



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	Victoria Chavez, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/24-6/30/25
Schoolsite Council (SSC) Approval Date	October 29, 2024
Local Board Approval Date	December 17, 2024

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

Mission: To provide equitable learning opportunities so that students can discover their capabilities and build strong character to reach their highest potential.

Vision: Connect. Grow. Inspire. The Workman Way.

School Profile

James Workman Middle School is one of five middle schools within the Palm Springs Unified School District. It is located in Cathedral City, serving the north side and a small population of Palm Springs students residing on the city's eastern edge. The 2024-2025 school year is our 30th year as a school of technology and the arts. James Workman Middle School was designated a National School to Watch in 2022, and earned silver status recognition by the California Positive Behavioral Interventions and Supports Coalition for the 23-24 school year. Our current enrollment is 1030 students, with the majority of our students walking or riding their bicycles to school. This enables a large number of students to participate in after-school programs and activities.

Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA and subsequent Board approval will occur if substantial budget and/or material changes occur during the school year.

James Workman Middle School coordinates with the Palm Springs Unified School District through monthly secondary administrative meetings, executive cabinet visits and walkthroughs, and staff and administrative professional development sessions.

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

The purpose of this plan as it pertains to the status of ATSI is to support students with disabilities and English learner students.

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.

James Workman Middle School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. SSC meets 3:45-4:45. The meeting dates for 2023/24 were: 10/10/23, 11/7/23, 2/06/24, 4/30/24, and 5/14/24. 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 is solicited from school advisory committees and School Leadership team. The JWMS School Plan 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

SSC Election Dates and Results:

- 9/5/23 Parents. Parents were nominated and elected through a school-wide google form. Jamie Tarascio, Angela Cawley, Brienne Connor, and Erin Tarascio are voted in to serve on SSC. Teachers Shane Frakes and Kevin Koch remain the same. Julie Artiga is nominated and voted in as classified staff representation.
- September 22, 2023: Debra Fuller and Jennifer Dean were voted in as teacher representatives for SSC Election closed on September 22, 2023.
- Staff members were nominated and elected through paper ballots in a school-wide election.

On March 12, 2024, Parents met with the Principal to 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 2023/2024 school year, ELAC and SSC operated together.

For the upcoming 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 conflicts.

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.

The need to refresh Professional Learning Communities and the Universal Design for Learning frameworks and their protocols and practices have been a priority.

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

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, the site was able to identify resource inequities. These inequities were evident in the data of student groups identified for ATSI (ELs and students with disabilities). English learners and students with disabilities at JWMS have higher levels of chronic absenteeism and suspensions than other student groups as reported on the California Data Dashboard. These same groups also score lower than 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.

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, the site 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.

Fall 2024 Successes:

According to preliminary 2023/2024 scores, there was a 1.5% increase in students achieving proficiency on the SBAC in math.

According to preliminary 2023/2024 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.

Reflections: Success

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?

Spring 2024:

According to the 2022/2023 California Data Dashboard, English learners and students with disabilities have been identified as ATSI groups. Areas in which ELs are in the red are as follows: ELA, Math, Suspensions, and Chronic Absenteeism. Students With Disabilities are in the red in the following areas: ELA, Math, and Chronic Absenteeism. As a result of this ATSI status, these two student groups will be of particular focus for growth. While the goals and activities within this SPSA are pertinent to all students, there will be a concentrated focus on supporting ELs and students with disabilities.

The previous year's SPSA indicated a plan to improve the number of students proficient in ELA, math, and language development, as measured by CAASPP and ELPAC. This data from the California Data Dashboard provided us with the following information: A total of 38% of students were at or above grade level in English/language arts, while 23.35% were at or above grade level in math. This school year 19% of the English learners were reclassified to fluent English proficient for this school year, while 50% of our EL students made progress in English language development according to the ELPAC assessment.

Supporting Actions: Students were encouraged to attend before and after-school tutoring programs offered by the site and district. Teachers also offered small group lessons and lesson differentiation to meet the needs of students. Supplemental software and materials were also provided to support students in accessing the curriculum. Teachers also used ELlevation to monitor RFEP students, and a focus on ELPAC growth was made last year. Additional reading and math intervention classes were added to the master schedule for the 23/24 school year.

Current data supports the need for greater focus on chronic absenteeism and suspensions. According to the California Data Dashboard, English learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students as well as Students with Disabilities have had an increase in chronic absenteeism for the past year. Also for the past year, English learners, Filipino, Hispanic, Homeless, and Socioeconomically Disadvantaged students have had an increase in suspensions. Panorama data reflects the California Data Dashboard in these areas, as well, as % of our students report feeling they have no social-emotional strengths in the spring assessment. Current California Dashboard data also demonstrates that English learners and Students with Disabilities had a decline in math performance according to SBAC mathematics assessments. In contrast, Hispanic and Socioeconomically Disadvantaged students maintained a distance below standards on the SBAC mathematics assessments.

Additional actions to achieve an increase in academic performance for the upcoming year: To align with the overall goal of Distance From Standard, math and language arts teachers will focus on the PLC process of analyzing data and providing targeted and strategic support. As formative assessments are evaluated, a greater focus on a multi-tiered system of support programs will be made, with students having access to fluid interventions throughout the school day, including an inaugural Learning Lab. This lab will provide more students with targeted and intensive interventions in six-week increments. While all students will be monitored, student groups such as students with disabilities and unduplicated pupils will be of intentional focus. Interventions include small groups, before and after-school tutoring, supplemental lessons through programs such as Freckle, and learning-lab settings. Interventions will be monitored through the SST/PST123 protocols and procedures. Due to a high need for support in English learners, there will be continued attention to the professional development and delivery of lessons in content-based English language development and Specially Designed Academic Instruction in English. To support an increase in the academic performance of students with disabilities, greater collaboration will be had between general and special education teachers, emphasizing co-teaching in at least one grade level. The Learning Lab will also provide students with disabilities with the opportunity to meet IEP goals during designated minutes. Professional development opportunities will be provided to this end.

In the area of attendance, 29% of JWMS students were chronically absent, 9.9% below the district's average. SART meetings were held for students who were regularly absent and of attendance or behavioral concern, but families did not consistently attend meetings. The site employs an intervention specialist and office specialist who support a highly structured attendance program, including monthly SART meetings and adherence to SARB procedures. Saturday schools have been well-attended, and occasional monthly attendance competitions were held and will be more consistent for the upcoming year.

According to Panorama, insofar as first-semester grades are concerned, 19% of JWMS students received an F in language arts, and 25% received an F in math for the first semester of the current school year.

Reflections: Identified Need

29% of English learners and 41% of students with disabilities earned an F in language arts, while 39% of English learners and 30% of students with disabilities earned an F in math. For the upcoming year, JWMS staff will engage in an MTSS/RTI process to identify and support students earning less than satisfactory grades.

Grade-level interdisciplinary teams and PLCs, along with their assigned counselors and administrators, will meet at least monthly to monitor data of English learners and Students with Disabilities to ensure that appropriate supports and interventions are implemented and used with fidelity. These teams will determine appropriate academic, attendance, and behavior support and interventions. Teachers will have access to and focus on more deliberate interventions that will be used with fidelity as monitored during Tier II/III meetings.

In terms of suspensions:

All Students (ALL): 10%
English Learner (EL): 10.1%
Hispanic (Hisp): 9.6%
African American (AA): 27.8%
Students with Disabilities (SWD): 15.7%

FIX: In a continual effort to address the number of suspensions, referrals, and chronically absent students, the administration will collaborate with counselors and other service providers to provide more focused programs for students with behavioral and social-emotional challenges. Special attention will be given to support in these areas for our English learners and students with disabilities. We will also continue to review discipline data with the PBIS team to identify students, especially those whose needs are not being met by Tier I and II programs. Through Panorama groups, counselors and administrators will monitor all students, with a focus on ELs and students with disabilities, to identify further needs. We will also continue to pay for additional hours and benefits of an office specialist who will support these efforts. We will also have a more cohesive tier II and III program. Additionally, administrators and counselors will review grade data on a quarterly basis to identify students who are earning failing grades and establish interventions for them.

Fall, 2024:

JWMS continues to focus on the needs identified within the spring version of the SPSA. While some student groups are seeing academic growth as measured by formative and summative assessments, including SBAC, culture and climate continues to be an area on which to focus. Although there has been a decrease thus far in suspensions, that decrease is only .4%.

Significant decreases in the following areas are noted through Panorama data:

11% decrease from the spring in the number of students who reported listening to other people's opinions.
13% decrease from the spring in the number of students who reported getting along with students who are different from themselves.

These two decreases have manifested themselves in negative behaviors across campus.

FIX: MTSS Tier II and III teams will continue to collaborate to recommend students for various and layered interventions. Furthermore, restorative practice circles have been and will be continued to be held to support a greater sense of empathy across campus. Fixes identified and implemented in the spring of 2024 will continue, as well.

As we continue to focus on the needs of our EL students, the following needs have been identified:

From Panorama:

39% of EL students have an F in at least one class
20% of EL students report having no strengths

From Ellevation:

There are 156 Long Term English Learners at JWMS
59% of EL students either did not grow or dropped levels according to the 23/24 ELPAC assessment.
90% of ELs did not score proficient in the 2023/2024 math and ELA SBAC

Additionally, JWMS has struggled to meet the criteria for a fully functioning ELAC.

FIX: 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 and promote greater parent engagement. We will also be supported by a Family and Community Engagement Specialist, funded through the Parent Engagement Center.

