

School Year: 2019-20

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	Bradley Sauer
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19-6/30/20
Schoolsite Council (SSC) Approval Date	October 1, 2019
Local Board Approval Date	November 26, 2019

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

JWMS Mission Statement: James Workman Middle School is fully committed to the development of independent, motivated citizens who are well prepared for the 21st Century. This will be achieved through:

- Setting high expectations
- Providing a positive, safe, learning environment
- Facilitating critical, independent thinkers
- Fostering relationships between students, parents, staff and the community.

Vision: Innovative experiences....Inspired individuals

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 eastern edge of the city. The 2019-2020 school year is our 24th year as a school of technology and the arts. Our current enrollment is 1367 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. We currently have an additional 20 portable classrooms on our campus to accommodate the growing population of students in this part of the city.

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

James Workman Middle School coordinates planning and data with the Palm Springs Unified School District through secondary administrative meetings monthly, instructional visits from the Director of Secondary Education, Assistant Superintendent of Educational Services, District Liaison and Superintendent to the school site, with the principal and through district in-services and training.

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

Comprehensive Support and Improvement

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

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. 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 including the ELAC 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- August 30, 2018 – Two new parents elected – Mr. Alex Gonzales and Ms. Gabriella Serrano; Two new teachers elected – Kevin Koch, Tommi Jones - One other - Kim Gonzalez; Site Council nominations were accepted through August 30, 2018 on Back to School Night. Ballots were distributed on August 30 and were returned by August 30, 2018 at the end of Back to School Night. Any parent attending BTSN was encouraged to take part in the process. There was a voting table and ballot box and votes were counted after BTSN.

SSC Meeting Dates and Topics:

- September 25, 2018 – SSC Training
- September 25, 2018 – Review of SSC by-laws, election of officers, first read and input for parent involvement policy, brief overview of current SPSA – copies provided to all council members for them to review prior to the next meeting
- October 30, 2018 – Second reading and approval of parent involvement policy, ELAC report, review of SPSA actions and current implementation, review of 2017-18 DIBELS results and first DIBELS benchmark results for this year. Review budget allocation adjustments, discussed and approved revisions to current plan.
- February 4, 2019 – review of 2018 California Dashboard data including SBAC results, suspension and expulsion results, and attendance results, ELAC report, begin reflection and evaluation of services and actions funded through SPSA
- April 29, 2019 – Continued evaluation of SPSA actions and services, ELAC report, approve revisions for the 2019-20 SPSA and budget.

Based on The evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input The SSC recommended the following revisions to the SPSA:

Orenda Education, Sub cost for articulation days across departments, Hire Senior Paraprofessional with Bilingual Stipend, Implement Alternative Education program on JWMS campus, Fund teacher prep buyout for intervention, Provide Parent Training for home-school connection

District Involvement in Supporting CSI Plan Development:

March 20, 2019 - CSI District Planning Meeting - A CSI planning meeting was held for all CSI identified schools in the district. The meeting was facilitated by members of our district Ed. Services Dept. Present at our meeting was the superintendent and assistant superintendent of educational services. A team of 6 from JWMS attended the planning meeting. Our team was comprised of our principal, assistant principal, one math teacher, one ELA teacher, one counselor, and one social studies teacher. At the meeting we reviewed the CSI identification process and expectations and procedures for CSI identified schools. A needs assessment protocol was introduced and we began working in collaborative team to analyze successes, barriers, and unaddressed needs aligned to our 2018-19 School Plan and associated summative and formative data. Two members of the Ed. Services Dept. were assigned to assist our team including the Asst. Supt. of Ed. Services and the Director of State and Federal Programs.

February 4, 2019 - A SSC meeting was held. The JWMS Principal was present to discuss with council members and others in attendance the CSI identification process and procedures. Those in attendance learned of the additional CSI funding for our site. At the meeting we brainstormed and discussed possible actions to address our identified needs.

March 28, 2019 - Our school team reconvened and we worked to complete the Needs Assessment Protocol. We began by completing the identification of successes, barriers, and unaddressed needs aligned with supporting data. We then identified the most significant problem for our site in each of the Dashboard Indicator areas and created problem statement for each area. We then brainstormed possible action items to address the identified needs, as well as monitoring measures associated with each item.

April 8, 2019 - CSI District Planning Meeting - A follow-up CSI planning meeting with Ed. Services was held for all identified schools. Our CSI leadership team attended this meeting. At the meeting we worked to identify Resource

Inequities. We discussed the importance of identifying evidence-based interventions to address student needs. Collaboratively with our Ed. Services support members we worked to identify strategies and actions to include in our School Plan including how we will be monitoring and evaluating the effectiveness of actions included in our School Plan.

Note any other meetings where CSI planning was discussed: Staff Meeting January 23, 2019, School Leadership Meeting April 9, 2019

April 29, 2019 - A SSC meeting was held. Our proposed School Plan was discussed, including CSI related actions and expenditures.

Resource Inequities

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

Inequities that were discovered focused around students that did not have access to transportation after school which created an inequity in their ability to receive after school interventions. JWMS addressed this by providing after school busing to all students that are eligible for regular bus services. Another inequity reviewed is the lack of high interest electives for all students. JWMS will revamp elective offerings to include high interest electives for all students.

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, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

According to the California School Dashboard, there was progress in Language Arts in the African American Students subgroup. This can be attributed to the students who attended intervention and stayed after school for extra instruction. They increased by 5.8%. Students in the subgroup with two or more races increased by 12.3% and students in the Asian subgroup increased by 20.1%. In mathematics, although we had an overall decrease, the Asian subgroup increased significantly by 36.4%. Teacher professional development to enrich student learning helped guide instruction and better prepare these students.

The California School Dashboard also presents data on suspensions. There was an overall change of 0.1%. However, the suspension rate declined significantly in the Students with Disabilities subgroup, dropping by 17.9%. This drop in the Students with Disabilities suspension rate could be due to using other means of correction before issuing suspensions unless student is in violation of A-E offenses.

The Palm Springs Unified School District implemented the KDS Benchmark Assessments this year. According to the data from this assessment, in English Language Arts, the 7th grade students with a minimal understanding of the standards decreased from 50.6% in the beginning of the year, to 21.2%. Students in 7th grade with a thorough understanding increased from 2.85 to 6.6%. In 8th grade English Language Arts, students with a minimum understanding also decreased from 48.6% at the beginning of the year to 30% in April. In the mathematics KDS testing, Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) 16.4%, English Learners (EL) 0%, Hispanic (Hisp) 13.6%, African American (AA) 9.1%, Socioeconomically Disadvantaged (SED) N/A, Students with Disabilities (SWD) 4.5%. Although the minimal understanding decreased and the thorough understanding increased on the KDS from the beginning to the end of the school year, it is the goal of JWMS to move closer to a 10% growth of a thorough understanding in ELA and 10% in mathematics. We believe that the Orenda support will allow us to meet this goal.

This school year, James Workman Middle School participated in the Panorama Survey. This survey was given to students (1,272 responses), families (485 responses), and staff (64 responses). In the category, Climate of Support for Academic Learning, students, families, and staff responded favorably with 80%, 95% and 92%, respectively. This category included teacher support, tutoring, and providing an inviting place for students to learn. In the category for fairness of discipline, rules and norms, students responded favorably with 79%, families favorably with 93% and staff favorably with 86%. As far as school safety, students responded with a 66%, families were favorable 95% and staff scored 73% favorably. The final area surveyed was Sense of Belonging and School Connectedness. In this area, students responded favorably with 66%, families with 93% and staff with 70%. All of these areas are areas where we can improve. We have implemented programs for students to be able to gain more access to campus after hours and have included more security at those times to ensure that students feel safe and want to stay and become more

connected to the school. For 2019-2020, we plan to continue to provide a late bus for students who do not live within walking distance of the school. This will allow them access to after school activities, such as tutoring, clubs and intramurals.

