



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William G. Jehue Middle School	36-67850-6114920	May 12, 2022	

## Purpose and Description

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

Schoolwide Program

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

Jehue Middle School uses stakeholder input from stakeholder meetings, survey results from Title I, Panorama Education, and data from the California Dashboard (i.e., CAASPP ELA and Math scores, IReady, Chronic Absenteeism, and Suspension data), etc to address the inequities found from that data. We at Jehue Middle School have determined that there is a need to focus on Language Arts and Math based on the CAASPP or iReady data for the following sub groups: African-American, English Learners, and Students with Disabilities. Increasing our parental involvement and community support will also be an area of focus.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	2
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Stakeholder Involvement .....	17
Resource Inequities .....	18
School and Student Performance Data .....	20
Student Enrollment.....	20
CAASPP Results.....	22
ELPAC Results .....	26
Student Population.....	29
Overall Performance .....	31
Academic Performance.....	32
Academic Engagement.....	37
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1.....	41
Goal 2.....	54
Goal 3.....	66
Centralized Services for Planned Improvements in Student Performance .....	76
Centralized Service Goal #1 .....	76
Centralized Service Goal #2 .....	77
Centralized Service Goal #3 .....	79
Centralized Service Goal #4 .....	80
Centralized Service Goal #5 .....	81
Budget Summary .....	82
Budget Summary .....	82
Other Federal, State, and Local Funds .....	82
Budgeted Funds and Expenditures in this Plan.....	83
Funds Budgeted to the School by Funding Source.....	83
Expenditures by Funding Source .....	83
Expenditures by Budget Reference .....	83
Expenditures by Budget Reference and Funding Source .....	83

Expenditures by Goal .....84

School Site Council Membership .....85

Recommendations and Assurances .....86

Instructions.....87

    Instructions: Linked Table of Contents .....87

    Purpose and Description .....88

    Stakeholder Involvement.....88

    Resource Inequities .....88

Goals, Strategies, Expenditures, & Annual Review .....89

    Annual Review .....90

    Budget Summary .....91

    Appendix A: Plan Requirements .....93

    Appendix B:.....96

    Appendix C: Select State and Federal Programs .....98

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys were used for the school plan:

Panorama Education student survey and Self Assessment Survey (SAS) PBIS staff and parent data. School Climate refers to the school's effects on students, including teaching practices, diversity, and the relationships among Students, Teachers, Administrators, and Parents. School culture refers to the way teachers and other staff members work together to set values, beliefs, and shared assumptions. In reviewing the data the following questions:

On a survey given to the Jehue students in the Spring of 2022 students responded that they would like support from the school in the following ways:

- More time with teachers - tutoring- for harder concepts
- Assistance with school supplies (provide materials students need for school)
- Additional support in reading and math
- Help with homework
- Time to connect and socialize with peers

In a recent Title 1 Survey parents responded.

- 100% of parents responded they feel welcomed at the school
- 100% of the parents responded they feel welcome to attend school meetings (in person or virtual)
- 50% of the parents responded they were aware of their student's academic goals
- 25% of the parents responded they attend Parent-Teacher Conferences
- 25% of the parents responded they attend Title 1 meetings

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2022/2023 school year, Jehue administrators will continue to conduct classroom observations. Formal evaluations are conducted twice a year for teachers that are on the evaluation cycle. Formal evaluations include pre-and post-observation meetings and the formal observation itself. Formal and informal observations provide evidence that Jehue Middle School teachers are providing lessons and activities that are aligned with California State Standards and evidence-based instructional strategies. Evidence that instructional shifts in teaching and learning are taking place include: close and critical reading, writing across the curriculum, 8 mathematical practices, and structured student-to-student interaction.

On-Campus Observations:

Classroom observations are in the form of Instructional walk-throughs. These walk-throughs will include administrators, instructional coaches, and teachers. The process includes a pre-brief meeting, visits to various classrooms, and a post-brief meeting to discuss what was observed. Learning walks occur at least two times per semester. A variety of teachers are provided the opportunity to participate in this highly effective learning experience.

Instructional walk-throughs, as well as formal and informal observations, allow the administration to monitor the implementation of the instructional foci as outlined in the school placemat.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following data is analyzed as follows:

- CAASPP (annually)
- ELPAC (annually)
- iReady (3 times per year)
- D/F Grade (quarterly)
- Attendance Data (quarterly)
- Discipline/Suspension Data (quarterly)

Rialto Unified School district is committed to focusing on Literacy and Numeracy for all students. With this focus in mind, academic interventions will be implemented throughout the various education models implemented during the 2022/2023 school year. Since Math continues to be a subject that students continue to struggle to increase their academic achievement in; Math support classes will be offered at the 6th-grade level. Middle school College and Career Prep (CCP) classes will be offered to long-term English Learners, who need continued language development support in the mainstream classes, in order to prepare them for reclassification from the English Learner Program. A reading intervention class will be provided to students who have continued to display a pattern of lower reading skills, as determined by their past IReady scores, as well as their grades.

