/or sub costs related to training

Strategy/Activity 5

Support for Students with Disabilities

JWMS will provide supplemental support for Students with Disabilities in response to the Additional Technical Support and Improvement (ATSI) designation from the Fall 2024 Dashboard. Collaborative planning time will be provided for SPED teachers and general education teachers to collaboratively plan instructional systems that are differentiated to support the needs of SWDs as part of mainstreaming transitions and implementing common instructional strategies (e.g. UDL, conceptual mathematics). A focus on supporting mathematics improvement for SWDs will be supported through additional resources for intervention and skills development. Efforts will be aligned to the PSUSD CIM plan with support from the PSUSD Special Education Department. This improvement strategy will be monitored through local assessment outcomes for the SWD student group, with a goal of improving outcomes on CAASPP results and CA School Dashboard outcomes for the SWD group.

Students to be Served by this Strategy/Activity

☒ Students with Disabilities

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Classroom Teachers
Special Education Team Members

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Intervention materials and supplies supporting performance improvement
Amount	10,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards and/or substitute costs for collaboration processes

Strategy/Activity 6

Academic Enrichment

JWMS will provide opportunities for academic enrichment through multiple elective course offerings, clubs, and academic student experiences outside of the school setting that supplement core instruction across subject areas. The JWMS AVID program, field trips, and arts programs are supported through this strategy, providing additional resources to increase and improve the quality of these experiences. JWMS plans to implement a peer leadership program intending to provide student leaders that support peers in connecting with class and improving outcomes for the school. This improvement strategy will be monitored through local assessment results and educational partner feedback, with each approved project requiring a monitoring measure as part of the request process. JWMS expects this activity to contribute to an increase in academic outcomes.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration
Classroom Teachers
AVID program team
Organization leads

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for academic enrichment
Amount	10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip costs

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

James Workman Middle School will actively collaborate with families and educational partners to develop positive parent and community involvement leading to increases in student academic performance.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

Based on the annual needs assessment, the identified needs in the area of parent and community engagement are:

- Low participation from parents and family members in school engagement events, indicating a need to better align activities with needs and interests of the school community.
- Limited communication engagement between the school and families, indicating a need to create multiple communication channels and monitor effectiveness through educational partner feedback.
- Support for parent engagement efforts is needed to better partner with families in improving outcomes for students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 49 completed Panorama Family Surveys in the Winter 2025 window	Parent Participation in Stakeholder Input Processes - 100 surveys completed in the Winter 2026 window
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey (Winter 2025) All Families(ALL) - 81% English Learner (EL) - 98% Hispanic (Hisp) - 84% African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey (Winter 2026) All Families(ALL) - 85% English Learner (EL) - 98% (maintain) Hispanic (Hisp) - 87% African American (AA) - N/A

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family (Winter 2025) Climate Survey All Families (ALL) - 84% English Learner (EL): 88% Hispanic (Hisp) - 88% African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family (Winter 2025) Climate Survey All Families (ALL) - 87% English Learner (EL): 90% Hispanic (Hisp) - 90% African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - unknown at time of SPSA writing due to lack of documentation during the 2024-25 academic year. 2025-26 will establish a new baseline.	Number of Parent Attendees attending site/parent center sponsored events - 200

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Nights

JWMS will provide opportunities for family engagement and input collection throughout the year. Engagement events include but are not limited to literacy nights, math nights, science and STEAM nights, and counselor sessions focused on supporting student needs. Input collection will include increased communication pathways, developing 2-way communication systems, and developing trusting relationships with families as part of refining improvement efforts. JWMS will sponsor and implement school coordinated family engagement events and partner with the PSUSD Family Engagement Center as part of these actions. This improvement activity will be monitored through educational partner feedback, increases in parent and family attendance at events, and increased communication presence through multiple channels.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administrators
Classroom Teachers
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	1981
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards and/or sub costs for parent engagement activities
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for parent engagement activities
Amount	2,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	License for digital newsletter program