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1028	98.6	23.7	0.3
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	244	23.7
Foster Youth	3	0.3
Homeless	135	13.1
Socioeconomically Disadvantaged	1014	98.6
Students with Disabilities	111	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.4
American Indian	5	0.5
Asian	15	1.5
Filipino	43	4.2
Hispanic	849	82.6
Two or More Races	29	2.8
Pacific Islander	2	0.2
White	71	6.9

Conclusions based on this data:

1. The percentage of English learners not making adequate academic progress is disproportionate.

2. The percentage of students with disabilities not making adequate academic progress is disproportionate.
3. Hispanics make up the greatest number of students on campus, and are represented in both the SWD and EL groups.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

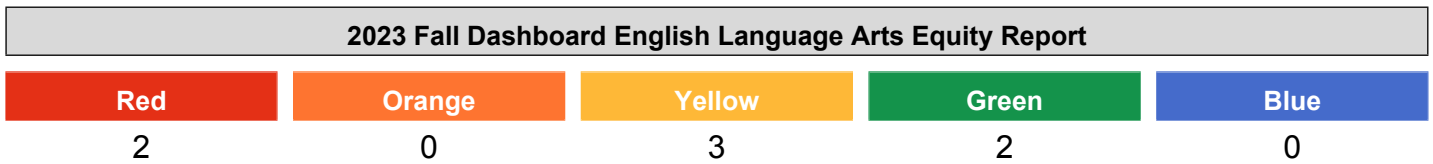
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 32.6 points below standard Increased +4.1 points 966 Students	 Red 89.6 points below standard Decreased Significantly -18.3 points 312 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 37.3 points below standard Increased +14.5 points 121 Students	 Yellow 33.2 points below standard Increased +3.8 points 954 Students	 Red 154.8 points below standard Maintained +1.9 points 104 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>38.3 points below standard</p> <p>Decreased -4.6 points</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>25.2 points below standard</p> <p>Decreased Significantly - 37.2 points</p> <p>15 Students</p>	<p></p> <p>Green</p> <p>29 points above standard</p> <p>Increased +11.2 points</p> <p>41 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>39.8 points below standard</p> <p>Increased +5 points</p> <p>798 Students</p>	<p>19.7 points below standard</p> <p>Increased +11.3 points</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Green</p> <p>7.4 points above standard</p> <p>Increased +10.8 points</p> <p>67 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>118.5 points below standard</p> <p>Maintained +0.7 points</p> <p>169 Students</p>	<p>55.3 points below standard</p> <p>Decreased Significantly -44.9 points</p> <p>143 Students</p>	<p>22.1 points below standard</p> <p>Increased +11.2 points</p> <p>454 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

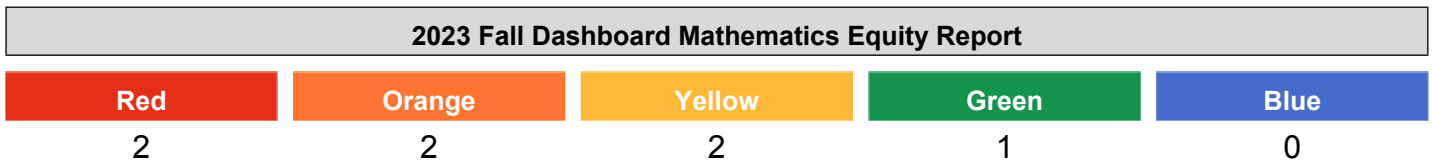
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
82.1 points below standard Maintained +1.9 points	136.1 points below standard Decreased Significantly -20.6 points	4 Students
965 Students	315 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Orange	 Red
89.4 points below standard Increased +7.4 points	83.2 points below standard Maintained +0.7 points	207.5 points below standard Maintained -2.4 points
121 Students	952 Students	104 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>76 points below standard</p> <p>Decreased Significantly - 16.2 points</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>48 points below standard</p> <p>Decreased Significantly - 35.7 points</p> <p>15 Students</p>	<p> Green</p> <p>0.9 points below standard</p> <p>Increased Significantly +20.6 points</p> <p>41 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>91 points below standard</p> <p>Maintained +1 points</p> <p>798 Students</p>	<p>57.6 points below standard</p> <p>Increased Significantly +38.1 points</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Yellow</p> <p>45.2 points below standard</p> <p>Increased +13.2 points</p> <p>66 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>160 points below standard</p> <p>Maintained +0.4 points</p> <p>169 Students</p>	<p>108.6 points below standard</p> <p>Decreased Significantly -49.7 points</p> <p>146 Students</p>	<p>75.3 points below standard</p> <p>Increased +9.4 points</p> <p>448 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

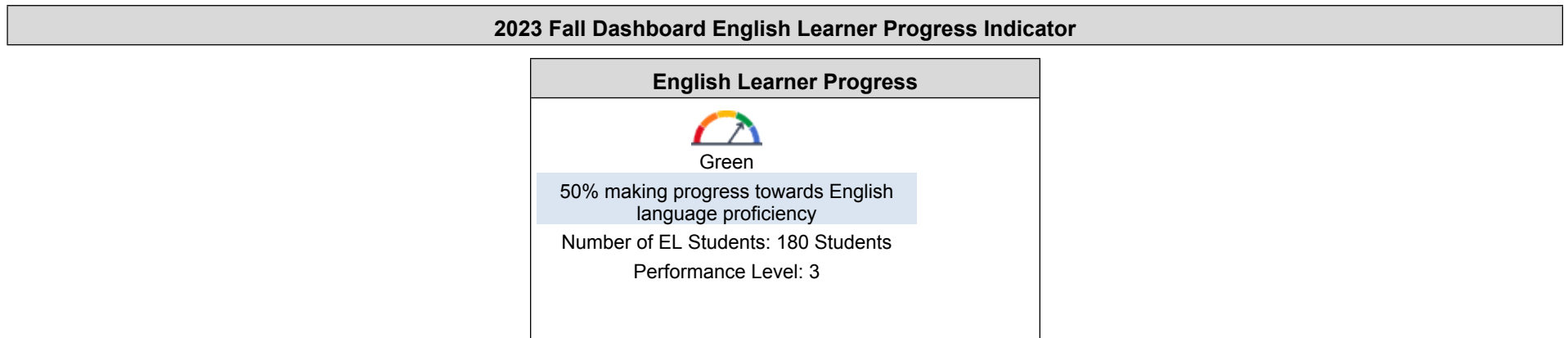
Academic Performance English Learner Progress

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

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

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.



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	51	2	88

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

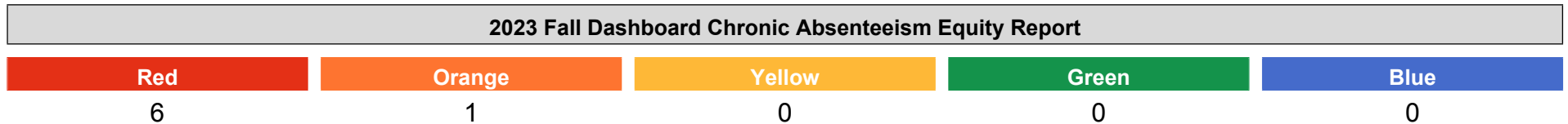
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 29% Chronically Absent Increased Significantly 3.4 1071 Students	 Red 33.5% Chronically Absent Increased Significantly 3.5 266 Students	Less than 11 Students 8 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 37.8% Chronically Absent Increased 8 148 Students	 Red 29.1% Chronically Absent Increased Significantly 3.6 1054 Students	 Red 41% Chronically Absent Increased 4.4 117 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>21.4% Chronically Absent</p> <p>Declined -2.1</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>0% Chronically Absent</p> <p>Declined -6.3</p> <p>15 Students</p>	<p> Orange</p> <p>13.3% Chronically Absent</p> <p>Increased 1.1</p> <p>45 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>29.9% Chronically Absent</p> <p>Increased Significantly 3.7</p> <p>883 Students</p>	<p>35.7% Chronically Absent</p> <p>Increased 7.7</p> <p>28 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Red</p> <p>30.8% Chronically Absent</p> <p>Increased 3.9</p> <p>78 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

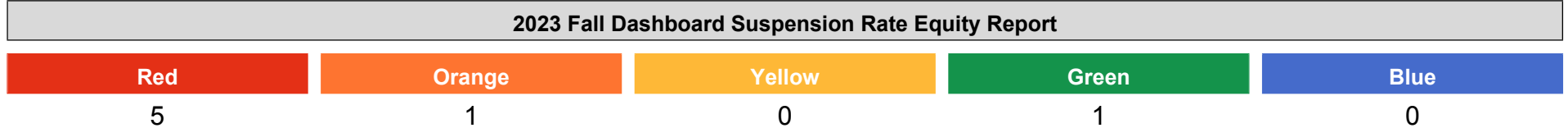
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Red

13.8% suspended at least one day

Increased 2.1
1081 Students

English Learners


 Red


17.4% suspended at least one day

Increased Significantly 6.9
270 Students

Foster Youth

Less than 11 Students
9 Students


Homeless


 Red

12.5% suspended at least one day

Increased 0.4
152 Students


Socioeconomically Disadvantaged


 Red

13.9% suspended at least one day

Increased 2.4
1062 Students




Students with Disabilities


 Orange

17.9% suspended at least one day

Declined -0.5
117 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>13.3% suspended at least one day</p> <p>Increased 7.5 15 Students</p>	<p>Less than 11 Students 5 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p align="center"> Red</p> <p>15.2% suspended at least one day</p> <p>Increased 12.8 46 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>14.1% suspended at least one day</p> <p>Increased 2.1 891 Students</p>	<p>21.4% suspended at least one day</p> <p>Increased 6.6 28 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Green</p> <p>7.7% suspended at least one day</p> <p>Declined -5.4 78 Students</p>

Conclusions based on this data:

- 1.