James Workman Middle School maintained a 10.6% chronic absenteeism rate. This rate is 5.3% lower than the entire district average and below the county average. This year, we have implemented several incentive programs to acknowledge attendance improvement. We have implemented monthly and weekly incentives to ensure students come to school on time.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

According to the California School Dashboard, one of the areas that indicates a low performance is the Students with Disabilities subgroup. In both English Language Arts and Mathematics, there was a 4% decline, keeping it in the red performance category. For the 2019-2020 school year, JWMS will be participating in the Orange Education. We will Hire Senior ParaProfessional with Bilingual Stipend; Implement Alternative Education program on JWMS campus; Fund teacher prep buyout for Intervention; Provide Parent Training for home-school connection; Hire Behavior Specialist ParaProfessional.

According to the California School Dashboard, English Learners, Hispanics and African American subgroups have performed in the Orange performance category in both mathematics and English Language Arts. This area has been addressed by providing pull out Intervention groups targeting these students. Students are able to leave their elective classes, to attend additional English Language Arts and Mathematics help. During this intervention, teachers work on their prep period to focus on specific learning strategies and target the instruction to meet the needs of students.

The data from the English Language Arts KDS assessments shows that students in the 6th grade with a minimal understanding increased from 41.3% at the beginning of the year to 50.5% in March. In 8th grade English Language Arts, the percentage of students who have a thorough understanding of the 8th grade standards, went from 0% at the beginning of the year to 0.4% in April. There was not much growth in that grade level.

In the mathematics KDS testing, Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) 16.4%, English Learners (EL) 0%, Hispanic (Hisp) 18.6%, African American (AA) 9.1%, Socioeconomically Disadvantaged (SED) N/A, Students with Disabilities (SWD) 4.5%

49.7% to 61% in the 6th grade, increased from 60.2% to 85% in the 7th grade and increased from 51% to 64% in 8th grade. This indicates that students are having a difficult time in English Language Arts in all three grade levels. Next year, teachers will focus on specific standards and implement the pull out programs. New intervention strategies will need to be implemented, and the district will no longer be using Reading Plus as an intervention.

According to the Panorama survey, the lowest score received from students was safety with a 70% favorable result. In order to address this concern, we will continue to provide security after school over the regular school day. This will continue every day. The administration will work with the counselors to come up with a comprehensive services to support our students in academic, behavior, and social emotional well being.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

According to the California School Dashboard, the state indicator for which performance was two or more performance levels below was in the area of Mathematics. In Mathematics, we scored in the orange performance level. Our status is 57.8 points below level 3. In order to address this area of need, we have allocated funds to purchase new subscriptions for online programs that specifically target math, such as a math vocabulary online program and Edulastic. In addition, we have allocated funds to update technology to support our math curriculum and to purchase needed manipulatives for classrooms.

Money has been set aside to pay for substitute teachers for articulation days. This will allow for teachers to plan lessons in which they differentiate instruction and use specific instructional strategies that have been research-based. It will allow teachers to work with math coaches, discuss progress on benchmarks and analyze their data.

Teachers will be given opportunities to attend professional development or conferences in the area of math particularly. One additional math teacher will be funded to keep the class size numbers low. A para educator will be used to provide intensive intervention and strategic pull-out programs. Teacher's prep periods will be bought out to pay for additional small-intensive group intervention programs which will target specific areas within the mathematics curriculum.

In addition, math tutoring will be available every day after school, with the exception of Wednesday. Students will be able to attend math tutoring for additional help on homework or with specific concepts.

To address the needs of our Students with Disabilities, the Socioeconomically Disadvantaged, English Language Learners, African American Students, and Hispanic students in the area of mathematics, which they performed in the red or orange performance level, students will be invited to attend pull-out programs throughout the day and be taken out of physical education classes or electives to attend small group instruction at a slower pace in two week intervention periods. These students are also given the opportunity to stay after school for tutoring and ride the late bus home. Our math teachers offer after school tutoring on Mondays, Tuesdays, and Thursdays to address their needs.

All of these programs will target our struggling math students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.14%	0.31%	6	2	4
African American	2.6%	2.17%	2.39%	34	30	31
Asian	1.7%	1.52%	1.16%	22	21	15
Filipino	4.3%	3.90%	4.16%	57	54	54
Hispanic/Latino	77.2%	77.98%	78.2%	1,027	1080	1,015
Pacific Islander	0.1%	0.14%	0.15%	1	2	2
White	12.2%	12.35%	11.94%	162	171	155
Multiple/No Response	%	%	%			
Total Enrollment				1,331	1385	1,298

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	389	471	428
Grade 7	493	410	470
Grade 8	449	504	400
Total Enrollment	1,331	1,385	1,298

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	216	260	276	16.2%	18.8%	21.3%
Fluent English Proficient (FEP)	476	486	443	35.8%	35.1%	34.1%
Reclassified Fluent English Proficient (RFEP)	52	47	38	22.0%	21.8%	14.6%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	399	464	416	394	464	413	393	464	413	98.7	100	99.3
Grade 7	493	395	450	493	393	448	493	393	448	100	99.5	99.6
Grade 8	453	496	398	450	492	397	450	492	397	99.3	99.2	99.7
All Grades	1345	1355	1264	1337	1349	1258	1336	1349	1258	99.4	99.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2506.	2502.	2503.	12.47	14.22	15.25	31.55	26.72	28.33	25.45	25.00	24.70	30.53	34.05	31.72
Grade 7	2555.	2552.	2549.	14.20	16.03	18.08	41.38	38.42	35.27	23.12	22.39	20.98	21.30	23.16	25.67
Grade 8	2565.	2549.	2555.	12.67	11.79	12.85	39.78	30.28	35.26	26.22	30.08	27.71	21.33	27.85	24.18
All Grades	N/A	N/A	N/A	13.17	13.86	15.50	37.95	31.43	32.99	24.85	26.09	24.32	24.03	28.61	27.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.09	22.63	20.10	50.26	38.79	42.62	32.65	38.58	37.29
Grade 7	23.94	21.63	23.88	50.51	50.89	42.86	25.56	27.48	33.26
Grade 8	24.00	20.12	20.15	45.33	40.45	49.12	30.67	39.43	30.73
All Grades	21.95	21.42	21.46	48.69	42.92	44.75	29.36	35.66	33.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.27	15.30	16.46	47.96	42.67	47.94	38.78	42.03	35.59
Grade 7	31.24	31.04	32.59	47.67	45.80	45.76	21.10	23.16	21.65
Grade 8	25.56	19.51	22.42	54.00	52.24	54.91	20.44	28.25	22.67
All Grades	24.04	21.42	24.09	49.89	47.07	49.36	26.07	31.50	26.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.48	12.28	13.32	68.37	60.78	59.32	20.15	26.94	27.36
Grade 7	11.56	11.20	15.40	67.55	66.41	61.61	20.89	22.39	22.99
Grade 8	11.33	10.16	11.84	72.44	68.29	70.78	16.22	21.54	17.38
All Grades	11.46	11.19	13.59	69.44	65.16	63.75	19.10	23.65	22.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	27.55	29.53	26.39	46.94	43.32	42.86	25.51	27.16	30.75
Grade 7	32.25	32.32	30.36	49.29	48.35	43.08	18.46	19.34	26.56
Grade 8	28.67	25.20	23.68	48.22	49.80	51.13	23.11	25.00	25.19
All Grades	29.66	28.76	26.95	48.24	47.15	45.55	22.10	24.09	27.50