Student Attendance Review Team (SART) meetings are held after students have received their 3rd attendance letter. Once students have reached 9 days of absence, the 3rd letter is sent home and a SART meeting is held. The SART meeting includes an administrator, Attendance clerk, parent(s), and student. Parents and students are informed of possible consequences if attendance is not improved. Students may be placed on an attendance contract at that time if needed. If attendance does not improve, the student will then be referred to the Student Attendance Support Panel (SASP) team at the District level. Attendance has continued to be a concern during the 2021/2022 school year due to health and safety concerns resulting from COVID 19 protocols. Accountability structures will continue to stay in place to support the transition back to a traditional model while implementing social-emotional supports.

Positive Behavior Intervention and Supports (PBIS) are implemented school-wide. A school-wide roll-out is conducted at the beginning of the year for all students and staff. In addition, student expectation assemblies are held at the commencement of each semester. The PBIS program includes 5:1 positive affirmations to negative ones, school-wide and classroom incentives, and other means of correction are used before a suspension is utilized. In the 2020/2021 school year Jehue appeared to have had far fewer incidents of suspension compared to last year. We attribute this to the school-wide implementation of PBIS strategies and incentives, the intervention supports provided by the District office, as well as the structure of distance learning. Jehue offers a Wellness Center to all students with various group and individual sessions for students. The Wellness Center is staffed by a (part-time) Therapeutic Behavior Specialist (TBS) and a (full-time) Student Success Strategist. Our head counselor runs the Being A Mentor (BAM) group. Upperclassmen (8th graders) pair up with underclassmen (6th & 7th graders) to be a mentor and peer counselors and help them with struggles they may be having in school, whether they are academic or relational. Our counselors and Student Success Strategists also do classroom presentations by grade level to promote kindness and raise awareness about bullying and the consequences that can follow. Jehue has added a 4th academic counselor for the 2021/2022 school year to further support students' academic and social-emotional needs, and focus on populations with high needs for support.

Social-emotional interventions at Jehue are important in providing resources for the behavior and social-emotional needs of our students. We have a TBS counselor assigned to our campus that conducts small group and individualized counseling utilizing a curriculum that addresses the various



struggles and emotional supports that students need: self-regulation, trauma, stress, bullying, loss/grief, etc. Jehue has a Student Success Strategist who works daily with students in supporting their social-emotional needs, as well as conducts presentations in classrooms to address social-emotional topics. The Child Welfare and Attendance Department at the district has contracted with the County Probation Department, which also holds small group counseling for our students such as decision making, anger management, drug and alcohol counseling, and tutoring. Rialto Unified School District and Jehue Middle School will be utilizing the Naviance program to assist in providing lessons and activities centered around social-emotional topics prevalent to middle school-aged students. All students will participate in these lessons and activities throughout the school year.

We have a Request for Assistance (RfA) process where staff members can submit concerns regarding specific students to a counselor or administrator. A RfA application is filled out by the administration or a counselor and submitted to the TBS who triages the information to determine appropriate services for the student in question. If TBS services or Behavioral Therapist services are not appropriate, JMS can then refer students to CWA, South Coast Counseling services, or Care Solace services.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Jehue Middle School, teachers and administration regularly use available data to progress monitor student achievement. Teachers utilize assessment data and D-F grade reports to guide instruction and identify students in need of intervention. Math and ELA have developed and utilized common formative assessments to drive instruction and identify students in need of targeted intervention. The iReady diagnostic assessment and IABs are also utilized to determine student's current achievement levels and readiness for the CAASPP and ELPAC. Looking at the D/F rates in math from quarter 1 to quarter 3 in the 2021/2022 school year the data showed: The D/D-/F/ grade changed from  $322 / 1426 = 23\%$  to  $338 / 1438 = 24\%$  = An increase in D/F by 1%.

For the 2022-2023 school year, Jehue Middle School and Rialto Unified School District will utilize a web-based data portal that will centralize data access and analysis. The program ELLevation allows certificated staff to view all student academic data (i.e., State and District test results and grades) as well as filter and disaggregate the data to determine up-to-date group and individual academic needs and performance levels. This program also supports the mandated quarterly monitoring requirements of English Learners and students who have reclassified out of the EL Program (RFEP). By having all student information centralized in a user-friendly portal, we are confident that implementing its use will help streamline our data analysis practices with much more ease and time efficiency.