Strategy/Activity 2

EL Parent Engagement

JWMS will provide EL targeted parent engagement opportunities for parents and families of English Learners (ELs). Supports will include but is not limited to translation services at family engagement events, events designed specifically for ELs and LTELs, and attendance at EL parent engagement development opportunities (workshops, conferences, etc.). This improvement activity will be monitored through EL educational partner feedback, increases in EL parent and family attendance at events, and increased communication presence through multiple channels in multiple languages.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administrators
Classroom Teachers
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost for parents to attend EL focused conferences for parent engagement
Amount	2,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff attendance at EL focused conferences for parent engagement and/or timecards for EL parent engagement events

Goals, Strategies, & Proposed Expenditures

Goal 3

JWMS administration and staff is committed to maintaining a Healthy and Safe Learning Environment for all students. JWMS is also working to increase the attendance rate of all our students, decreasing the chronic absenteeism, and suspension rates. .

Goal Statement

JWMS will work to build a positive and safe school climate through various supports leading to increased school connectedness, a sense of belonging, and a welcoming environment for all members of the school community.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

Based on the annual needs assessment, the identified needs in the area of a safe and healthy school environment are:

- Very high rates of chronic absenteeism as noted on the Fall 2024 Dashboard, indicating a need to improve school connectedness and a need to remove barriers to school attendance.
- Red Performance Levels for chronic absenteeism on the Fall 2024 Dashboard for the following groups: All students, Homeless Youth, Socioeconomically Disadvantaged Students, SWD, Hispanic students, and White students. This indicates that systemic improvement needs are present in this area.
- Very high suspension rates as noted on the Fall 2024 Dashboard, indicating a need to improve supports for student behaviors, school connectedness, and SEL development.
- Red Performance Levels for suspension rate on the Fall 2024 Dashboard for the following groups: Homeless Youth, SWDs, and White students. This indicates a need to support students through a differentiated approach so as to close gaps between groups in accessing learning.
- A school designation of ATSI and a Red Performance level in suspension rate and chronic absenteeism for Students with Disabilities (SWD) on the Fall 2024 Dashboard, indicating a need for significant support for this student group.
- Educational partner feedback indicates significant needs related to improving school climate as confirmed by the results of the Winter 2025 Panorama survey.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates (As of May 7, 2025) All Students (ALL) - 91.8%	Student Attendance Rates (2025-26) All Students (ALL) - 94%