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	399	464	416	394	464	413	393	464	413	98.7	100	99.3
Grade 7	493	395	450	493	393	448	493	393	448	100	99.5	99.6
Grade 8	453	497	399	449	492	397	449	492	397	99.1	99	99.5
All Grades	1345	1356	1265	1336	1349	1258	1335	1349	1258	99.3	99.5	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2486.	2484.	2496.	9.67	14.44	13.56	19.85	15.09	18.64	27.48	26.51	27.36	43.00	43.97	40.44
Grade 7	2512.	2511.	2518.	12.37	14.76	15.63	17.65	16.79	18.53	30.43	28.50	27.68	39.55	39.95	38.17
Grade 8	2523.	2517.	2522.	14.25	12.40	15.37	13.14	14.63	13.60	28.29	24.39	20.91	44.32	48.58	50.13
All Grades	N/A	N/A	N/A	12.21	13.79	14.86	16.78	15.42	17.01	28.84	26.32	25.44	42.17	44.48	42.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.74	18.32	19.61	33.08	29.96	31.48	53.18	51.72	48.91
Grade 7	19.07	21.88	21.43	28.40	25.95	31.47	52.54	52.16	47.10
Grade 8	15.14	17.28	18.39	33.63	28.86	27.96	51.22	53.86	53.65
All Grades	16.18	18.98	19.87	31.54	28.39	30.37	52.28	52.63	49.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real-world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.67	16.59	12.35	46.06	35.56	44.07	44.27	47.84	43.58
Grade 7	15.82	17.30	18.30	47.87	42.24	41.96	36.31	40.46	39.73
Grade 8	15.59	16.26	15.62	40.53	43.09	37.78	43.88	40.65	46.60
All Grades	13.93	16.68	15.50	44.87	40.25	41.34	41.20	43.07	43.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.49	15.73	15.25	39.95	35.34	44.31	46.56	48.92	40.44
Grade 7	14.00	17.05	18.75	53.35	51.15	54.24	32.66	31.81	27.01
Grade 8	14.92	12.80	16.62	51.67	49.39	47.86	33.41	37.80	35.52
All Grades	14.16	15.05	16.93	48.84	45.07	48.97	37.00	39.88	34.10

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1514.0		1513.5		1513.9		93	
Grade 7	1527.4		1533.7		1520.7		67	
Grade 8	1549.3		1554.5		1543.7		54	
All Grades							214	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	18.28		35.48		31.18		15.05		93	
7	32.84		50.75		*		*		67	
8	48.15		42.59		*		*		54	
All Grades	30.37		42.06		17.29		10.28		214	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	37.63		36.56		19.35		*		93	
7	59.70		29.85		*		*		67	
8	68.52		25.93		*		*		54	
All Grades	52.34		31.78		10.28		5.61		214	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		15.05		33.33		43.01		93	
7	*		35.82		29.85		20.90		67	
8	27.78		31.48		29.63		*		54	
All Grades	14.95		25.70		31.31		28.04		214	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	20.43		61.29		18.28		93	
7	25.37		61.19		*		67	
8	29.63		64.81		*		54	
All Grades	24.30		62.15		13.55		214	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	63.44		30.11		*		93	
7	86.57		*		*		67	
8	92.59		*		*		54	
All Grades	78.04		16.82		5.14		214	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		13.98		76.34		93	
7	*		34.33		55.22		67	
8	27.78		37.04		35.19		54	
All Grades	14.49		26.17		59.35		214	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		81.72		*		93	
7	23.88		67.16		*		67	
8	22.22		74.07		*		54	
All Grades	16.82		75.23		7.94		214	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,385	80.5%	18.8%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	260	18.8%
Foster Youth	2	0.1%
Homeless	87	6.3%
Socioeconomically Disadvantaged	1,115	80.5%
Students with Disabilities	104	7.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	2.2%
American Indian	2	0.1%
Asian	21	1.5%
Filipino	54	3.9%
Hispanic	1,080	78.0%
Two or More Races	25	1.8%
Pacific Islander	2	0.1%
White	171	12.3%

Annual Review and Update

SPSA Year Reviewed: 2017-18

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 Smarter Balanced Assessment Consortium (SBAC). This goal is aligned with the California State Frameworks for Instruction. All JWMS students who scored at the Proficient or Advanced level the previous year will maintain or improve their level as measured by the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color - (DFM) - Status - Level - Change) All Students (ALL) Orange (-15.7) - Low - Decreased - -11 English Learners (EL) Orange (-31.6) - Low - Decreased - -6.5 Hispanic (Hisp) Orange (-26.2) - Low - Decreased - -12.7 African American (AA) None - Low - Decr. Sig. - -27 Socioeconomically Disadvantaged (SED) Orange (-24.5) - Low - Decreased - -10.1 Students with Disabilities (SWD) Red (-119.9) - Very Low - Decreased - - 6.6
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p>	California School Dashboard - Academic Indicator for Mathematics (Color - (DFM) - Status - Level - Change) All Students (ALL) Orange (-63.3) - Low - Decreased - -5.5 English Learners (EL) Orange (-79.7) - Low - Decreased - -3.8 Hispanic (Hisp) Orange (-75.8) - Low - Decreased - -9 African American (AA) None - Very low - Decr. Sig. - -32.5 Socioeconomically Disadvantaged (SED) Orange (-72.6) - Low - Decreased - -5.8