Annual Review and Update










SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All		29.6 points below standard	Increase +4 points	All	 Yellow	32.6 points below standard	Increased +4.1 points
	EL		80.6 points below standard	Increase +9 points	EL	 Red	89.6 points below standard	Decreased Significantly - 18.3 points
	Hisp		35.8 points below standard	Increase +4 points	Hisp	 Yellow	39.8 points below standard	Increased +5 points
	AA		34.3 points below standard	Increase +4 points	AA	 Grey	38.3 points below standard	Decreased - 4.6 points
	SED		30.2 points below standard	Increase +3 points	SED	 Yellow	33.2 points below standard	Increased +3.8 points
	SWD		140.8 points below standard	Increase +15 points	SWD	 Red	154.8 points below standard	Maintained +1.9 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)	All		74.1 points below standard	Increase +8 points	All	 Orange	82.1 points below standard	Maintained +1.9 points
	EL		123.1 points below standard	Increase +13 points	EL	 Red	136.1 points below standard	Decreased Significantly - 20.6 points
	Hisp		82.0 points below standard	Increase +9 points	Hisp	 Orange	91 points below standard	Maintained +1 points
	AA		69.0 points below standard	Increase +7 points	AA	 Grey	76 points below standard	Decreased Significantly - 16.2 points
	SED		75.2 points below standard	Increase +8 points				

Metric/Indicator	Expected Outcomes	Actual Outcomes																
	<table border="1"> <tr> <td data-bbox="558 162 730 224">SWD</td> <td data-bbox="730 162 898 224"></td> <td data-bbox="898 162 1066 224">187.5 points below standard</td> <td data-bbox="1066 162 1201 224">Increase +20 points</td> </tr> </table>	SWD		187.5 points below standard	Increase +20 points	<table border="1"> <tr> <td data-bbox="1230 162 1432 246">SED</td> <td data-bbox="1432 162 1612 246">  Orange </td> <td data-bbox="1612 162 1827 246">83.2 points below standard</td> <td data-bbox="1827 162 1999 246">Maintained +0.7 points</td> </tr> <tr> <td data-bbox="1230 246 1432 331">SWD</td> <td data-bbox="1432 246 1612 331">  Red </td> <td data-bbox="1612 246 1827 331">207.5 points below standard</td> <td data-bbox="1827 246 1999 331">Maintained - 2.4 points</td> </tr> </table>	SED	 Orange	83.2 points below standard	Maintained +0.7 points	SWD	 Red	207.5 points below standard	Maintained - 2.4 points				
SWD		187.5 points below standard	Increase +20 points															
SED	 Orange	83.2 points below standard	Maintained +0.7 points															
SWD	 Red	207.5 points below standard	Maintained - 2.4 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 - Percent of Students Who Meet or Exceed Standard Grade 8 - 20.06%																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th data-bbox="558 568 730 630"></th> <th data-bbox="730 568 882 630">Color</th> <th data-bbox="882 568 1062 630">DFS/Percentage</th> <th data-bbox="1062 568 1201 630">Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 630 730 743">English Learner Progress Indicator</td> <td data-bbox="730 630 882 743">Green</td> <td data-bbox="882 630 1062 743">55%</td> <td data-bbox="1062 630 1201 743">Increase +5 Points</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	55%	Increase +5 Points	<table border="1"> <thead> <tr> <th data-bbox="1230 568 1432 630"></th> <th data-bbox="1432 568 1612 630">Color</th> <th data-bbox="1612 568 1827 630">DFS/Percentage</th> <th data-bbox="1827 568 1999 630">Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="1230 630 1432 743">English Learner Progress Indicator</td> <td data-bbox="1432 630 1612 743">  Green </td> <td data-bbox="1612 630 1827 743">50%</td> <td data-bbox="1827 630 1999 743"></td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	50%	
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Green	55%	Increase +5 Points															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Green	50%																
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 - 23.49%																
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% English Learners (EL) - 10% Hispanic (Hisp) - 25.02% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 26.57% Students with Disabilities (SWD) - 3.55%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 29.73% English Learners (EL) - 10% Hispanic (Hisp) - 25.02% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 26.57% Students with Disabilities (SWD) - 3.55%																
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
<p>Utilize assessment analysis strategies to increase performance in all subgroup areas. The analysis will help close the gap for our subgroups including Students with Disabilities, Socioeconomically Disadvantaged, African American, English Learners, and Hispanic students.</p> <p>Strategies/activities include but are not limited to:</p> <ul style="list-style-type: none"> • assessing short cycle assessment data as evidenced by data protocols conducted by teaching and counseling staff • creating and analyzing common assessments • creating engaging lessons • Purchasing necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, Maker Spaces, online access to curriculum, realia, printer ink, supplies for listening centers, student classroom incentives, site licenses for Various software and programs, consumables, 	<p>PLCs met regularly for assessment analysis and discussed strategies to increase performance in all subgroup areas. Opportunity to collaborate and implement support for ELs and SWD occurred during Wednesday's 2:1:2 sessions. Core group PLCs performed the following:</p> <ul style="list-style-type: none"> • analyzation of short cycle assessment data. • created common assessments • created engaging lessons based on UDL, Kagan, and Eduprotocol frameworks. <p>The site also used categorical funds to purchase necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, Maker Space materials, online access to curriculum, realia, printer ink, supplies for listening centers, student classroom incentives, site licenses for various software and programs, consumables, manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs.</p>	<p>Supplemental Instructional Materials and Supplies for Library and Classroom Improvement 4000-4999: Books And Supplies LCFF 15427.00</p> <p>Subscriptions-Site Licenses to enhance curriculum 4000-4999: Books And Supplies LCFF 24000.00</p> <p>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</p> <p>Subscriptions-site licenses 4000-4999: Books And Supplies LCFF 7000.00</p> <p>AVID Supplies 4000-4999: Books And Supplies LCFF 6000.00</p> <p>T-Shirts for AVID and STEAM groups 4000-4999: Books And Supplies</p>	<p>Supplemental Instructional Materials and Supplies for Library and Classroom Improvement 4000-4999: Books And Supplies LCFF 15369.00</p> <p>Subscriptions-Site Licenses to enhance curriculum 4000-4999: Books And Supplies LCFF 18784.00</p> <p>Supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials. 5000-5999: Services And Other Operating Expenditures LCFF 14753.00</p> <p>Subscriptions-site licenses 4000-4999: Books And Supplies LCFF 0.00</p> <p>AVID Supplies 4000-4999: Books And Supplies LCFF 5957.00</p> <p>T-Shirts for AVID and STEAM groups 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs.		LCFF 5668.00	1487.00
		Subscriptions-Site Licenses to enhance curriculum 4000-4999: Books And Supplies Title I 35000.00	Subscriptions-Site Licenses to enhance curriculum 4000-4999: Books And Supplies Title I 34000.00
		Musical instruments and repairs 5000-5999: Services And Other Operating Expenditures LCFF 8000.00	Musical instruments and repairs 5000-5999: Services And Other Operating Expenditures LCFF 8000.00
Provide Professional Development and collaboration opportunities to increase student achievement. Professional development includes but not limited to conferences and workshops in the areas of: <ul style="list-style-type: none"> • AVID • English Language Development • Specially Designed Academic Instruction in English • Universal Design for Learning • Inclusionary Practices • Coteaching • Equity and Diversity • MTSS/PBIS 	Teachers at JWMS were provided with professional development and collaboration opportunities. Professional development includes but not limited to conferences and workshops in the areas of: <ul style="list-style-type: none"> • AVID • English Language Development • Specially Designed Academic Instruction in English • Universal Design for Learning • Inclusionary Practices • Coteaching • Equity and Diversity • MTSS/PBIS 	Conference/workshops 5000-5999: Services And Other Operating Expenditures LCFF 35000.00	Conference/workshops 5000-5999: Services And Other Operating Expenditures LCFF 33544.00
		Subs for staff to attend conferences and workshops 1000-1999: Certificated Personnel Salaries LCFF 3000.00	Subs for staff to attend conferences and workshops 1000-1999: Certificated Personnel Salaries LCFF 3000.00
		Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities and prep buy-out. 1000-1999: Certificated Personnel Salaries Title I 43000.00	Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities and prep buy-out. 1000-1999: Certificated Personnel Salaries Title I 31000.00
		Benefits associated with extra duty pay 3000-3999: Employee Benefits	Benefits associated with extra duty pay 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 11198.00	Title I 8073.00
<p>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.</p> <p>Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, trips pertaining to historic events and STEAM - based businesses and organizations.</p>	<p>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.</p> <p>Examples of these enrichment opportunities were trips to local plays/musicals, museums, school/college trips, trips pertaining to historic events and STEAM - based organizations, such as UCR's Department of Engineering.</p>	<p>Field trips 5000-5999: Services And Other Operating Expenditures LCFF 5000.00</p>	<p>Field trips 5000-5999: Services And Other Operating Expenditures LCFF 5000.00</p>
<p>Site fund 1 FTE Content-based ELD/SDAIE teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency.</p> <p>This will support our focus on making annual progress, maintaining proficiency on the ELPAC.</p>	<p>Site funded 1 FTE Content-based ELD/SDAIE teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency and AVID-based strategies. Extra-duty was also paid to teachers to support students in increasing ELD levels.</p>	<p>Site fund FTE 1000-1999: Certificated Personnel Salaries Title I 64000.00</p>	<p>Site fund FTE 1000-1999: Certificated Personnel Salaries Title I 66947.00</p>
		<p>Site fund FTE 1000-1999: Certificated Personnel Salaries Title I 16242.00</p>	<p>Associated Benefits 1000-1999: Certificated Personnel Salaries Title I 17136.00</p>
<p>Increase Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center.</p>	<p>Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center.</p>	<p>Provide Additional Media Center Tech hours at the beginning and end of the school year.</p> <p>Increased hours for the media center tech.</p>	<p>Provide Additional Media Center Tech hours at the beginning and end of the school year.</p> <p>Increased hours for the media center tech. (Position was unfilled for the first quarter of the year).</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>These additional hours allows for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci.</p> <p>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 met and maintained for all grade-levels and classes.</p>	<p>These additional hours allows for all curricular areas to benefit: Math, ELA, ELD, PE, FA, SS, and Sci.</p> <p>In addition, the increase, in hours for the media center clerk allowed for extra time at the beginning of the year and the end of the school year, ensuring all students received required technology and materials. The clerk ensured that Williams Act requirements were met and maintained for all grade-levels and classes. Additionally, the clerk supported before-school STEAM activities.</p>	<p>2000-2999: Classified Personnel Salaries Title I 14012.00</p> <p>associated benefits. 3000-3999: Employee Benefits Title I 5405.00</p>	<p>2000-2999: Classified Personnel Salaries Title I 11000.00</p> <p>Associated Benefits 3000-3999: Employee Benefits Title I 4000.00</p>
<p>Site fund a Paraprofessional Senior - Bilingual to support learning of content area standards in core classes.</p>	<p>A Senior Bilingual Paraprofessional provided primary-language supports to students in Structured English Immersion classes.</p>	<p>Provide Paraprofessional Senior - Bilingual for pull out programs and interventions. 2000-2999: Classified Personnel Salaries Title I 29200.00</p> <p>Associated Benefits 3000-3999: Employee Benefits Title I 10879.00</p>	<p>Provide Paraprofessional Senior - Bilingual for pull out programs and interventions. 2000-2999: Classified Personnel Salaries Title I 30773.00</p> <p>Associated Benefits 3000-3999: Employee Benefits Title I 11465.00</p>
<p>Prep buy outs for intervention program: Three teachers to provide intervention for LTEL and SES students.</p>	<p>Ten teachers held focused intervention times during their prep for five weeks each. These interventions supported LTEL and SES students who needed focused support in ELD, language arts, and mathematics.</p>	<p>Extra-duty pay for teachers. 1000-1999: Certificated Personnel Salaries Title I 7560.00</p> <p>Associated benefits. 3000-3999: Employee Benefits Title I</p>	<p>Extra-duty pay for teachers. 1000-1999: Certificated Personnel Salaries Title I 7560.00</p> <p>Associated benefits. 3000-3999: Employee Benefits Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1919.00	1919.00
<p>Replace, upgrade, and install technology on campus to allow for students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications.</p> <p>Purchase additional technology such as, replacement cords, Laptops, tablets, replacement headphones, mice, and document cameras and upgrades thereof.</p>	<p>We replaced, upgraded, and installed technology on campus to allow for students to access programs that allowed them to develop their abilities in Language Arts, Technical Skills, and other classroom applications.</p> <p>We also purchased additional technology which included replacement cords, laptops, tablets, replacement headphones, mice, and document cameras and upgrades thereof.</p>	<p>Technology Supplies and Upgrades 4000-4999: Books And Supplies Title I 25000.00</p>	<p>Technology Supplies and Upgrades 4000-4999: Books And Supplies Title I 18000.00</p>
<p>Saturday School Academies targeting our students with special needs and providing targeted instruction. Academies will run for 10 Saturdays. Aides, materials and all activities will be provided.</p>	<p>Monthly Saturday Academies were held to support all students, including ELs and students with disabilities. Teachers were funded through general funds as part of our ADA recovery program.</p>		
<p>Regular SST and IEP meetings for academic and behavior concerns.</p>	<p>SST (later PST123) and IEP meetings were held to support targeted needs of students.</p>	<p>Substitute Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 2250.00</p>	<p>Substitute Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 2000.00</p>
		<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 10395.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 8000.00</p>
		<p>Associated Benefits 3000-3999: Employee Benefits LCFF 2638.00</p>	<p>Associated Benefits 1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			1500.00
		Substitutes for SST Meetings. 1000-1999: Certificated Personnel Salaries LCFF 3000.00	Substitutes for SST Meetings. 1000-1999: Certificated Personnel Salaries LCFF 1500.00