Metric/Indicator	Baseline	Expected Outcome																																																								
	English Learner (EL): 91.9% Hispanic (Hisp): 91.7% African American (AA): 91.8% Students With Disabilities (SWD): 90.0%	English Learner (EL): 94% Hispanic (Hisp): 94% African American (AA): 94% Students With Disabilities (SWD): 92%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Red</td><td>30% Chronically Absent</td><td>Increased 1</td></tr><tr><td>EL</td><td>Orange</td><td>30.7% Chronically Absent</td><td>Declined 2.8</td></tr><tr><td>Hisp</td><td>Red</td><td>29.9% Chronically Absent</td><td>Maintained 0</td></tr><tr><td>AA</td><td>No Performance Color</td><td>45% Chronically Absent</td><td>Increased 23.6</td></tr><tr><td>SED</td><td>Red</td><td>29.9% Chronically Absent</td><td>Increased 0.8</td></tr><tr><td>SWD</td><td>Red</td><td>45.7% Chronically Absent</td><td>Increased 4.7</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Red	30% Chronically Absent	Increased 1	EL	Orange	30.7% Chronically Absent	Declined 2.8	Hisp	Red	29.9% Chronically Absent	Maintained 0	AA	No Performance Color	45% Chronically Absent	Increased 23.6	SED	Red	29.9% Chronically Absent	Increased 0.8	SWD	Red	45.7% Chronically Absent	Increased 4.7	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>29.0% or less</td><td>Declined 1%</td></tr><tr><td>EL</td><td>Orange</td><td>29.0% or less</td><td>Declined 1.7%</td></tr><tr><td>Hisp</td><td>Orange</td><td>28.0% or less</td><td>Declined 1.9%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>42% or less</td><td>Declined 3.0%</td></tr><tr><td>SED</td><td>Orange</td><td>29.0% or less</td><td>Declined 1.9%</td></tr><tr><td>SWD</td><td>Yellow</td><td>42.7% or less</td><td>Declined 3.0%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	29.0% or less	Declined 1%	EL	Orange	29.0% or less	Declined 1.7%	Hisp	Orange	28.0% or less	Declined 1.9%	AA	No Performance Color	42% or less	Declined 3.0%	SED	Orange	29.0% or less	Declined 1.9%	SWD	Yellow	42.7% or less	Declined 3.0%
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>12.9% suspended at least one day</td><td>Declined 0.9%</td></tr><tr><td>EL</td><td>Yellow</td><td>12.4% suspended at least one day</td><td>Declined 5%</td></tr><tr><td>Hisp</td><td>Orange</td><td>12.9% suspended at least one day</td><td>Declined 1.3%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>25% suspended at least one day</td><td>Increased 11.7%</td></tr><tr><td>SED</td><td>Orange</td><td>13.1% suspended at least one day</td><td>Declined 0.9%</td></tr><tr><td>SWD</td><td>Red</td><td>22% suspended at least one day</td><td>Increased 4.1%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	12.9% suspended at least one day	Declined 0.9%	EL	Yellow	12.4% suspended at least one day	Declined 5%	Hisp	Orange	12.9% suspended at least one day	Declined 1.3%	AA	No Performance Color	25% suspended at least one day	Increased 11.7%	SED	Orange	13.1% suspended at least one day	Declined 0.9%	SWD	Red	22% suspended at least one day	Increased 4.1%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>11.9% or lower</td><td>Declined 1.0%</td></tr><tr><td>EL</td><td>Yellow</td><td>11.4% or lower</td><td>Declined 1.0%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>11.9% or lower</td><td>Declined 1.0%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>20% or lower</td><td>Declined 5.0%</td></tr><tr><td>SED</td><td>Orange</td><td>12.1% or lower</td><td>Declined 1.0%</td></tr><tr><td>SWD</td><td>Orange</td><td>21.0% or lower</td><td>Declined 1.0%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	11.9% or lower	Declined 1.0%	EL	Yellow	11.4% or lower	Declined 1.0%	Hisp	Yellow	11.9% or lower	Declined 1.0%	AA	No Performance Color	20% or lower	Declined 5.0%	SED	Orange	12.1% or lower	Declined 1.0%	SWD	Orange	21.0% or lower	Declined 1.0%
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Expulsion Rates All Students (ALL) English Learner (EL)	Expulsion Rates 2023-24 All Students (ALL) 0.2% English Learner (EL) -N/A	Expulsion Rates 2024-25 All Students (ALL) 0% English Learner (EL) - 0%																																																								

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) 0.1% African American (AA) - 0.0%	Hispanic (Hisp) 0% African American (AA) - 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness (Winter 2025) All Students (ALL) - 47% English Learner (EL) - 44% Hispanic (Hisp) - 47% African American (AA) - 44%	Panorama Survey – School Connectedness (Winter 2026) All Students (ALL) - 50% English Learner (EL) - 47% Hispanic (Hisp) - 50% African American (AA) - 47%
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception (Winter 2025) All Students (ALL) - 59% English Learner (EL) - 59% Hispanic (Hisp) - 61% African American (AA) - 49%	Panorama Survey – School Safety Perception (Winter 2026) All Students (ALL) - 62% English Learner (EL) - 62% Hispanic (Hisp) - 64% African American (AA) - 55%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

MTSS SEL and Behavioral Supports

JWMS will provide a structured and responsive MTSS model for SEL and behavioral supports. This structure will utilize tools and resources to address student needs and proactively respond in order to rapidly reintegrate students into the classroom learning environment. The JWMS PBIS system will be restructured to support positive behaviors and support systems will be redesigned to better support Tier II and Tier III behavioral needs. JWMS will conduct an analysis of current practices to better provide strategic support for groups reporting in the Red performance levels for suspension rate in order to remove barriers existing within the school. PSUSD helps to support these efforts through the LCAP funded MTSS Coach and Behavior Paraprofessional who respond to identified student needs and provide supports in reengaging students into the learning environment. This improvement activity will be monitored through internal reporting for behavior reporting rates, classroom engagement, and suspension rates throughout the year with the goal of improving outcomes for suspension rates on the CA School Dashboard.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administrators
Classroom Teachers
MTSS Intervention Team
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for MTSS SEL and Behavior supports