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>*Orange* student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>*Red* student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Students with Disabilities (SWD) Red (-171.6) - Very low - Decreased - -4.5</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>*Blue* or *Green* 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>*Yellow* 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>*Orange* 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>*Red* 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results: Well developed - 30.4% Moderately Developed - 42.1% Somewhat developed - 17.3% Beginning Stage - 10.3%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 21.8%</p>
<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase 8th grade Math SBAC proficiency by 4% from 2018 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.</p>	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Standard Exceeded - Standard Met - Standard Nearly Met - Standard Not Met) All Students (ALL) 12.4% - 14.63% - 24.39% - 48.58% English Learners (EL) 0% - 0% - 5.77% - 94.23%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>Hispanic (Hisp) 8.90% - 13.61% - 25.39% - 52.09%</p> <p>African American (AA) N/A</p> <p>Socioeconomically Disadvantaged (SED) 10.13% - 14.03% - 24.94% - 50.91%</p> <p>Students with Disabilities (SWD) 0% - 3.23% - 12.90% - 83.87%</p>
<p>8th Grade Mathematics Interim Assessments</p> <p>All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p> <p>Students with Disabilities (SWD)</p>	<p>Determine baseline performance on April 2018 Interim Test for "all students" and each student group</p>	<p>8th Grade Mathematics Interim Assessments</p> <p>Reports students scoring at standard met threshold on the April interim test.</p> <p>All Students (ALL) 16.4%</p> <p>English Learners (EL) 0%</p> <p>Hispanic (Hisp) 13.6%</p> <p>African American (AA) 9.1%</p> <p>Socioeconomically Disadvantaged (SED) N/A</p> <p>Students with Disabilities (SWD) 4.5%</p>
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Purchase needed materials and supplies for the media center and classrooms that provide increased access for students in all curricular areas.</p> <p>Examples of materials and supplies including but not limited to: classroom leveled readers, books and novel sets, e-books, Maker Spaces, online access to Social Studies curriculum, realia for beginning levels, books on CD, CD players, laser remotes for ELMO's, printer ink, headphones and jacks for listening centers, headphones with</p>	<p>The Media Center is the hub of our campus. Teachers bring their classes in for guided lessons from our Media Specialist. Students also enjoy spending time here before and after school as well as at lunches. Materials that were purchased include classroom leveled readers, books, e-books, Maker Spaces, online access to Social Studies curriculum, Science kits, Art Materials, Manipulatives,</p>	<p>Supplemental Instructional Materials and Supplies for Library and Classroom Improvement</p> <p>LCFF 10,000.00</p> <p>Subscriptions-Site Licenses to enhance curriculum</p> <p>Title I 35,000.00</p> <p>Supplemental Instructional Materials to increase educational strategies such as books, consumables and</p>	<p>Supplemental Instructional Materials and Supplies for Library and Classroom Improvement</p> <p>LCFF 10,000.00</p> <p>Subscriptions-Site Licenses to enhance curriculum</p> <p>Title I 35,000.00</p> <p>Supplemental Instructional Materials to increase educational strategies such as books, consumables and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
microphones for computers, student classroom incentives, site licenses such as Listenwise, Kami Storyboard, Florabulary, Storyboard that, Myaccess, Edulastic, Classcraft and Flipgrid, Quizdom sets, Science Consumables, Science Glassware and supplies, Biome Materials, National Geographic Readers, Science Videos, Science Kits, Social Studies novel sets, Art Materials, Music Materials, Math Vocabulary Online program, Manipulatives, Band Instruments and repairs to instruments, paper, etc.		other classroom materials. LCFF 69,502.00	other classroom materials. Title I 69,000.00
		Subscription Licences LCFF 45,000.00	Subscription Licences LCFF 45,000.00
Purchase needed materials for Articulation Days among Departments. Provide for substitute teacher expenses so departments can have Articulation Days over the school year. Articulation days will be focused on professional development, using district TOSAs and/or site coach. These days will help teachers with lesson structure, differentiated instruction, and ways to analyze data to improve student achievement. Teachers will be able to discuss students progress and	JWMS has in the past paid for teachers to complete three days of planning. The site did not fund this practice for the 2018-2019 school year. Teachers did work collaboratively with the Carnegie Math coach and the district TOSA's but the site did not fund this.	Sub Costs for Articulation Days across departments for professional development and collaboration Title I 7,500.00	Sub Costs for Articulation Days across departments for professional development and collaboration Title I 8002.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
work together to increase academic achievement.			
Fund qualified teachers from all department to attend board/site approved conferences. Allow teachers to attend Common Core workshops and conferences in their field. This includes Carnegie, CMC and CUE conferences.	JWMS teachers did attend Common Core workshops, Carnegie trainings, and will be attending the CUE conferences.	Conference/workshops LCFF 10,000.00	Conference/workshops LCFF 10,000.00
Upon completion of the conferences, staff will be allocated time to debrief and plan on how they will incorporate the strategies introduced at the conference into their lesson to optimize student learning.			
Students will be able to participate in site approved, curriculum based field trips to enhance and enrich learning in all core subjects including Fine and Applied Arts (this includes, but is not limited to band, choir, drama, etc.)	Students have been able to participate in curriculum based field trips throughout the school year including: Aquarium of the Pacific, Debate Competition, Whitewater Preserves, Museum of Tolerance, Leadership Training by CADA, Desert Regional Hospital, Eisenhower Medical Center, Citizen's Bank Arena, UCLA, CCHS, Repertory Theatre, UGR, Black Rock Canyon Hiking, Sunny Sands Elementary.	Field Trips to enhance curriculum and provide enrichment opportunities LCFF 5,000.00	Field Trips to enhance curriculum and provide enrichment opportunities LCFF 5,000.00
Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, Medieval Times (SS) and Science field trips.			
Site fund .4 FTE ELD teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency.	Mr. Guevas is teaching two blocks of ELD both levels I and II. He also teaches one period of an intervention class for student who may need additional support in	Site fund .4 FTE Title I 38,160.00 Associated benefits.	Site fund .4 FTE Title I 38,160.00 Associated benefits.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
This will support our focus on making annual progress, maintaining proficiency on the ELPAC.	grammar. JWMS had 36 students who met the RFP criteria and were reclassified in January 2019. JWMS had 271 students test for the ELPAC this school year	Title I 13,725.00	Title I 13,725.00
Site fund one FTE including benefits to add 1 OP teacher who will provide intervention in the area of Alternative Education.	JWMS did not fund an additional math teacher as the site did not feel this would be an effective intervention.	Site fund 1 FTE Title I 65,621.00	Site fund 1 FTE LCFF 65,621.00
This will support our focus to increase success of students remaining on JWMS campus.		Associated Benefits. Title I 29,255.00	Associated Benefits. LCFF 29,255.00
Increase Media Technician's hours to 5 hours a day for a total of 120 days to provide extended time for classroom visitations and student use of the media center.	JWMS did increase our Media Technician's hours to 5.00 hours per day. This has helped with more students visiting the library on a daily basis and after school. The additional hours have a positive effect on our curricular areas and ensures that we are meeting the requirements of the Williams Act.	Provide Additional Media Center Tech hours at the beginning and end of the school year. Increased hours for the media center tech. Title I 17,579.83	Provide Additional Media Center Tech hours at the beginning and end of the school year. Increased hours for the media center tech. Title I 17,579.83
These additional hours allows for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci.		associated benefits. Title I 6,206.83	associated benefits. Title I 6,206.83
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.			
Site fund a bilingual Paraprofessional to assist with pull out programs and interventions.	JWMS funds a paraprofessional bilingual to pull out ELL students from their math and	Provide Paraprofessional Senior	Provide Paraprofessional Senior

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	language arts classes to work with them in small groups. Teacher reports indicate that the students are more successful in work completion with this support.	for pull out programs and interventions. Title I 26,591.00 Associated Benefits LCFF 6,687.00	for pull out programs and interventions. LCFF 26,591.00 Associated Benefits LCFF 6,687.00
Transportation costs for 2 late busses for students to access after school sponsored events such as tutoring, clubs and intramurals.	JWMS funds two after school busses on Monday, Tuesday, and Thursday, in order to allow students access to tutoring, intramurals, and clubs.	Late busses three days per week. LCFF 10,000.00	Late busses three days per week. LCFF 10,000.00
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. Purchase additional technology such as CD players, computer microphones, replacement cords for Macs, Apple and Chrome book computers, Wifi, display clock, Simpson Go Mic, Minecraft Laptops, iPads, connectable portable radio, replacement headphones, Computer upgrades in classrooms and media center, printers, Mice, ELMO's, etc. to give all students equal access to the state adopted curriculum and standards.	JWMS purchases several different pieces of technology in order to give students equal access to the state adopted curriculum and standards.	Technology supplies and upgrades Title I 18,360.00 Technology supplies and upgrades for STEAM Initiatives that will enhance our current curriculum. Title I 54,191.00	Technology supplies and upgrades LCFF 18,360.00 Technology supplies and upgrades for STEAM Initiatives that will enhance our current curriculum. Title I 54,191.00
College campus visits throughout the year to increase student participation and	Students have visited several college campuses this year including UCLA,	College campus visits Title I	College campus visits LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
attendance (i.e. College of the desert, CSUSB, etc.)	UCR, CSU San Bernardino.	500.00	500.00
High School visits (Rancho Mirage High School and Cathedral City High School) where students are able to learn about their school programs and academies.	Eighth grade essential students have visited Cathedral City High School. CCHS, RMHS, PSHS, DHSHS all visited JWMS and had a high school fair to discuss academies and pathways.	High School visits None Specified 0.00	High School visits None Specified 0.00
Coordinate and facilitate high school assemblies so their counselors may come and speak with our 8th graders regarding A-G requirements, academies offered by each school and explain high school credits.	The High School Counselors come to the JWMS campus and speak with the 8th grade students and review A-G requirements, credits and have students pick a preliminary classes including electives.	None Specified 0.00	None Specified 0.00
Coordinate speakers on College and Career Readiness to come in and speak with select students according to their interests. This is done by taking top career field choices surveyed by students and having speakers come in to speak to that select interest group. Sign-ups are done via the counseling department.	The JWMS counseling department has not coordinated speakers to talk with students in regards to their interests.	None Specified 0.00	None Specified 0.00
Mobile STEAM (Science Technology Engineering Arts and Math) Presentations for all 6-8th grade students in their Math classrooms.	These presentations did not occur this school year.	Mobile STEAM Presentations None Specified 0.00	Mobile STEAM Presentations None Specified 0.00
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. Field trip	JWMS did not provide this program this school year.	Special Education Saturday Academies 0.00	Special Education Saturday Academies 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to the Living Desert will be included in cost.			
Instructional Aide or prep buy out Intervention Program that will be held 3 days per week to pull students out and provide intensive small group instruction.	Prep buy out for intervention program to be held 3 days per week in small groups for intensive instruction.	Aide intervention or teacher prep buy outs to provide intervention during the school day. 0.00	Aide intervention or teacher prep buy outs to provide intervention during the school day. Title I 0.00

Analysis

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

Supplies and instructional materials were purchased for students to utilize in the classroom, media center and at home to increase their comprehension of curriculum and in turn raise test scores/grades. Paraprofessional Bilingual aide was purchased to work with students in small groups in the areas of ELA and Math. Teachers from all core subjects participated in trainings/conferences/workshops in their field. Students participated in field trips to enhance and enrich learning. The site funded 4 FTE ELD teacher to provide intervention to our EL population and increase EL Reclassification and EL PAC proficiency.

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

The site did not fund one FTE who was to provide intervention in the area of math. JWMS did this the previous year but the results did not raise test scores enough to warrant it again. The site is confident that with the support of the Orinda program, math proficiency will rise. All other intended programs were utilized and estimated and actual expenditures were in sync. There were no significant differences between budgeted and actual expenditures.