Analysis

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

Materials and software were purchased and used to support learning for all groups. Teachers collaborated on Wednesdays to review data and make appropriate adjustments to their lessons by the results of CFAs and district benchmarks. As a result, 66% of JWMS students showed growth in language arts from the fall to the spring, according to the Star assessment. Teachers also participated in instructional rounds to observe one another and identify effective strategies for student engagement. Allotted funding allowed for more teachers to engage in other professional development opportunities and conference attendance. Prep time buy-out was implemented, as well, to support long-term English learners in making appropriate linguistic gains. The funding of classified staff also supported students in ensuring that every student had the materials and linguistic support necessary to access grade-level curriculum and standards. Math interventions were provided throughout the day by the designated support teacher. Students were identified for interventions using CFAs and Star benchmark data.

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

Due to changes in the SST process, the site did not hold as many SSTs as intended. As counselors and pertinent staff were trained in the PST123 process, which was introduced in the spring to replace SSTs, not as many of these interventions were held. Also, due to unforeseen long-term substitute teacher issues (particularly in 6th-grade math), we anticipate minimal growth in 6th grade mathematics. For the 23/24 school year, there was \$7000 over-budgeted for site licenses. In accordance with categorical funding guidelines, the amount was reallocated into other areas of need, including technology and upgrades.

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.

Greater focus will be made on the PLC frameworks. Administration and leadership members will lead the charge in fortifying this framework in order to maintain greater focus on common formative assessments, data analysis, student group performance, and teaching strategies. Furthermore, more attention will be made to stronger Tier II interventions for students who demonstrate the need for academic support. The implementation of a Learning Lab is planned for the upcoming year to support more students outside of the structured bell schedule. This lab, coupled with additional Language Live sections and more focused math support will support more students.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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) Create a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

Long Term Goal: That 100%, or all parents/guardians will have an active role in their student's education. Realistically, our goal is for the majority of parents to have an active role in their student's education and the other percentage know how to have an active role.

Parent participation at the middle school level can be challenging. Many parents are very active at the elementary level. It is important to the administration and staff at JWMS to make sure that 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, reviewing student agendas, volunteering, and attending parent-teacher conferences. We have placed a larger emphasis on our intramural program which brings out parents to our campus to see their students play. There are also activities like Fall Festival, Academic Nights, and band performances.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 400 surveys	Parent Participation in Stakeholder Input Processes - 72 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% English Learner (EL) - 90% Hispanic (Hisp) - 95% African American (AA) - 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 86% English Learner (EL) - 93% Hispanic (Hisp) - 90% African American (AA)/Filipino/Other -83%
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 Climate Survey All Students (ALL) - 100% English Learner (EL): 90% Hispanic (Hisp) - 100% African American (AA) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 85% English Learner (EL): 93% Hispanic (Hisp) - 90% African American (AA)/Filipino/Other -100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 : app.900

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Host Family academic success night to promote parents' academic standards awareness.	Hosted Family academic success night to promote parents' academic standards awareness. Nights included AVID signing night, STEAM night and upcoming Literacy Night.	Parent Involvement Costs: Teachers and Associated Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 3450.00	Parent Involvement Costs: Teachers and Associated Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2500.00
		Parent Involvement Costs: Teachers and Associated Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 876.00	Parent Involvement Costs: Teachers and Associated Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 800.00
		Supplies for Parent Engagement 4000-4999: Books And Supplies Title I Part A: Parent Involvement 623.00	Supplies for Parent Engagement 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0.0
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.	JWMS provided opportunities for parents to become involved in their child's education by providing training on Parent VUE. At the start of the year, we provided parents access to computers as needed.	None Specified 0.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Through ELAC, SSC, and Title I parent meetings we will address all significant subgroups, their SBAC data, and achievements of each subgroup. The group will brainstorm at each meeting how we can better serve each subgroup and set up a volunteer program to help meet the needs of specific subgroups.	Through ELAC, SSC, and Title I parent meetings the site addressed all significant student groups, their SBAC data, and achievement. SSC and ELAC brainstormed how we could better serve each group.	Food for parent engagement events 4000-4999: Books And Supplies LCFF 3000.00	Food for parent engagement events 4000-4999: Books And Supplies LCFF 0.0
In an effort to increase opportunities for parents to come on campus, we will hold events where the community is welcomed to attend (i.e. Fall Festival, Intramural games against other schools, awards assemblies, etc.)	In an effort to increase opportunities for parents to come on campus, we held community events, including Fall Festival, Intramural games against other schools, awards assemblies and academic awareness nights.	None Specified 0.00	None Specified
In order to keep families apprised of events and issues, regular communications will be made via: <ul style="list-style-type: none"> • Monthly newsletters • Social media pages • As needed mass phone calls • As needed mass emails 	In order to keep families apprised of events and issues, regular communications were made via: <ul style="list-style-type: none"> • Monthly newsletters • Social media pages • Parent Square emails, texts, and phone calls. 	None Specified 0.00	None Specified

Analysis

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

We were able to hold highly-attended family functions. Such functions included 5th grade orientation, back-to-school night, family STEAM night, and a host of recognition and celebratory events including semester awards and music events. Our Fall Festival was a huge success with high community engagement. Community communications were made through Parent Square, with monthly newsletters being sent out through this platform as well. Nearly all of our parents

opened and maintained Parent Vue accounts, as we held various opportunities for them to familiarize themselves with this platform. Parents also provided input in the creation of the SPSA.

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

Due to timing and limitations in parent engagement activities, refreshments were not purchased.

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

The following additions will be made for the upcoming school year:

Sports nights/recognition for parents

Mock FAFSA Night

Nights of scholarship lessons

Parent Conferences/Workshops

Better modes of communication/Push-notifications-moblie app/texting

Adult classes

Cultural nights

These changes will be found in section two of the SPSA.



