Strategy/Activity 2

Attendance Improvement

JWMS will provide structures to improve attendance at the school site. An additional Office Specialist is funded to monitor attendance improvement, document attendance recovery and improvement, communicate with parents regarding attendance, and initiate attendance support systems via Community Liaisons and Prevention Specialists. The JWMS Attendance Team will review attendance data and educational partner input to design and refine efforts to increase school connectedness and attendance rates while reducing the number of students designated as chronically absent. The Attendance Team will closely monitor outcomes for student groups reporting in the Red performance level on the CA School Dashboard to ensure that efforts are effectively meeting student needs. This improvement activity will be monitored through locally calculated attendance rate reporting throughout the year and improvement on the Chronic Absenteeism Indicator on the CA School Dashboard.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administrators
Classroom Teachers
MTSS Intervention Team
Counselors
Office Specialist
Community Liaisons / Prevention Specialists

Proposed Expenditures for this Strategy/Activity

Amount	23,336
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Office Specialist Salary
Amount	17,210
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Office Specialist Benefits
Amount	15,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards and/or substitute costs related to implementation of the JWMS Attendance Team and other attendance initiatives
Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Materials and supplies related to attendance improvement

Strategy/Activity 3**Climate/Culture Improvement**

JWMS will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and have a sense of belonging. A 6th grade orientation program will be provided to assist students and families in acclimating to campus. Services and efforts will respond to educational partner input, developing systems likely to succeed in developing a positive and supportive school climate. Administration, counselors, and teachers will collaborate to develop systems that improve campus climate, build an understanding of the diverse needs of students and the school community, and create a welcoming environment throughout the campus. Administrators will work with front office staff to ensure that visitors feel welcomed upon arrival and increase connectedness throughout the school. This improvement activity will be monitored through educational partner feedback, survey rates for school connectedness and sense of belonging, and improvement in behavior and attendance data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Administrators
Classroom Teachers
MTSS Intervention Team
Counselors
All staff

Proposed Expenditures for this Strategy/Activity**Amount**

7,500

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Materials and supplies for climate and culture improvement initiatives

Amount

15,000

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Timecards and/or substitute costs related to climate and culture improvement initiatives

Strategy/Activity 4

SEL and Wellness Services

JWMS will provide social-emotional learning (SEL) and wellness services throughout the campus. Resources and planned efforts will focus on developing skills related to growth mindset, self efficacy, social awareness, and other aspects needed to support both the individual student and create a positive climate for learning. Implementation of district required lessons will be supplemented by counselors and teachers with resources designed to support individual student needs. This improvement activity will be monitored through educational partner feedback, improvement in student SEL survey data, and improved outcomes on behavior and attendance related data.

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/25-6/30/26

Person(s) Responsible

Administrators
Classroom Teachers
MTSS Intervention Team
Counselors

Proposed Expenditures for this Strategy/Activity**Amount**

6,500

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Materials and supplies related to SEL and wellness instruction and support

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2025 - June 30, 2026	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I
Middle School Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	3,000	Title IV

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$241,474
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$463,091.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	269,508	0.00
Title I Part A: Parent Involvement	4,981	0.00
LCFF	188,602	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$269,508.00
Title I Part A: Parent Involvement	\$4,981.00

Subtotal of additional federal funds included for this school: \$274,489.00

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

State or Local Programs	Allocation (\$)
LCFF	\$188,602.00

Subtotal of state or local funds included for this school: \$188,602.00

Total of federal, state, and/or local funds for this school: \$463,091.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	188,602.00
Title I	269,508.00
Title I Part A: Parent Involvement	4,981.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	96,733.00
3000-3999: Employee Benefits	46,722.00
4000-4999: Books And Supplies	157,459.00
5000-5999: Services And Other Operating Expenditures	137,177.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	38,409.00
3000-3999: Employee Benefits	LCFF	23,268.00
4000-4999: Books And Supplies	LCFF	84,925.00
5000-5999: Services And Other Operating Expenditures	LCFF	32,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
2000-2999: Classified Personnel Salaries	Title I	58,324.00
3000-3999: Employee Benefits	Title I	23,454.00
4000-4999: Books And Supplies	Title I	72,034.00
5000-5999: Services And Other Operating Expenditures	Title I	100,696.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,481.00