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.

JWMS will be working with Orinda to help close the gap, improve student outcomes and increase student achievement. This is the major shift in focus for JWMS through the SPSA. In focusing on fewer standards teachers and administration believe that this will allow students to gain a comprehensive understanding of the concepts that are covered instead of a familiarity of many standards.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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 is often difficult to continue. Many parents are very active at the elementary level and come to middle school looking for areas to be involved, but are discouraged. It is our number one goal at JWMS to make sure that we keep parents involved. 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 a larger emphasis on our internurals program which bring out parents to our campus to see their students play.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) 95.7% attendance rate - 10.6% chronic absenteeism rate. This rate is 5.3% lower than the entire district average and below the county average. This year, we have implemented several incentive programs to acknowledge attendance improvement. We have implemented monthly and weekly incentives to ensure students come to school on time.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (12.5%) - High - Increased +2% English Learner (EL) Orange (10%) - Medium - Increased + 2% Hispanic (Hisp) Orange (12.9%) - High - Increased + 2.7% African American (AA) Yellow (13.3%) - High - Declined -7.2% Socioeconomically Disadvantaged (SED) Orange (13.1%) - High - Increased +1.6% Students with Disabilities (SWD) Red (26.4%) - Very High - Increased +10.4%
Family School Connectedness via Panorama Family Climate Survey	Baseline for family connectedness will be determined using the Sense of	Family School Connectedness via Panorama Family Climate Survey

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Baseline Results: All Students (ALL) 66% of JWMS have a sense of Belonging Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Parent Training to encourage students to connect better with school. Opportunities will be provided for parents to attend conferences such as CAFE, to learn how they can help their children be successful. Training will be provided after school hours. Provide childcare and light refreshments at all trainings to encourage parent participation. Focus resources for parent trainings in the following areas: English, Math, A-G requirements and Technology.	There were opportunities provided for parents to find out more about the 8th grade health education program. Training on technology were held in the media center to support parents in navigating teacher websites and an array of programs utilized through technology.	Parent Involvement Costs: Childcare and Associated Benefits Title I Part A: Parent Involvement 500.00 Light refreshments for parent trainings Title I 1737.00 Parent Training Materials or Conferences Title I Part A: Parent Involvement 1,028.00 Parent Involvement Costs: Teachers and Associated Benefits Title I 1,338.00	Parent Involvement Costs: Childcare and Associated Benefits Title I Part A: Parent Involvement 500.00 Light refreshments for parent trainings Title I 1250.00 Parent Training Materials or Conferences Title I Part A: Parent Involvement 1191.00 Parent Involvement Costs: Teachers and Associated Benefits Title I 1738.00
In an effort to increase opportunities for parents to become involved in their child's education, JWMS will provide training on Parent VUE and will give parents	JWMS provides parent training on Parent VUE at Back to School Night and Parent Conferences in the Media Center.	None Specified 0.00	None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
access to computers if needed. Counselors will providing the training			
Through ELAC, SSC, and Title 1 parent meetings, JWMS will address all significant subgroups, their SBAC data, and achievements of each subgroup. The group will brainstorm at each meeting how JWMS can better serve each subgroup and set up a volunteer program to help meet the needs of specific subgroups.	The SBAC data and achievements of specific subgroups was reviewed and analyzed at an SSC meeting.	None Specified 0.00	None Specified
In an effort to increase opportunities for parents to come on campus, JWMS will hold events where the community is welcomed to attend i.e. Fall Festival, Intramural sporting events	JWMS has held two movie nights open to the community as well as the Fall Festival, also open to the community.	None Specified 0.00	None Specified
In an effort to improve general attendance rates, JWMS counselors and administrators will create an incentive program that will increase attendance rates and reduce chronic absenteeism.	There was not an incentive program used in this area for this school year.	None Specified 0.00	None Specified
JWMS holds SARB meetings every 2 weeks here on campus. These SARB meetings will take place on a monthly basis moving forward. JWMS will schedule 10-15 families to attend.	The Prevention Specialist was out part of the school year due to a pregnancy. Therefore this is getting started in March. We will hold group SART meetings and then individualized SARB meetings for those students who do not improve.	None Specified 0.00	None Specified
JWMS Prevention Specialist meets with students bi weekly to	The Prevention Specialist monitors the essential students on a regular		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
monitor student attendance, performance, and discipline. Target students are reviewed each trimester.	basis to discuss progress, performance, academics, and attendance.	None Specified 0:00	None Specified
Encourage students to attend Saturday School to make up lost days due to attendance.	Students are encouraged to attend Saturday school to make up lost days. It is held once per month September - May.	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.

JWMS is committed to increasing parent participation in their students' education. At Back to School Night and Parent Conferences, there were sessions held for parents to learn how to sign up and use ParentVue. Administrators, counselors, and teachers also ensure parents are signed up for ParentVue as this is the most effective manner for parents to stay updated on student progress. Back to School Night and the first round of Parent Conferences are well attended. However, the second round of Parent Conferences and any offerings of classes are generally much lower numbers of parent participation. Training for parents to learn how to navigate teacher websites and understand different programs that are utilized through the chrome book were offered.

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

There were no major budget differences between proposed and actual expenditures.

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.

Ensure at 6th grade orientation that there is a ParentVue sign up to increase parent participation. As more online programs are utilized like StudySync and Mathia, parent understanding of how students access and use these programs is essential for monitoring those students who may not be mature enough to self monitor.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

All JWMS students will be aware of the effects of drugs, alcohol, and tobacco and what to do if they come across any of these substances.

Monitoring of campus safety and security.

Update, and communicate, safety, preparedness, and response plans.

Communicate bullying prevention strategies to community

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%)) - Status - Level - Change) All Students (ALL) Red (20.7%) - Very high - Incr. Sig. +13.6% English Learner (EL) Red (21.8%) - Very High - Incr. Sig. +14.4 Hispanic (Hisp) Red (21.4%) - Very High - Incr. Sig. +14.4% African American (AA) Red (41.9%) - Very high - Increased +34.6% Socioeconomically Disadvantaged (SED) Red (21.5%) - Very high - Incr. Sig. +14% Students with Disabilities (SWD) Red (33.6%) - Very high - Increased +26.8%</p>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>Expulsion Rates All Students (ALL) 0.28% English Learner (EL) N/A Hispanic (Hisp) 0.37% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A</p>
Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: EL: 71% Expected growth 5% AA: 52% Hisp: 66% SED: N/A</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 66% EL: 66% AA: 52% Hisp: 67% SED: N/A
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Helping Buddies/Peer Mediators and Counseling events, including, but not limited to: Red Ribbon Week and The Great American Smoke Out. The goal of Red Ribbon week will be to make students aware of the consequences of drug and alcohol use as well as the benefits of staying drug free. Various school wide activities take place during this week. The Great American Smoke Out is a single day dedicated to informing students the dangers of cigarette smoking.</p> <p>Helping Buddies is also a program created that allows cross-age mentoring used to decrease negative student behavior. Students are trained and will continue to hold mediations when necessary.</p>	<p>The counseling department did hold these activities throughout the school year. There was no budget needed as it was just time for preparation by counseling staff and students. Prizes were given to students through donations from the community.</p>	<p>None Specified 0.00</p>	<p>None Specified 0.00</p>
<p>School-wide segments created by our students on safe learning environments (drug-free, anti bullying, Sprigee etc.)</p>	<p>This year we are celebrating character traits on a monthly basis. The students in Computer Graphics class make public service</p>	<p>Red Ribbon Week, Great American Smoke Out, and other drug prevention events.</p>	<p>Red Ribbon Week, Great American Smoke Out, and other drug prevention events.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be aired on a weekly basis.	announcements to highlight the trait of the month.	None Specified 0.00	None Specified 0.00
Administration will use Sprigeo reports to prevent bullying on campus.	Students use the Sprigeo anonymous reporting system to report bullying. Administration reviews the program at the behavior expectation assembly at the start of the school year.	None Specified 0.00	None Specified
Bring in outside groups to speak to our students regarding leadership, safe schools, and present anti-drug and bullying presentations (SoCal Coyotes, DA's office, etc.)		None Specified 0.00	None Specified
Extended hours for Campus Security Officers to provide a safe environment for students who participate in after school activities.	Campus security officer/supervision Aide stay after school to provide extra supervision of students who stay after school for intramurals, tutoring, or clubs.	1.5 hours overtime on Monday, Tuesday, Thursday and Friday. LCFF 7,000.00	1.5 hours overtime on Monday, Tuesday, Thursday and Friday. LCFF 7,000.00
Extended hours for Supervision aide to provide a safe environment for students during lunches.	There are three supervision aides who work at JWMS to assist with supervision during lunches.	.75 additional hours each day. Supervision Aide Salary LCFF 2,127.00 Associated Benefits LCFF 329.00	.75 additional hours each day. Supervision Aide Salary LCFF 2,127.00 Associated Benefits LCFF