Annual Review and Update







SPSA Year Reviewed: 2023-24

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.

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): 90% Hispanic (Hisp): 97.1% African American (AA): 95% Students With Disabilities (SWD): 95%	Student Attendance Rates All Students (ALL) - 91.7% English Learner (EL): 91.5% Hispanic (Hisp): 91.7% African American (AA): 89.5% Students With Disabilities (SWD): 90.9%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>23.4</td> <td>Decline -10 percent</td> </tr> <tr> <td>EL</td> <td></td> <td>27.0</td> <td>Decline -10 percent</td> </tr> <tr> <td>Hisp</td> <td></td> <td>23.5</td> <td>Decline -10 percent</td> </tr> <tr> <td>AA</td> <td></td> <td>21.1</td> <td>Decline -10 percent</td> </tr> <tr> <td>SED</td> <td></td> <td>23.0</td> <td>Decline -10 percent</td> </tr> <tr> <td>SWD</td> <td></td> <td>32.9</td> <td>Decline -10 percent</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		23.4	Decline -10 percent	EL		27.0	Decline -10 percent	Hisp		23.5	Decline -10 percent	AA		21.1	Decline -10 percent	SED		23.0	Decline -10 percent	SWD		32.9	Decline -10 percent	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>29% Chronically Absent</td> <td>Increased Significantly 3.4</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>33.5% Chronically Absent</td> <td>Increased Significantly 3.5</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>29.9% Chronically Absent</td> <td>Increased Significantly 3.7</td> </tr> <tr> <td>AA</td> <td></td> <td>21.4% Chronically Absent</td> <td>Declined -2.1</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>29.1% Chronically Absent</td> <td>Increased Significantly 3.6</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>41% Chronically Absent</td> <td>Increased 4.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	29% Chronically Absent	Increased Significantly 3.4	EL	 Red	33.5% Chronically Absent	Increased Significantly 3.5	Hisp	 Red	29.9% Chronically Absent	Increased Significantly 3.7	AA		21.4% Chronically Absent	Declined -2.1	SED	 Red	29.1% Chronically Absent	Increased Significantly 3.6	SWD	 Red	41% Chronically Absent	Increased 4.4
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Suspension Rates: All Students (ALL) English Learner (EL)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> </tbody> </table>	St. Group	Color	DFS/Percentage	Change																																																
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Metric/Indicator	Expected Outcomes				Actual Outcomes			
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All		10.5	Decline -10 percent	All	 Red	13.8% suspended at least one day	Increased 2.1
	EL		9.4	Decline -10 percent	EL	 Red	17.4% suspended at least one day	Increased Significantly 6.9
	Hisp		10.8	Decline -10 percent	Hisp	 Red	14.1% suspended at least one day	Increased 2.1
	AA		5.3	Decline -10 percent	AA	 Red	13.3% suspended at least one day	Increased 7.5
	SED		10.3	Decline -10 percent	SED	 Red	13.9% suspended at least one day	Increased 2.4
	SWD		16.2	Decline -10 percent	SWD	 Orange	17.9% suspended at least one day	Declined -0.5
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 All Students (ALL) 0% English Learner (EL) -N/A Hispanic (Hisp) 0% African American (AA) -N/A			
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 All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%			
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 All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hold expectations assemblies no less than three times a year as well as 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.	We have held 3 expectations assemblies: two by grade-level and one through PE classes. School-wide safety segments which were created by our students were presented on Wednesday mornings through BTV.	Breaking Down the Walls Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF 21492.00	Breaking Down the Walls Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF 14000.00
		Breaking Down the Walls Workshops 5800: Professional/Consulting Services And Operating Expenditures Title I 1612.00	Breaking Down the Walls Workshops 5800: Professional/Consulting Services And Operating Expenditures Title I 0.0
Hold activities during special interest periods such as Red Ribbon Week and Random Acts of Kindness.	We held Red Ribbon Week, Random Acts of Kindness, Anti-Bullying, and Mental Health activities throughout the year.	Red Ribbon Week, and other drug prevention events. 4000-4999: Books And Supplies Title I 639.00	Red Ribbon Week, and other drug prevention events. 4000-4999: Books And Supplies Title I 0.0
Host Tier I assemblies and activities to address: <ul style="list-style-type: none"> Bullying LGBTQ Awareness Heritage Months Equity, Diversity, and Racism 	We hosted the following presentations: <ul style="list-style-type: none"> Bullying awareness LGBTQ Awareness Heritage Months Equity, Diversity, and Racism 	Supplies for special events such at bullying and drug prevention. 4000-4999: Books And Supplies LCFF 600.00	Supplies for special events such at bullying and drug prevention. 4000-4999: Books And Supplies LCFF 0.0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Drug, alcohol, and tobacco use 	<ul style="list-style-type: none"> • Drug, alcohol, and tobacco use • Suicide Prevention 		
<p>Provide activities for unstructured time, such as lunch, and recognition opportunity rewards for students who are following Positive Behavioral Interventions and Supports Expectations.</p>	<p>We held fun activities during lunch, such as student competitions and prize giveaways. We also provided rewards for students who followed Positive Behavioral Interventions and Support Expectations.</p>	<p>Incentives for positive behavior. 5000-5999: Services And Other Operating Expenditures LCFF 12000.00</p>	<p>Incentives for positive behavior. 5000-5999: Services And Other Operating Expenditures LCFF 6489.00</p>
		<p>Supplies for unstructured time activities (ie games and equipment) 4000-4999: Books And Supplies LCFF 3500.00</p>	<p>Supplies for unstructured time activities (ie games and equipment) 4000-4999: Books And Supplies LCFF 1681.00</p>
<p>Hold monthly SART meetings for students meeting criteria.</p>	<p>Monthly SART meetings were held.</p>		
<p>Provide professional development and collaboration opportunities in the areas of Social Emotional Learning, PBIS, and including workshops and conferences for staff members.</p>	<p>Provided collaboration opportunities in the areas of Social Emotional Learning, PBIS, and Tier I, II, and III support.</p>	<p>Conference and workshop fees 5000-5999: Services And Other Operating Expenditures Title I 6500.00</p>	<p>Conference and workshop fees 5000-5999: Services And Other Operating Expenditures Title I 850.00</p>
		<p>Subs for PBIS workshops and conferences. 1000-1999: Certificated Personnel Salaries Title I 2000.00</p>	<p>Subs for PBIS workshops and conferences. 1000-1999: Certificated Personnel Salaries 0.0</p>
<p>Provide social emotional lessons and tools for students who have tier 2 and 3 needs.</p>	<p>Provided social emotional lessons, tools, and support for students who have tier 2 and 3 needs.</p>	<p>Books and curriculum for SEL 4000-4999: Books And Supplies Title I 1500.00</p>	<p>Books and curriculum for SEL 4000-4999: Books And Supplies Title I 0.0</p>
<p>Provide extra duty hours for office specialist to perform duties related</p>	<p>Provided extra duty hours for office specialist to perform duties related</p>	<p>Classified Salary</p>	<p>Classified Salary</p>

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.	to improvement of attendance. Such activities include SART processes, STIS monitoring, and parent contact.	2000-2999: Classified Personnel Salaries LCFF 14304.00	2000-2999: Classified Personnel Salaries LCFF 15000.00
Establish an 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 received regular recognition.	We established an MTSS/PBIS program to support students at tiers 1, 2, and 3. We evaluated our programs regularly using PBIS assessments including Tiered Fidelity Inventory. PBIS teams met regularly to review school-wide as well as to focus pm student data.	Associated benefits 3000-3999: Employee Benefits LCFF 5518.00	Associated benefits 3000-3999: Employee Benefits LCFF 5787.00

Analysis

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

This year, we held Breaking Down the Walls workshops for staff and students. The workshops proved to be effective in building relationships and empathy between staff and 8th grade students. Activities for Red Ribbon Week, Bullying Prevention Month, and Random Acts of Kindness were also held. The PBIS program continued to grow, but was supported by the Synergy Rewards app, which was not as well-used as the PBIS App. Expectation assemblies and posters were implemented to promote a clear understanding of school-wide expectations. SART meetings were better attended this year. The programs proved somewhat effective as evidenced by staff and some student results within the Panorama survey, but issues with social media and electronic devices continued to present greater challenges in maintaining a positive school environment.

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

Due to a major shift in counseling staffing, monies were not spent as allocated. This entailed not spending money on books and supplies for SEL as well, as funding was intended to support counseling department did not occur because we did not have a full counseling staff until second semester. Due to their limited schedules, we were unable to have the follow-up meeting with Breaking Down the Walls consultant.

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.

While Breaking Down the Walls brought a sense of empathy and belongingness to many students, subsequent activities were difficult to sustain. As a result, we will introduce Safe School Ambassadors to our campus, a program largely sustained by students and staff advisors. Furthermore, the site will pay for PBIS Rewards program, as many staff members reported that the district-supported Synergy program was not as user-friendly. The site will also work more diligently to use parents and community members to support a more positive culture and climate. We will also implement stricter cell-phone use policies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement in the areas of ELA and Math by 10% as measured by performance growth on CAASPP/ELPAC and Star assessments, while decreasing the distance from standards on state assessments.

Goal Statement

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 10%.

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

An identified need is to increase academic performance as evidenced by assessment scores in the core subjects of ELA and Math.