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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Julio Omier, Principal	X				
Graig Bugbee		X			
Shane Frakes		X			
Meredith McLendon		X			
Jennifer Dean		X			
Deb Fuller			X		
Sandy Morelos				X	
Sulema Munoz				X	
Caitlyn Peterson				X	
Danica Conner					X
Kade Holcomb					X
Jerry Ramos					X
Numbers of members of each category:	1	4	1	3	3

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: School Site Leadership

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 October 27, 2025.

Attested:

	Principal, Julio Omier, Ed.D. - Principal on 10/27/25
	SSC Chairperson, Craig Bugbee on 10/27/25

Title I and LCFF Funded Program Evaluation

Goal #1:
James Workman Middle School students will demonstrate mastery of grade level standards in all subject areas, exiting eight grade as "high school ready" students.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Instructional Improvement Targeting Student Academic Improvement JWMS will provide high quality instruction in all subject areas aligned to achievement in the state standards. To accomplish this, additional instructional materials will be purchased to support the core curriculum and provide Tier I supports within all classrooms. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with course content. Licenses for digital learning platforms, technology devices and educational consumables and classroom materials will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. Hours have been extended for the Library Media Technician to help support access to materials and media for supporting instructional efforts. This improvement strategy will be monitored through local assessment results throughout the school year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.	Additional instructional materials were purchased to support the core curriculum and provide Tier I supports within all classrooms. Instructional materials include but are not limited to Reading Plus, I-Ready, Gimkit, Navigate 360, Edpuzzle, Booklet, Discovery Education (Title 1), Diffit, Brainpop. Instructional technology were provided to increase student access to online learning resources and digital interactions with course content. Licenses for digital learning platforms were purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. Through these technology resources we are able to differentiate instruction to achieve our academic growth as described in our school accountability. We will continue to monitor student success through local assessment results throughout the year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.		

English Learner Supports JWMS will provide supports to English Learners (ELs) and Long-Term ELs (LTELs) in order to support language development, reading and writing skills, and improved academic performance in courses. This service will include the use of two bilingual Paraprofessionals assigned to provide linguistic and skill development supports for ELs and LTELs both in the core subject classroom environment and within intervention programs. In addition, additional instructional materials and supplies will be provided to support implementation of English Language Development strategies through integrated, designated, and intervention instructional models. This improvement strategy will be monitored through local assessment outcomes during the year and improvement on ELPAC, the ELPI, and ELA CAASPP results for both the EL and LTEL groups leading to improved outcomes on the CA School Dashboard.	This service will include the use of two bilingual Paraprofessionals assigned to provide linguistic and skill development supports for ELs and LTELs both in the core subject classroom environment and within intervention programs. Second bilingual Paraprofessional was hired in September 22, 2025, to provide linguistic and skill development supports for ELs and LTELs both in the core subject classroom environment and within intervention programs.		
MTSS - Academic Intervention Services JWMS will provide an MTSS structure that provides timely intervention to students through multiple access points both during and outside of the instructional day. This system will include regular student progress monitoring through the Professional Learning Community (PLC) model, SST meetings, and targeted supports provided to students based on identified needs. This improvement strategy will be monitored through performance improvement in local assessments and improved outcomes on state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.	JWMS will provide an MTSS structure that provides timely intervention to students through multiple access points both during and outside of the instructional day. This system will include regular student progress monitoring through the Professional Learning Community (PLC) model, SST meetings, and targeted supports provided to students based on identified needs.		
Professional Development and Collaborative Planning JWMS will provide staff with professional development in evidence-based instructional strategies likely to support academic improvement for students and to	JWMS will provide staff with professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices.		

improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaborative data analysis processes, student need identification, common instructional planning time, and intervention development. Specific targeting of strategy selection and planning will center around the needs of SWDs and ELs in response to Red Performance Levels. This improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance in state testing including on ELPAC and CAASPP for ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.	Collaborative planning time for PLCs will also be offered to allow for collaborative data analysis processes, student need identification, common instructional planning time, and intervention development. Specific targeting of strategy selection and planning will center around the needs of SWDs and ELs in response to Red Performance Levels.		
Support for Students with Disabilities JWMS will provide supplemental support for Students with Disabilities in response to the Additional Technical Support and Improvement (ATSI) designation from the Fall 2024 Dashboard. Collaborative planning time with be provided for SPED teachers and general education teachers to collaboratively plan instructional systems that are differentiated to support the needs of SWDs as part of mainstreaming transitions and implementing common instructional strategies (e.g. UDL, conceptual mathematics). A focus on supporting mathematics improvement for SWDs will be supported through additional resources for intervention and skills development. Efforts will be aligned to the PSUSD CIM plan with support from the PSUSD Special Education Department. This improvement strategy will be monitored through local assessment outcomes for the SWD student group, with a goal of improving outcomes on CAASPP results and CA School Dashboard outcomes for the SWD group.	JWMS will provide supplemental support for Students with Disabilities in response to the Additional Technical Support and Improvement (ATSI) designation from the Fall 2024 Dashboard. Collaborative planning time with be provided for SPED teachers and general education teachers to collaboratively plan instructional systems that are differentiated to support the needs of SWDs as part of mainstreaming transitions and implementing common instructional strategies (e.g. UDL, conceptual mathematics) A focus on supporting mathematics improvement for SWDs will be supported through additional resources for intervention and skills development.		
Academic Enrichment JWMS will provide opportunities for academic enrichment through multiple elective course offerings, clubs, and academic student experiences outside of the school setting that supplement core	JWMS will provide opportunities for academic enrichment through multiple elective course offerings, clubs, and academic student experiences outside of the school setting that		

instruction across subject areas. The JWMS AVID program, field trips, and arts programs are supported through this strategy, providing additional resources to increase and improve the quality of these experiences. JWMS plans to implement a peer leadership program intending to provide student leaders that support peers in connecting with class and improving outcomes for the school. This improvement strategy will be monitored through local assessment results and educational partner feedback, with each approved project requiring a monitoring measure as part of the request process. JWMS expects this activity to contribute to an increase in academic outcomes.	supplement core instruction across subject areas.		
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Goal #2:
James Workman Middle School will actively collaborate with families and educational partners to develop positive parent and community involvement leading to increases in student academic performance.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Family Engagement Nights JWMS will provide opportunities for family engagement and input collection throughout the year. Engagement events include but are not limited to literacy nights, math nights, science and STEAM nights, and counselor sessions focused on supporting student needs. Input collection will include increased communication pathways, developing 2-way communication systems, and developing trusting relationships with families as part of refining improvement efforts. JWMS will sponsor and implement school coordinated family engagement events and partner with the PSUSD Family Engagement Center as part of these actions. This improvement activity will be monitored through educational partner feedback,	WMS will provide opportunities for family engagement and input collection throughout the year. Engagement events include but are not limited to literacy nights, math nights, science and STEAM nights, and counselor sessions focused on supporting student needs. JWMS will sponsor and implement school coordinated family engagement events and partner with the PSUSD Family Engagement Center as part of these actions.		

increases in parent and family attendance at events, and increased communication presence through multiple channels.			
EL Parent Engagement JWMS will provide EL targeted parent engagement opportunities for parents and families of English Learners (ELs). Supports will include but is not limited to translation services at family engagement events, events designed specifically for ELs and LTELs, and attendance at EL parent engagement development opportunities (workshops, conferences, etc.). This improvement activity will be monitored through EL educational partner feedback, increases in EL parent and family attendance at events, and increased communication presence through multiple channels in multiple languages.	JWMS will provide EL targeted parent engagement opportunities for parents and families of English Learners (ELs). Supports will include but is not limited to translation services at family engagement events, events designed specifically for ELs and LTELs, and attendance at EL parent engagement development opportunities (workshops, conferences, etc.).		