Analysis

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

JWMS students participate in Red Ribbon Week where there are different activities promoting a drug free lifestyle. Students attend expectation assemblies at the start of the school year to ensure students are aware of procedures, policies and expected behaviors of students. Character counts was the theme of the sixth grade orientation. Student of the Month was celebrated each month with a different character trait. Sprigeo is still utilized by students to anonymously report bullying. It has been an effective tool to support students. Campus security was used after school to ensure the safety of our students who are involved in tutoring or intramural sports. Our supervision aides help ensure safety during

lunches and passing periods. Having these supports in place allows for a safe campus for our students during and after school hours.

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

There were no major differences in the implementation and the budgeted expenditures as no monies were needed for the counseling activities.

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.

Administration has met with counseling staff to create a monthly schedule of events. Duties have been assigned.

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.

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 (CAASPP, ELPAC). This goal is aligned with the California State Frameworks for Instruction. All JWMS students who scored at (Standard Met, Standard Exceeded) level the previous year will maintain or improve their level as measured by aforementioned assessments.

LCAP Goal

All students will graduate high school prepared with academic and technical skills necessary for academic and career readiness.

Identified Need

An identified need is to increase test scores in the core subjects of ELA and Math. JWMS needs to increase the rate of reclassification for English Language Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color - (DFM) - Status - Level - Change) All Students (ALL) Orange (-15.7) - Low - Decreased - -11 English Learners (EL) Orange (-31.6) - Low - Decreased - -6.5 Hispanic (Hisp) Orange (-26.2) - Low - Decreased - -12.7 African American (AA) None - Low - Decr. Sig. - -27 Socioeconomically Disadvantaged (SED) Orange (-24.5) - Low - Decreased - -10.1 Students with Disabilities (SWD) Red (-119.9) - Very Low - Decreased - -6.6	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-10.7) - low - Increased +5 English Learners (EL) Yellow (-26.6) - low - Increased - +5 Hispanic (Hisp) Yellow (-21.2) - low - Increased - +5 African American (AA) Yellow (-22) - low - Increased - +5 Socioeconomically Disadvantaged (SED) Yellow (-19.5) - low - Increased - +5 Students with Disabilities (SWD) Red (-104.9) - very low - Increased Significantly - +15
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	California School Dashboard - Academic Indicator for Mathematics (Color - (DFM) - Status - Level - Change) All Students (ALL) Orange (-63.3) - Low - Decreased - -5.5 English Learners (EL) Orange (-79.7) - Low - Decreased - -3.8	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-58.3) - Low - Increased +5 English Learners (EL) Orange (-64.7) - Low -

Metric/Indicator	Baseline	Expected Outcome
Students with Disabilities (SWD)	Hispanic (Hisp) Orange (-75.8) - Low - Decreased - -9 African American (AA) None - Very low - Decr. Sig. - -32.5 Socioeconomically Disadvantaged (SED) Orange (-72.6) - Low - Decreased - -5.8 Students with Disabilities (SWD) Red (-171.6) - Very low - Decreased - -4.5	Increased Significantly +15 Hispanic (Hisp) Orange (-60.8) - Low - Increased Significantly +15 African American (AA) Yellow - (-27.5) - Low - Increased +5 Socioeconomically Disadvantaged (SED) Orange (-57.6) - Low - Increased Significantly +15 Students with Disabilities (SWD) Red (-156.6) - Low - Increased Significantly +15
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Well developed - 30.4% Moderately Developed - 42.1% Somewhat developed - 17.3% Beginning Stage - 10.3%	California School Dashboard - English Learner Progress Indicator (ELPI) Meet or exceed 30.4% of students scoring at the well developed stage.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 21.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate The Reclassification rate will be 22.8%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Standard Exceeded - Standard Met - Standard Nearly Met - Standard Not Met) All Students (ALL) 12.4% - 14.63% - 24.39% - 48.58% English Learners (EL) 0% - 0% - 5.77% - 94.23% Hispanic (Hisp) 8.90% - 13.61% - 25.39% - 52.09% African American (AA) N/A Socioeconomically Disadvantaged (SED) 10.13% - 14.03% - 24.94% - 50.91% Students with Disabilities (SWD) 0% - 3.23% - 12.90% - 83.87%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 31.03% English Learners (EL) 6% Hispanic (Hisp) 28.51% African American (AA) +6% Socioeconomically Disadvantaged (SED) 28.16% Students with Disabilities (SWD) 7.23%
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) 16.4% English Learners (EL) 0% Hispanic (Hisp) 13.6% African American (AA) 9.1% Socioeconomically Disadvantaged (SED) N/A	8th Grade Mathematics Interim Assessments (Percent of Students who Met or Exceeded Standard) All Students (ALL) 20.4% English Learners (EL) 6% Hispanic (Hisp) 19.6% African American (AA) 15.1% Socioeconomically Disadvantaged (SED) +6% Students with Disabilities (SWD) 8.5%

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD) 4:5%	
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance 100%

Planned Strategies/Activities

Strategy/Activity 1

Utilize Orenda strategies to increase performance in all subgroup areas. The support from Orenda will close the gap for our subgroups including Students With Disabilities, Socioeconomically Disadvantaged, African American, English Learners, Hispanic students.

Orenda strategies/activities include but are not limited to assessing short cycle assessment data, common assessments, building lesson engagement,

Purchase needed materials and supplies for the media center and classrooms that provide increased access for students in all curricular areas.

Examples of materials and supplies:

including but not limited to: classroom leveled readers, books and novel sets, e-books, Maker Spaces, online access to Social Studies curriculum, realia for beginning levels, books on CD, CD players, laser remotes for ELMO's, printer ink, headphones and jacks for listening centers, headphones with microphones for computers, student classroom incentives, site licenses such as Listenwise, Kami Storyboard, Flocabulary, Storyboard that, Myaccess, Edulastic, Classcraft and Flipgrid, Quizdom sets, Science Consumables, Science Glassware and supplies, Biome Materials, National Geographic Readers, Science Videos, Science kits, Social Studies novel sets, Art Materials, Music Materials, Math Vocabulary Online program, Manipulatives, Band instruments and repairs to instruments, paper, etc.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019- 6/30/2020

Person(s) Responsible

Principal
School Secretary
Assistant Principal in charge of Media Center
Librarian
Media Technician

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LQFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials

and Supplies for Library
and Classroom
Improvement

Amount 35,000.00
Source LCFF
Budget Reference 4000-4999: Books And Supplies
Description Subscriptions-Site
Licenses to enhance curriculum

Amount 20,000.00
Source LCFF
Description Supplemental Instructional Materials to increase educational strategies such as books,
consumables and other classroom materials.

Amount 10,000.00
Source LCFF
Budget Reference 4000-4999: Books And Supplies
Description Subscriptions-site licenses

Amount 10,112
Source Title I
Budget Reference 4000-4999: Books And Supplies
Description Supplemental instructional Materials to increase educational strategies such as books,
consumables based in the media center

Strategy/Activity 2

Purchase needed materials for Articulation Days among Departments.

Provide for substitute teacher expenses so departments can have Articulation Days over the school year. Articulation days will be focused on professional development, using district TOSAs and/or site coach. These days will help teachers with lesson structure, differentiated instruction, and ways to analyze data to improve student achievement. Teachers will be able to discuss students progress and work together to increase academic achievement.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019- 6/30/2020

Person(s) Responsible

Principal
School Secretary
Department

Chairpersons
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	13038.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Articulation Days across departments for professional development and collaboration

Strategy/Activity 3

Fund qualified teachers from all department to attend board/site approved conferences ..Allow teachers to attend Common Core workshops and conferences in their field. This includes Carnegie, CMC and CUE conferences.