SBAC scores were used to measure student achievement. According to last year's assessment, 38.88% of JWMS's students were estimated to be at or above state standards in the area of ELA. By student groups, projections of proficiency in ELA per the Star assessment are as follows:

The results of the ELA summary report of the SBAC assessment are as follows:

Student group results:

English learners: 6.82%

African American: 46.15%

Students with Disabilities: 2.94%

Hispanic: 35.63%

Low SES: 39%

According to last year's assessment in the area of math, 23.35% of JWMS's students were estimated to be at or above state standards. By student groups, projections of proficiency in ELA per the Star assessment are as follows:

The results of the ELA summary report of the SBAC assessment are as follows:

The results of the mathematics summary report of the SBAC assessment are as follows:

Student group results:

English learners: 4.23%





































African American: 23.07%




Students with Disabilities: 2.04%

Hispanic: 19.94%

Low SES:23.05

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
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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. (Standard Exceeded & Standard Met) All Students (ALL) - 27.03% English Learners (EL) - 0% Hispanic (Hisp) - 22.51% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 24.16% Students with Disabilities (SWD) - 3.23%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 29.73% English Learners (EL) - 10% Hispanic (Hisp) - 25.02% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 26.57% Students with Disabilities (SWD) - 3.55%																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%																

Planned Strategies/Activities

Strategy/Activity 1

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 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 analysis.

Monitoring Metrics::

- Common and formative assessments,
- Star Data
- Administrative walkthrough data
- IReady data
- Willams Report

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Principal
School Secretary
Assistant Principal in charge of Media Center
Librarian
Media Technician
PLCs
RTI Teacher
MTSS Coach

Proposed Expenditures for this Strategy/Activity

Amount	9000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Foster Universal Design for Learning through the use of supplemental Instructional Materials and Supplies for Library and Classroom Improvement.
Amount	15000.00

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Foster differentiation for all students through the use of licenses to enhance and scaffold curriculum.
Amount	15000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Foster Universal Design for Learning through the use of supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials.
Amount	5000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Allow teachers to collaborate to support students with Tier II and III needs by providing subs for teachers to attend PST/SST/IEP meetings.
Amount	6000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide students with tools to engage in WICOR (writing, inquiry, collaboration, organization, and reading) strategies through the use of AVID Supplies.
Amount	4000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	35,000.00
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Purchase Site Licenses to enhance curriculum and foster literacy and numeracy skills for students.
Amount	2200.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Allow students to participate in fine arts programs through the repair and purchase of musical instruments.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators
School Secretary
Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	35000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.
Amount	3000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	56281.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities, prep buyout, and instructional rounds.
Amount	5107.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities, prep buyout, and instructional rounds.
Amount	15381.00
Source	Title I

Budget Reference

3000-3999: Employee Benefits

Description

Benefits associated with extra duty pay for teachers to engage in activities to support student achievement, including PLC activities and prep buy-out.

Strategy/Activity 3

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

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

7/01/2024-6/30/2025

Person(s) Responsible

Teachers
Administrators
Counselors

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

5000.00

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Provide field trips for students to enhance their learning and provide hands-on activities in exercising grade-level standards.

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administration
School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	76971.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site fund FTE to support EL students in progressing in ELA. Metrics of success include increase in ELPAC and SBAC scores for ELs.
Amount	13296.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits associated with FTE funded to support EL students in progressing in ELA.
Amount	2000

Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits associated with FTE funded to support EL students in progressing in ELA.

Strategy/Activity 5

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 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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal Assistant Principal in charge of media center Librarian Media Center Clerk

Proposed Expenditures for this Strategy/Activity

Amount	14356.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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.

Amount	5731.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Associated Media Center Tech benefits to ensure that all students have access to the curriculum through texts and technology.

Strategy/Activity 6

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
- 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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> English Learner

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Principal
Assistant Principal in charge of interventions

Proposed Expenditures for this Strategy/Activity

Amount	27773.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Paraprofessional Senior - Bilingual to support newcomer students in accessing curriculum through primary language support as needed.
Amount	11087.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Associated Benefits for Senior - Bilingual to support newcomer students in accessing curriculum through primary language support as needed.

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All

Timeline

September 2024-April, 2025

Person(s) Responsible

Administration
ELA Teachers
Math Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7560.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Prove students with greater ELA and math support through prep buy-outs for teachers.
Amount	1895.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Associated benefits for teachers to engage in prep buy-out interventions.

Strategy/Activity 8

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.

Monitoring Metrics:

- Student access to technology and materials
- Teacher/class access to media center
- Williams Act Compliance
- Administrative Walkthrough Data

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Media Center Tech
Multimedia and Computer Graphics Teachers
LA Department chairs
School Secretary
Principal

Proposed Expenditures for this Strategy/Activity

Amount	32869.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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.

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All

Timeline

9/1/2024- 4/30/2025

Person(s) Responsible

Administratoy over Saturday School
Teachers
Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

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
- IEP Goals
- IReady Data
- SIS Referral and Attendance Data
- Formative and Summative Assessments

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administrators
Teachers
School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1600.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	1500.00
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	376.0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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.

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

Since we struggle with low parent participation, a strong need for increasing parent participation is present. To increase the parent involvement at the middle school level there will be more offerings of ParentVue and how to navigate the site. The use of other means of communication such as social media will be used to publicize school events to parents and other educational partners. JWMS used Panorama data to determine needs for the 23/24 school year: Family School Connectedness via Panorama Family Climate Survey (responded favorably).

Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 72 surveys	Parent Participation in Stakeholder Input Processes - 500 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students: 86%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% English Learner (EL) - 90% Hispanic (Hisp) - 95% African American (AA) - 95%
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 Climate Survey All Students (ALL): 85%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL): 90% Hispanic (Hisp) - 100% African American (AA) - 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - new metric baseline will be set in 20-21 school year	Number of Parent Attendees attending 1 or more site/parent center sponsored events -900

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X All

Timeline

07/01/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Teachers
Counselors
Clerical Staff

Proposed Expenditures for this Strategy/Activity

Amount	1059.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2024-6/30/2025

Person(s) Responsible

Assistant Principal
Counselor
Office Specialists

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

07/01/2024-6/30/2025

Person(s) Responsible

Administration, Librarian

Proposed Expenditures for this Strategy/Activity

Amount	959.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Counselors
Intramural Coaches
ASB group and
advisor

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	800.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments for parent workshops.

Amount	1381.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for parent workshops.

Strategy/Activity 5

JWMS will maintain communication with families, keeping them apprised of events and issues. 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

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/2024-6/30/2025

Person(s) Responsible

District PIO
Assistant Principals
Principal

Proposed Expenditures for this Strategy/Activity

Amount	179.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase of S'Mores Newsletters in order to foster consistent monthly parent and community communication.
Amount	3200.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty Pay for Parent Engagement Communication
Amount	1277.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits associate with Classified Personnel Salaries

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 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 10%.

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

As of April 28, 2023, the average daily attendance rate is 91.2

The goals for the upcoming year include the following:

1. Lower the the Chronic absentee rate for all students and subgroups.
2. Only 49% of our students state that they feel connected to our school site.
3. Only 59% of our students report feeling safe at school.

Current data from sources such a Panorama and Synergy provide the following information:

Chronic Absenteeism Rates

All Students (ALL) 25.7%

English Learner (EL) 30%

Hispanic (Hisp) 26.2%

African American (AA) 23.5%

Socioeconomically Disadvantaged (SED) 25.5%

Students with Disabilities (SWD) 36.6%

Suspension Rates:

All Students (ALL) 32.3%

English Learner (EL) 37.2%

Hispanic (Hisp) 33.1%

African American (AA) 26.7%

Students with Disabilities (SWD) 13.8%

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Current average daily attendance: 91.2% for all students	Student Attendance Rates All Students (ALL) - 93% English Learner (EL): 93% Hispanic (Hisp): 93% African American (AA): 93% Students With Disabilities (SWD): 93%																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>29% Chronically Absent</td> <td>Increased Significantly 3.4</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>33.5% Chronically Absent</td> <td>Increased Significantly 3.5</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>29.9% Chronically Absent</td> <td>Increased Significantly 3.7</td> </tr> <tr> <td>AA</td> <td></td> <td>21.4% Chronically Absent</td> <td>Declined - 2.1</td> </tr> <tr> <td>SED</td> <td>Red</td> <td>29.1% Chronically Absent</td> <td>Increased Significantly 3.6</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>41% Chronically Absent</td> <td>Increased 4.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	29% Chronically Absent	Increased Significantly 3.4	EL	Red	33.5% Chronically Absent	Increased Significantly 3.5	Hisp	Red	29.9% Chronically Absent	Increased Significantly 3.7	AA		21.4% Chronically Absent	Declined - 2.1	SED	Red	29.1% Chronically Absent	Increased Significantly 3.6	SWD	Red	41% Chronically Absent	Increased 4.4	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>26%</td> <td>Decline -3</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>30.5%</td> <td>Decline -3</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>27%</td> <td>Decline -3</td> </tr> <tr> <td>AA</td> <td></td> <td>18.4%</td> <td>Decline -3</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>26%</td> <td>Decline -3</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>38%</td> <td>Decline -3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	26%	Decline -3	EL	Orange	30.5%	Decline -3	Hisp	Orange	27%	Decline -3	AA		18.4%	Decline -3	SED	Orange	26%	Decline -3	SWD	Orange	38%	Decline -3
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Metric/Indicator	Baseline				Expected Outcome			
	Hisp	Red	14.1% suspended at least one day	Increased 2.1	AA		10%	Significantly Decline -3
	AA		13.3% suspended at least one day	Increased 7.5	SED	Yellow	10%	Significantly Decline -4
	SED	Red	13.9% suspended at least one day	Increased 2.4	SWD	Yellow	10%	Significantly Decline -8
	SWD	Orange	17.9% suspended at least one day	Declined - 0.5				
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.2% English Learner (EL)) 0% Hispanic (Hisp) 0.2% African American (AA) 0% Students with Disabilities (SWD) 0%				Expulsion Rates All Students (ALL) 0% English Learner (EL) -N/A Hispanic (Hisp) 0% African American (AA) -N/A			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 49% English Learner (EL) - 69% Hispanic (Hisp) - 49% African American (AA) - 46%				Panorama Survey – School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%			
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 59% English Learner (EL) - 56% Hispanic (Hisp) - 59% African American (AA) - 46%				Panorama Survey – School Safety Perception All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2024 6/30/2025

Person(s) Responsible

All Staff Members
Admin
MTSS Teams
MTSS Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

0

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Principal
Assistant Principals
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Supplies for special events such at bullying and drug prevention in order to foster a more positive culture and climate.