Goal #3:
JWMS will work to build a positive and safe school climate through various supports leading to increased school connectedness, a sense of belonging, and a welcoming environment for all members of the school community.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
MTSS SEL and Behavioral Supports JWMS will provide a structured and responsive MTSS model for SEL and behavioral supports. This structure will utilize tools and resources to address student needs and proactively respond in order to rapidly reintegrate students into the classroom learning environment. The JWMS PBIS system will be restructured to support positive behaviors and support systems will be redesigned to better support Tier II and Tier III behavioral needs. JWMS will conduct an analysis of current practices to better provide strategic support for groups reporting in the Red performance levels for suspension rate in order to	JWMS will provide a structured and responsive MTSS model for SEL and behavioral supports. This structure will utilize tools and resources to address student needs and proactively respond in order to rapidly reintegrate students into the classroom learning environment.		

remove barriers existing within the school. PSUSD helps to support these efforts through the LCAP funded MTSS Coach and Behavior Paraprofessional who respond to identified student needs and provide supports in reengaging students into the learning environment. This improvement activity will be monitored through internal reporting for behavior reporting rates, classroom engagement, and suspension rates throughout the year with the goal of improving outcomes for suspension rates on the CA School Dashboard.			
Attendance Improvement JWMS will provide structures to improve attendance at the school site. An additional Office Specialist is funded to monitor attendance improvement, document attendance recovery and improvement, communicate with parents regarding attendance, and initiate attendance support systems via Community Liaisons and Prevention Specialists. The JWMS Attendance Team will review attendance data and educational partner input to design and refine efforts to increase school connectedness and attendance rates while reducing the number of students designated as chronically absent. The Attendance Team will closely monitor outcomes for student groups reporting in the Red performance level on the CA School Dashboard to ensure that efforts are effectively meeting student needs. This improvement activity will be monitored through locally calculated attendance rate reporting throughout the year and improvement on the Chronic Absenteeism Indicator on the CA School Dashboard.	JWMS will provide structures to improve attendance at the school site. An additional Office Specialist is funded to monitor attendance improvement, document attendance recovery and improvement, communicate with parents regarding attendance, and initiate attendance support systems via Community Liaisons and Prevention Specialists The Attendance Team will closely monitor outcomes for student groups reporting in the Red performance level on the CA School Dashboard to ensure that efforts are effectively meeting student needs		
Climate/Culture Improvement JWMS will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and have a sense of belonging. A 6th grade orientation program will be provided to assist students and families in acclimating to campus. Services and efforts will respond to educational partner input, developing systems likely to succeed in developing a	JWMS will provide social-emotional learning (SEL) and wellness services throughout the campus. Resources and planned efforts will focus on developing skills related to growth mindset, self efficacy, social awareness, and other aspects needed to support both the individual student and create a positive climate for learning. Implementation of		

positive and supportive school climate. Administration, counselors, and teachers will collaborate to develop systems that improve campus climate, build an understanding of the diverse needs of students and the school community, and create a welcoming environment throughout the campus. Administrators will work with front office staff to ensure that visitors feel welcomed upon arrival and increase connectedness throughout the school. This improvement activity will be monitored through educational partner feedback, survey rates for school connectedness and sense of belonging, and improvement in behavior and attendance data.	district required lessons will be supplemented by counselors and teachers with resources designed to support individual student needs.		
SEL and Wellness Services JWMS will provide social-emotional learning (SEL) and wellness services throughout the campus. Resources and planned efforts will focus on developing skills related to growth mindset, self efficacy, social awareness, and other aspects needed to support both the individual student and create a positive climate for learning. Implementation of district required lessons will be supplemented by counselors and teachers with resources designed to support individual student needs. This improvement activity will be monitored through educational partner feedback, improvement in student SEL survey data, and improved outcomes on behavior and attendance related data.	JWMS will provide social-emotional learning (SEL) and wellness services throughout the campus. Resources and planned efforts will focus on developing skills related to growth mindset, self efficacy, social awareness, and other aspects needed to support both the individual student and create a positive climate for learning. Implementation of district required lessons will be supplemented by counselors and teachers with resources designed to support individual student needs.		

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

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

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