Upon completion of the conferences, staff will be allocated time to debrief and plan on how they will incorporate the strategies introduced at the conference into their lesson to optimize student learning.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal in charge of staff

Proposed Expenditures for this Strategy/Activity

Amount	10,500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference/workshops

Strategy/Activity 4

Students will be able to participate in site approved, curriculum based field trips to enhance and enrich learning in all core subjects including Fine and Applied Arts (this includes, but is not limited to band, drama, etc.)

Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, Medieval Times (SS) and Science field trips.

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

7/1/2019-6/30/2020

Person(s) ResponsiblePrincipal
Assistant Principal
teachers
counselors**Proposed Expenditures for this Strategy/Activity**

Amount	5,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field Trips to enhance curriculum and provide enrichment opportunities

Strategy/Activity 5

Site fund 4 FTE ELD 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, maintaining proficiency on the ELPAC.

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

7/1/2019-6/30/2020

Person(s) ResponsiblePrincipal
Assistant Principal in charge of English Learner programs.
Teacher**Proposed Expenditures for this Strategy/Activity**

Amount	38,160.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site fund 4 FTE

Amount	13,725.00
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Associated benefits.
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Strategy/Activity 6

Site fund one FTE including benefits to add 1 Opportunity teacher who will provide intervention program for students not being successful in the mainstream programs for behavior, academics, attendance, motivation, or extenuating circumstances.

This will support our focus to increase all grade levels.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	65,621.00
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Source	Title I
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Site fund 1 FTE
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Amount	29,255.00
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Source	Title I
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Budget Reference	3000-3999: Employee Benefits
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Description	Associated Benefits.
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Strategy/Activity 7

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.

These additional hours allows 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.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	17,580.00
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. Increased hours for the media center tech.
Amount	8,207.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	associated benefits,

Strategy/Activity 8

Site fund a Paraprofessional Senior - Bilingual to assist with pull out programs and interventions.

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

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal in charge of interventions

Proposed Expenditures for this Strategy/Activity

Amount	26,591.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Paraprofessional Senior - Bilingual for pull out programs and interventions.

Amount	6,687.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Associated Benefits

Strategy/Activity 9

Transportation costs for 2 late busses for students to access after school sponsored events such as tutoring, clubs and intramurals.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal In charge of Transportation

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Late busses three days per week.

Strategy/Activity 10

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.

Purchase additional technology such as CD players, computer microphones, replacement cords for Macs, Apple and Chrome book computers, Wifi, display clock, Simpson Go Mic, Minecraft Laptops, iPads, connectable portable radio, replacement headphones, Computer upgrades in classrooms and media center, printers, Mice, ELMO's, etc. to give all students equal access to the state adopted curriculum and standards.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	75,406.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology supplies and upgrades

Strategy/Activity 11

College campus visits throughout the year to increase student participation and attendance (i.e. College of the Desert, CSUSB, etc.)

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal overseeing Prevention Team
Counselors
Prevention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College campus visits

Strategy/Activity 12

Work with Orenda to increase student achievement through the Orenda contract, sending teachers to the Summer Institute training and utilizing substitutes for additional teacher training throughout the school year.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	103,834.00
Source	GSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Orenda Contract
Amount	49,350.00
Source	GSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development
Amount	11,015
Source	GSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes

Strategy/Activity 13

Coordinate and facilitate high school assemblies so their counselors may come and speak with our 8th graders regarding A-G requirements, academies offered by each school and explain high school credits.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal overseeing Prevention Team
Counselors
Prevention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified

Strategy/Activity 14

Coordinate speakers on College and Career Readiness to come in and speak with select students according to their interests.

This is done by taking top career field choices surveyed by students and having speakers come in to speak to that select interest group. Sign-ups are done via the counseling department.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal overseeing Prevention Team
Counselors
Prevention Specialist

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Strategy/Activity 15

Mobile STEAM (Science Technology Engineering Arts and Math) Presentations for all 6-8th grade students in their Math classrooms.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Math Department Chair
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Description

Mobile STEAM Presentations

Strategy/Activity 16

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. Field trip to the Living Desert will be included in cost.

Students to be Served by this Strategy/Activity

☒ Students with Disabilities

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal

Teachers

Proposed Expenditures for this Strategy/Activity

Description

Special Education Saturday Academies

Strategy/Activity 17

Teacher prep buy out Intervention Program that will be held 3 days per week to pull students out and provide intensive small group instruction.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal
School Secretary
Teachers
Aides

Proposed Expenditures for this Strategy/Activity

Amount

25,000.00

Source

Title I

Budget Reference

1000+1999: Certificated Personnel Salaries

Description

Teacher prep buy outs to provide intervention during the school day.

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) 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. 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 a larger emphasis on our intramurals program which bring out parents to our campus to see their students play. There are also activities like Fall Festival, Talent Show, and band performances that parents attend.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

To increase the parent involvement at the middle school level through more offerings of ParentVue and how to navigate the site. JWMS will increase the attendance rates while decreasing the absenteeism rates through education, presentations and meetings for parents. Students will be able to earn rewards and awards for most improved, excellent monthly attendance, best classroom attendance, and random drawings on certain days.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 95.2%	Student Attendance Rates All Students (ALL) 95.7%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (12.5%) - High - Increased +2% English Learner (EL) Orange (10%) - Medium - Increased +2% Hispanic (Hisp) Orange (12.9%) - High - Increased +2.7% African American (AA) Yellow (13.3%) - High - Declined -7.2% Socioeconomically Disadvantaged (SED) Orange (13.1%) - High Increased +1.6%	Chronic Absenteeism Rates (Color - Status - Level - Change) All Students (ALL) Yellow (9.9%) - Medium - Decreased +2.6% English Learner (EL) Yellow (8%) - Medium - Decreased +2% Hispanic (Hisp) Green (9.9%) - Medium - Decreased +3% African American (AA) Green (9.9%) - Medium - Decreased Significantly +3.4% Socioeconomically Disadvantaged (SED) Green - (9.9%) - Decreased Significantly +3.2%

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD) Red (26.4%) - Very High - Increased +10.4%	Students with Disabilities (SWD) Orange (19.9%) - High - Decreased +6.5%
Family School Connectedness Via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 93% Hispanic (Hisp) 93% African American (AA) 84%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 93+% Hispanic (Hisp) 93+% African American (AA) 84+%

Planned Strategies/Activities

Strategy/Activity 1

Provide Parent Training to Encourage students to connect better with school. Opportunities will be provided for parents to attend conferences such as CAFE, to learn how they can help their children be successful. Training will be provided after school hours. Provide childcare and light refreshments at all trainings to encourage parent participation. Focus resources for parent trainings in the following areas: English, Math, A-G requirements and Technology.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal
Teacher-Math
Teacher-English
Teacher-Technology
Child Care
Employee

Proposed Expenditures for this Strategy/Activity

Amount

1356.00

Source

Title I Part A: Parent Involvement

Budget Reference

6000-5999: Services And Other Operating Expenditures

Description

Parent Involvement
Costs: Childcare and
Associated Benefits

Amount	1067.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light refreshments for parent trainings
Amount	3929.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent Training Materials or Conferences
Amount	3,366.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent Involvement Costs, Teachers and Associated Benefits

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. Counselor will be providing the training.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal
In Charge of Title I
and ELAC
School Secretary In
Charge of
Volunteers
School Site Council
Chairperson

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Strategy/Activity 4

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, etc.)

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal
Counselors
Intramural Coaches
ASB group and
advisor

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Strategy/Activity 5

In an effort to improve general attendance rates, counselors and administrators will create an incentive program that will increase attendance rates and reduce chronic absenteeism.

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

07/01/2019-6/30/2020

Person(s) ResponsibleAssistant Principal
Counselors
Prevention Specialist**Proposed Expenditures for this Strategy/Activity****Amount**

0:00

Source

None Specified

Strategy/Activity 6

We are holding SARB meetings every 2 weeks here on campus. We will be moving these to once a month. We are trying to schedule 10-15 families for those meetings.