Strategy/Activity 4

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
- PBIS Walkthrough/TFI data
- Panorama Data

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

All staff members

Proposed Expenditures for this Strategy/Activity

Amount	11000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase student incentives for positive behavior in order to recognize and foster positive behaviors.
Amount	3000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors.
Amount	752.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Benefits associated with extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS.
Amount	991.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for PBIS orientation/expectation events intended to foster a decrease of suspensions and chronic trancies.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Assistant Principal
School Secretary

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

In order to address the need for professional development (especially for ATSI groups) staff will participate in workshops and conferences to support MTSS.

Monitoring Metrics:

- SIS discipline data
- SIS attendance data
- PBIS Walkthrough/TFI data
- Panorama Data

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	5026.00
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Source	Title I
---------------	---------

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and workshop fees for staff to engage in professional development which promote positive behaviors which foster improved conditions for learning.
Amount	600.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub pay for staff to attend conferences and workshop which promote positive behaviors that foster improved conditions for learning.

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Assistant Principal
Counselors
Prevention Specialist
MTSS Coach

Proposed Expenditures for this Strategy/Activity

Amount	1584.00
---------------	---------

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for SEL lessons which would promote positive behaviors and address negative behaviors which contribute to suspensions and chronic truancy.

Strategy/Activity 8

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 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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administrators
 School Secretary
 Office Specialist

Proposed Expenditures for this Strategy/Activity

Amount	14225.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salary to prove office specialist with extra hours to address attendance concerns such as truanicies, short term independent studies, and Saturday School opportunities. Metrics of effectiveness include an increase in attendance and a decrease in the number of students who are chronically truant.

Amount	5678.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits associated with classified salary for office specialist assigned to address attendance concerns.

Strategy/Activity 9

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 received regular recognition.

Monitoring Metrics:

- SIS discipline data
- SIS attendance data
- PBIS Walkthrough/TFI data
- Panorama Data
- Counseling Google Form Data

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

7/1/2024- 6/30/2025

Person(s) Responsible

Administrators MTSS Coach Counselors Teachers Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Extra duty pay for staff to collaborate, analyze data, and establish interventions for PBIS in order foster more positive behaviors and address negative behaviors.
Amount	90.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	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)
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials.	2,962	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	\$282,396
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$462,884.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	276,958	0.00
Title I Part A: Parent Involvement	5,438	0.00
LCFF	180,488	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	\$276,958.00
Title I Part A: Parent Involvement	\$5,438.00

Subtotal of additional federal funds included for this school: \$282,396.00

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 (\$)
	\$0.00
LCFF	\$180,488.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$180,488.00

Total of federal, state, and/or local funds for this school: \$462,884.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	180,488.00
None Specified	0.00
Title I	276,958.00
Title I Part A: Parent Involvement	5,438.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	163,337.00
2000-2999: Classified Personnel Salaries	59,554.00
3000-3999: Employee Benefits	56,345.00
4000-4999: Books And Supplies	108,225.00
5000-5999: Services And Other Operating Expenditures	75,423.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	21,925.00
2000-2999: Classified Personnel Salaries	LCFF	14,225.00
3000-3999: Employee Benefits	LCFF	7,678.00
4000-4999: Books And Supplies	LCFF	68,460.00
5000-5999: Services And Other Operating Expenditures	LCFF	68,200.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	141,412.00
2000-2999: Classified Personnel Salaries	Title I	42,129.00
3000-3999: Employee Benefits	Title I	48,667.00
4000-4999: Books And Supplies	Title I	38,765.00
5000-5999: Services And Other Operating Expenditures	Title I	5,985.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,238.00

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
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Victoria Chavez	X				
Shane Frakes		X			
Kevin Koch		X			
Jennifer Dean		X			
Debra Fuller		X			
Connie Artiga			X		
Jamie Tarascio				X	
Brianne Conner				X	
Angela Cawley				X	
Danica Conner					X
Monique Elias					X
Mia Felix					X
Numbers of members of each category:	1	4	1	4	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 29, 2024.

Attested:

	Principal, Victoria Chavez, Ed.D. on October 29, 2024
	SSC Chairperson, Angela Cawley on October 29, 2024

Title I and LCFF Funded Program Evaluation

Goal #1:
 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 10%.

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>
<p>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:</p> <ul style="list-style-type: none"> • 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 supplemental curriculum, site licenses for various software and programs, consumables, manipulatives, band instruments, repairs to 	<p>ELA and Math teachers followed a PLC data analysis process using a newly-created data protocol sheet. Teachers followed the guidelines and will continue this work in the new school year using a different data protocol.</p> <p>Proficiency: Unit 3 ELA target 6th grade 50% (54.9% SW, 24.5% EL, 12.9% SWD, 0% AA were proficient).</p> <p>Unit 3 ELA target 7th grade 59% (35.6 % SW, 12.9% EL, 0% SWD, 33.3% AA were proficient).</p> <p>Unit 3 ELA 8th grade Target 53% (49%% SW, 18.6% EL, 16.7% SWD, 40% AA)</p> <p>Proficiency: Unit 3 Math Target 6th grade 38% (0% SW, 0% EL, 0% SWD, 0% AA) Unit 3 Math Target 7th grade 40% (NEED THIS DATA STILL) Unit 2 Math Target 8th grade 40% (11.2% SW, 0% EL, 3.1% SWD, 0% AA)</p> <p>ELA and Math teachers followed a PLC data analysis process using a newly-created data</p>	<p>While CFA data showed a decline in students achieving proficiency, STAR data indicated more favorable results with regards to the number of student meeting grade-level standards. STAR math scores increased during the 22/23 school year. Reading/language arts scores declined. One possible reason for this decline may be that training in the curriculum came later for three of our new (or new-to-subject) teachers. We also have had a long-term substitute teacher in two 6th grade language arts classes. Both classes saw a drop in STAR scores from the fall to the spring.</p>	<p>Teachers will continue collaborating in PLCs using data protocols that align with current screeners and common formative assessments. TOSAs visits will be arranged ahead of time to help guide processes. Administration will commit to greater presence during PLC time. Finally, an MTSS team committed to RTI process and tier II support has been established to support the math and language arts in establishing more focused interventions.</p>

<p>band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs.</p> <p>* 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.</p> <p>Monitoring Metrics::</p> <ul style="list-style-type: none"> • Common and formative assessments, • Star Data • Administrative walkthrough data • IReady data • Willams Report 	<p>protocol sheet. Teachers followed the guidelines and will continue this work in the new school year using a different data protocol. For this year, math teachers began the process of working with the Irvine Math Project, and as such had to make adjustments to how they assessed as a PLC.</p>		
	<p>Teachers met during 2:1:2 time and during Wednesday collaboration time.</p>	<p>English learners and students with disabilities continue to fall behind. Lack of teacher training, class compositions, and unfamiliarity with ELD standards are among the noted causes for this trend.</p>	<p>2:1:2 schedule will include more defined grouping and activities.</p> <p>To increase performance of English learners and students with disabilities, there will be greater focus on ELD standards, push-in support, team-teaching, and IEP at a glance reviews.</p> <p>PD time will be allotted for UDL, EL, and SWD training.</p> <p>More attention will be made to the implementation and use of intervention math and language arts supports and staffing. A more cohesive approach will be implemented from the start of the 23/24 school year.</p>
<p>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:</p> <ul style="list-style-type: none"> • AVID • English Language Development 	<p>MTSS is in its early stages, with a focus on PBIS. Structures are in place, but as a new framework for teachers, there is still growth to be made. Behavioral and social-emotional supports are in place for tier II, and district/mental health supports are in place for tier III as evidenced by the</p>	<p>With the lack of substitute teachers, attending PD has proven challenging, but has improved this year from last.</p> <p>With time taken from 2;1:2 time for various initiatives, whole-staff PD was limited.</p>	<p>Teachers will participate in workshops and conferences as budget allows. Some conferences and workshops have already been identified.</p> <p>Whole-staff follow-up on focused PDs will occur during dedicated 2;1;2 time.</p>

<ul style="list-style-type: none"> • Specially Designed Academic Instruction in English • Universal Design for Learning • Inclusionary Practices • Coteaching • Equity and Diversity • MTSS/PBIS <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • 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 	<p>number of students participating in groups or therapy programs.</p> <p>Several staff members participated in a variety of professional development opportunities including AVID, UDL, MTSS/PBIS, and Equity and Diversity. Staff meetings included presentations on ELD and SDAIE strategies.</p> <p>Approximately 20 teachers participated in instructional rounds.</p>		
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • Culminating project samples • Panorama Data • Administrative walkthrough data • Administrative Walkthrough data • Student rubrics 	<p>Students participated in various field trips including those related to STEAM/ESports, drone activities, music competition, and museums.</p>	<p>Field trips should be in greater alignment with college and career readiness, focused curriculum, and STEAM activities.</p>	<p>Field trips will be mapped out and objectives will be written to justify participation.</p>
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • EL growth on ELPAC • Common and formative assessments • Panorama data 	<p>Our site funded this position. This teacher will continue to work with our newcomer students. A structured English Immersion strand was created to ensure that newcomer students accessed core classes in an equitable manner.</p> <p>For this school year, there were 66 reclassifications.</p>	<p>Long-term English learners continue to fall behind. Causes for this include lack of focus on this group and inconsistent content-based ELD opportunities.</p>	<p>This position will continue to be funded and training and materials will be provided to support English language development.</p> <p>A series of ELD focus standards will be provided and used during core content.</p>