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

07/01/2019-6/30/2020

Person(s) ResponsibleCommunity Liaison
Assistant Principals
Principal
Prevention
Specialist**Proposed Expenditures for this Strategy/Activity****Amount**

0:00

Source

None Specified

Strategy/Activity 7

We are holding Prevention Team Meetings regularly to monitor student attendance, performance, and discipline.

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

07/01/2019-6/30/2020

Person(s) Responsible

Community Liaison
Assistant Principals
Principal
Prevention
Specialist

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Strategy/Activity 8

Encourage students to attend Saturday School to make up lost days due to attendance.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal overseeing Saturday School
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

JWMS administration and staff is committed to maintaining a Healthy and Safe Learning Environment.

Goal Statement

JWMS will work to build a positive and safe school climate through increased security and community involvement.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.

Identified Need

1. Our suspension rates report in the very high dashboard level as we have 20.7% of our overall students being suspended.
2. Only 66% of our students state that they feel connected to our school/site.
3. Only 66% of our students report feeling safe at school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%)) - Status - Level - Change) All Students (ALL) Red (20.7%) - Very high - Incr. Sig. +13.6% English Learner (EL) Red (21.8%) - Very High - Incr. Sig +14.4 Hispanic (Hisp) Red (21.4%) - Very High - Incr. Sig +14.4% African American (AA) Red (41.9%) - Very high - Increased +34.6% Socioeconomically Disadvantaged (SED) Red (21.5%) - Very high - Incr. Sig. +14% Students with Disabilities (SWD) Red (33.8%) - Very high - Increased +26.8%	Suspension Rates: (Color (%)) - Status - Level - Change) All Students (ALL) Orange (15.7%) - Very high - Decr. Sig. +5% English Learner (EL) Orange (16.8%) - Very High - Decr. Sig +5% Hispanic (Hisp) Orange (16.4%) - Very High - Decr. Sig +5% African American (AA) Red (36.9%) - Very high - Decreased Significantly +5% Socioeconomically Disadvantaged (SED) Red (16.5%) - Very high - Decreased Significantly +5% Students with Disabilities (SWD) Red (28.6%) - Very high - Decreased Significantly +5%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0.28% English Learner (EL) N/A Hispanic (Hisp) 0.37% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A	Expulsion Rates All Students (ALL) 0.18% English Learner (EL) Hispanic (Hisp) .27% African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Panorama Survey - School Connectedness	Panorama Survey - School Connectedness	Panorama Survey - School Connectedness

Metric/Indicator	Baseline	Expected Outcome
All students: EL: AA: Hisp: SED:	All students: 66% EL: 74% AA: 52% Hisp: 66% SED: 62%	All students: 66+% EL: 71+% AA: 52+% Hisp: 66+% SED: 62+%
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Panorama Survey - School Safety All students: 66% EL: 66% AA: 76% Hisp: 67% SED: 66%	Panorama Survey - School Safety All students: 66%+ EL: 66%+ AA: 76%+ Hisp: 67%+ SED: 66%+
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

Helping Buddies/Peer Mediators and Counseling events. The goal of Red Ribbon week will be to make students aware of the consequences of drug and alcohol use as well as the benefits of staying drug free. Various school wide activities take place during this week. Counselors train student groups to promote Suicide Prevention Awareness through the TSAPP (Teen Suicide Prevention Program). Safe driving and kindness are also topics covered through this program.

Helping Buddies is also a program created that allows cross-age mentoring used to decrease negative student behavior. Students are trained and will continue to hold mediations when necessary. Classroom lessons on A-G (8th grade), healthy relationships (7th grade), and mindfulness (6-8th grades).

Students to be Served by this Strategy/Activity

X All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Staff advisor
Counselors

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Strategy/Activity 2

School-wide segments created by our students on safe learning environments (drug-free, anti bullying, Sprigao etc.) will be aired on a weekly basis through our BTV/ASB classes.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principal
Counselors

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Description

Red Ribbon Week, and other drug prevention events.

Strategy/Activity 3

Administration/Counselors will use Sprigeo identify bullying instances. Anti-bullying messaging will be used to prevent incidents and promote positive relationship building.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Principal
Assistant Principals
Counselors

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Strategy/Activity 4

Bring in outside groups to speak to our students regarding leadership, safe schools, and present anti-drug and bullying presentations (SoCal Gayetes, DA's office, etc.)

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal
overseeing Facilities
PE department
Lead

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

0.00

Source

None Specified

Strategy/Activity 5

Extended hours for Campus Security Officers to provide a safe environment for students who participate in after school activities. The Raptor identification program is being utilized for every guest who visits our campus. All visitors must show an ID and receive a visitor's badge before gaining access to campus.

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

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal
School Secretary

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

9,000.00

Source

LOFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

1.6 hours overtime on Monday, Tuesday, Thursday and Friday.

Strategy/Activity 6

Extended hours for Supervision aide to provide a safe environment for students during lunches.

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

07/01/2019-6/30/2020

Person(s) Responsible

Assistant Principal
School Secretary



Proposed Expenditures for this Strategy/Activity

Amount	2,127.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.75 additional hours each day. Supervision/Aide Salary
Amount	329.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Associated Benefits

Centralized Services for Planned Improvements in Student Performance

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.

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 Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Secondary Math Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	18,856	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title IV

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)

School Goal #3: Maintain Healthy and Safe Learning Environment

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)
Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development				

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	\$261,694
Total Federal Funds Provided to the School from the LEA for CSI	\$164,199
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$608,755.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	256,409	0.00
Title I Part A: Parent Involvement	5,285	0.00
LCFF	182,862	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 (\$)
CSI Funding	\$164,199.00
Title I	\$256,409.00
Title I Part A: Parent Involvement	\$5,285.00

Subtotal of additional federal funds included for this school: \$425,893.00

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

State or Local Programs	Allocation (\$)
LCFF	\$182,862.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$182,862.00**

Total of federal, state, and/or local funds for this school: **\$608,755.00**

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	164,199.00
LCFF	182,862.00
None Specified	0.00
Title I	256,409.00
Title I Part A: Parent Involvement	5,285.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,000.00
1000-1999: Certificated Personnel Salaries	166,559.00
2000-2999: Classified Personnel Salaries	68,521.00
3000-3999: Employee Benefits	29,255.00
4000-4999: Books And Supplies	135,518.00
5000-5999: Services And Other Operating Expenditures	85,068.00
5800: Professional/Consulting Services And Operating Expenditures	103,834.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	11,015.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	49,350.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	103,834.00
	LCFF	20,000.00
2000-2999: Classified Personnel Salaries	LCFF	11,456.00
4000-4999: Books And Supplies	LCFF	125,406.00
5000-5999: Services And Other Operating Expenditures	LCFF	26,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	155,544.00
2000-2999: Classified Personnel Salaries	Title I	57,065.00
3000-3999: Employee Benefits	Title I	29,255.00
4000-4999: Books And Supplies	Title I	10,112.00
5000-5999: Services And Other Operating Expenditures	Title I	4,433.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,285.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brad Satter	X				
Tara Baldwin		X			
Tommi Jones		X			
Kevin Koch		X			
Jennifer Dean		X			
Jacques Moss			X		
Peña Sarabia Vazquez				X	
Niki Aguilar					X
Jazmin Gatus					X
Luke Hershberger					X
Alex Gonzales				X	
Scott Seiberling				X	
Numbers of members of each category:	1	4	1	3	3

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

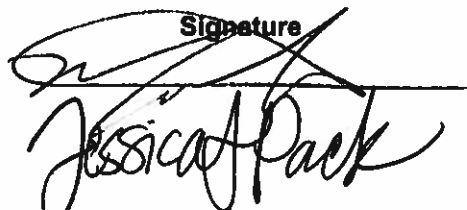
Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Site Leadership

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

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

This SPSA was adopted by the SSC at a public meeting on October 1, 2019.

Attested:



Principal, Bradley Sauer on 10/1/19

SSC Chairperson, Alex Gonzalez on 10/1/19