<ul style="list-style-type: none"> • Student Grades as monitored through Panorama <p>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.</p> <p>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 met and maintained for all grade levels and classes.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • Student access to technology and materials • Teacher/class access to media center • Williams Act Compliance 	<p>Media tech worked in the library throughout the year and supported students in checking out appropriate books as well as engagement in STEAM activities.</p>	<p>This activity is working, as all students have access to all learning materials.</p>	<p>Media tech extra hours will continue to be funded.</p>
<p>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</p> <p>JWMS will fund a Paraprofessional Senior - Bilingual to support learning of content area standards in core classes.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • Panorama grades • Student grades • ELPAC growth • Star data • Parent sign in sheets <p>Measures of growth include the following: ELPAC SBAC math and ELA</p>	<p>Paraprofessional Senior Bilingual worked with our students who were at lower levels of English proficiency.</p> <p>Paraprofessional supports newcomer students in accessing core content curriculum.</p>	<p>NA.</p>	<p>Paraprofessional Senior Bilingual will continue to be funded. Paraprofessional Senior Bilingual schedule will be reviewed to ensure that students with less-than reasonable proficiency in English will have more equitable access.</p>

<p>Increased attendance Star assessments - math and ELA Grades Panorama SEL data</p>			
<p>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:</p> <ul style="list-style-type: none"> • SBAC data • ELPAC data • IEP goals • Common, formative, and Star assessments 	<p>English learners participated in intervention classes during teacher prep-buy outs. These students demonstrated high levels of engagement during walk-throughs. ELPAC scores will provide further data for success indication.</p>	<p>NA</p>	<p>We will continue to buy-out prep periods to provide intervention opportunities for English learners.</p>
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • Student access to technology and materials • Teacher/class access to media center • Williams Act Compliance • Administrative Walkthrough Data 	<p>. Devices were updated and replaced as the need arose.</p>	<p>Devices were updated and replaced as the need arose. Limitations exist with regards to effective use of technology.</p>	<p>JWMS will continue to stay up to date on latest technology. Teacher resources and trainings will be offered to support the use of more student-driven and engaging use of technology.</p>
	<p>N/A</p>	<p>Limitations due to transportation and staffing issues due to lack of employees.</p>	<p>Field trips will be planned out for the year by September of 2023. AVID and other specialty groups will collaborate to ensure that more students have opportunities to attend.</p>
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • Assessment Data • SIS attendance data • Administrative observations 	<p>N/A</p>	<p>Limited numbers of students sign up to participate in Saturday school. Parents have not been well-informed of the intervention.</p>	<p>Additional clerical hours have been allocated to support Saturday school attendance and advertisement.</p>

<p>Teachers, administration, counselors, and other specialists will engage in the following activities:</p> <ul style="list-style-type: none"> • 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. <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • Panorama Data • IEP Goals • IReady Data • SIS Referral and Attendance Data • Formative and Summative Assessments 	<p>MTSS team collaborated to identify students needing Tiers II and III support. Panorama data was used to identify and support students.</p>	<p>Limited counselor availability.</p>	<p>Counseling team will engage in more collaborative efforts with admin and MTSS coach. School-wide, students will participate in community building process such as Breaking Down the Walls.</p>
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<p>Goal #2:</p>
<p>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.</p> <p>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.</p> <p>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.</p>

<p>Actions/ Activities (Strategies)</p>	<p>What is working and why? (Effective indicators)</p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p>What is not working and why? (Ineffective indicators)</p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p>Modification(s) based on evaluation results</p> <p><i>Continue or discontinue and why?</i></p>
<p>JWMS will engage with our English learner parents through attendance and collaboration at the CABE</p>	<p>Two family academic success nights were held. Parents and their students</p>	<p>The second evening was not well-attended.</p>	<p>Funds have been allotted for extra duty pay for staff members</p>

<p>Conference. Monitoring Metrics:</p> <ul style="list-style-type: none"> • Parent(s) presentation • EL parent engagement • Panorama Community Engagement Data 	<p>enjoyed activities which promoted math and literacy.</p>		<p>who will provide activities and lessons during those events. We will hold one larger academic success evening and engage parents through a variety of opportunities provided through electronic means.</p>
<p>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.</p>	<p>Office staff communicated with parents to assist with Student/Parent VUE. Only 40 students so far do not have accounts.</p>	<p>N/A</p>	<p>We will continue to hold ParentVue instructional sessions.</p>
<p>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:</p> <ul style="list-style-type: none"> • Panorama community survey data • Parent Participation • Book Club Participation 	<p>All SSC meetings were well-attended.</p>	<p>Parent participation in SSC has been lacking.</p>	<p>Administration will have a greater focus on parent contact to obtain and maintain more cohesive parent participation.</p>
<p>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:</p> <ul style="list-style-type: none"> • Panorama community survey data • Parent Participation • Book Club Participation 	<p>We held multiple events where parents and community members were present. Such events include back to school night, Title I meeting, awards assemblies, parent band events, sporting events, and academic success nights.</p>	<p>We still have little to no ELAC participation.</p>	<p>Administration will have a greater focus on parent contact to obtain and maintain more cohesive parent participation, especially for ELAC.</p>
<p>JWMS will maintain communication with families, keeping them apprised of events and issues. Regular communications will be made via:</p> <ul style="list-style-type: none"> • Monthly newsletters • Social media pages • As needed mass phone calls • As needed mass emails <p>Monitoring Metrics:</p>	<p>Newsletters have proven especially helpful, as evidenced by a monthly average of 1300 views. Social media use has grown.</p>	<p>Negative social media posts have caused concern for parents on two occasions, causing a loss of about 200 students during each of these occasions.</p>	<p>Communication will improve with regards to how to respond to potentially negative posts on social media. Admin will focus on building stronger community relationships.</p>

<ul style="list-style-type: none"> • S'mores reports • Parent engagement • Panorama Data 			
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Goal #3:

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 10%.

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>
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • PBIS Walkthrough/TFI data • Panorama Data 	<p>Three assemblies were held. Students are aware of school-wide expectations and can name them as evidenced by PBIS TFI walkthrough. Videos were played during BTV time.</p>	<p>Several students with Tier II and III needs still continue to face behavioral challenges.</p>	<p>We will introduce Breaking Down the Walls for the upcoming school year as a means to improve relationships between stakeholders. Greater focus will be made on Panorama data and Panorama groups.</p>
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • PBIS Walkthrough/TFI data • Panorama Data • MTSS Data Reports 	<p>These weeks were held.</p>	<p>NA</p>	<p>We will continue with these weeks.</p>
<p>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:</p>	<p>Assemblies and activities were held. Students were engaged in presentations.</p>	<p>NA</p>	<p>We will continue to hold assemblies.</p>

<ul style="list-style-type: none"> • Bullying • LGBTQ Awareness • Heritage Months • Equity, Diversity, and Racism • Drug, alcohol, and tobacco use <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • PBIS Walkthrough/TFI data • Panorama Data • Google Form data 			
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • PBIS Walkthrough/TFI data • Panorama Data 	<p>Students accessed activities such as ping pong, tetherball, cornhole, and tetherball during unstructured time.</p>	<p>We continue to have conflicts largely in part due to social media and electronic means.</p>	<p>We will introduce Breaking Down the Walls for the upcoming school year as a means to improve relationships between stakeholders. Greater focus will be made on Panorama data and Panorama groups. Counselors will continue with focus groups</p>
<p>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.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS attendance data • Renaissance Analytics • Panorama Data • SART Sign-in Sheets 	<p>Some SART meetings were held</p>	<p>Most families did not attend SART meetings, so the process was unsuccessful.</p>	<p>Extra clerical hours have been funded to cover the costs of office specialist dedicated to the SART/SARB and other attendance proceseses.</p>
<p>In order to address the need for professional development (especially for ATSI groups) staff will participate in workshops and conferences to support MTSS.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • PBIS Walkthrough/TFI data • Panorama Data 	<p>Some members participated in trainings.</p>	<p>More staff members need to be trained as evidenced by the number of student referrals that are written.</p>	<p>2:1:2 time will be allotted for staff awareness of PBIS and SEL.</p>

<p>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.</p> <p>Metrics of Measure: Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • MTSS Team meeting data • Panorama Data 	<p>Some students have been provided with lessons and tier II and III programs.</p>	<p>Several students with Tier II and III needs still continue to face behavioral challenges.</p>	<p>We will introduce Breaking Down the Walls for the upcoming school year as a means to improve relationships between stakeholders. Greater focus will be made on Panorama data and Panorama groups.</p>
<p>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 to improvement of attendance. Such activities include SART processes, STIS monitoring, and parent contact.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS attendance data • Renaissance Analytics Data • Panorama Data • STIS completion data 			
<p>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 received regular recognition.</p> <p>Monitoring Metrics:</p> <ul style="list-style-type: none"> • SIS discipline data • SIS attendance data • PBIS Walkthrough/TFI data • Panorama Data • Counseling Google Form Data 	<p>Teams have been established and data is evaluated.</p>	<p>Several students with Tier II and III needs still continue to face behavioral challenges. SST Process is not followed with fidelity to support more in-depth interventions.</p>	<p>MTSS team will adhere to a greater structure and fidelity of supports and interventions.</p>

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, its 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/guidanceuseinvestment.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/guidanceuseinvestment.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