For the 2022-2023 school year, Jehue Middle School and the Rialto Unified School district will utilize Synergy to house all student performance data. This data will be managed by the Hoonuit program which will be accessible to all teachers.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Jehue Middle School has 63 full-time fully credentialed classroom teachers, all of which are designated as "highly qualified staff" according to the standards set forth by ESEA. We have four School Counselors, two instructional coaches (one Math and one Literacy), one program specialist who focuses on the ELD program, one school psychologist, one Therapeutic Behavioral Strategist (TBS) service provider, one Student Success Strategist, and three Administrators (one Principal and two Assistance Principals). All ELA and math teachers have participated in SB 472

Teachers participate in monthly grade-level meetings.

Teachers participate in weekly collaborative team meetings. (Wednesday Minimum Days)

Teachers participate in professional development opportunities offered by the site instructional coaches or other course offerings at the district professional development center.

Staff professional development days are offered throughout the year, with a focus on best instructional practices (i.e., close and critical reading, DOK 3 and increasing rigor, and citing textual evidence, step up to writing, etc.), AVID strategies, SIOP strategies, and implementing technology to support the California State Standards (CSS).

Teachers also participate in lesson studies or data days 1-2 times per year.

Teachers can participate in instructional rounds 4-6 times a year.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

A key goal of the Elementary and Secondary Education Act (ESEA) is that every student will receive instruction from a "highly qualified" teacher (HQT). To be considered "highly qualified" under ESEA a teacher of core academic content must possess:

- (a) A bachelor's degree
- (b) A teaching or intern credential, and
- (c) Demonstrated core academic subject matter competence

At Jehue Middle School, our teachers have met this standard. As a professional learning community, teachers meet weekly through their collaboration meetings to analyze data and instructional effectiveness.

After-school district training is offered to teachers by the Professional Development Center (PDC) to support the shifts in Math and ELA to build students' Literacy and Numeracy, i.e., Accountable Talk, 8 mathematical practices for CSS, Close and Critical Reading, technology, academic vocabulary, as well as special education training (i.e., ABA and inclusive practices, etc.). Training is also provided throughout the school year to support the new curriculum adoptions in the areas of ELA, Math, the NGSS, and History/Social Sciences, DLI. Virtual training started in the 2021/2022 school year, and in the 2023/2023 school year some training sessions may still be offered online from the district, site, and other agencies.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site staff development is designed to help teachers utilize best teaching practices, implementation of the California State Standards, and the progressive implementation of Positive Behavioral Intervention and Supports (PBIS), instruction as outlined in our school placemat. Minimum days are used for collaboration in developing common formative assessments, engaging in the cycle of inquiry, reviewing data results, and planning lessons that incorporate effective teaching strategies and procedures. Additionally, the leadership team and departments discuss attendance and suspension data, as well as assessment data and D-F grades in order to determine the needs of students who are not achieving academic and behavioral goals. Educational Teams at Jehue discuss the implementation of technology and other innovative teaching strategies to share with their departments.

## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Jehue Middle School has one Math coach and one ELA Coach. We have one Program Specialist who has been hired to support all categorical programs and oversee their implementation. The Program Specialist is involved in planning and providing professional development for teachers along with the coaches. Teachers have attended CAASPP and IReady development training in order to better support our students. Technology training is ongoing as needed. Teachers also continue to be trained in incorporating standards-based grading, literacy, and numeracy into their instruction. On-going training for new and upcoming curriculum adoptions also continues to be offered in the areas of Math, English, Science, and History/Social Science. The 2022/2023 focus on literacy and numeracy, social-emotional learning, and inclusion will be a focus of professional development offered to Jehue teachers and staff.

## Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

For the 2022-2023 school year, Jehue Middle School has designated Wednesdays as a District-wide collaboration day for all instructional grade levels. During this time, teachers will collaborate in and across grade levels on a weekly basis, and during their common prep periods, to analyze assessment data, write Standards-Based Units of study, work on lesson design and delivery, analyze student work samples, and incorporate English Language Development (ELD) strategies into their lessons. Collaboration time has been incorporated into the teacher's workday (every Wednesday and during common preps). This collaboration time may also include (i.e., PTCs, IEP/504 Plan meetings) delivering instructional support to students, attending professional development opportunities and staff meetings, and collaborating within and across grade-level teams. This work may also be done, as part of a professional obligation, after the school day.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Rialto Unified School District Board of Education has adopted the California State Standards for English Language Arts, Mathematics, History-Social Science, and the Next Generation Science Standards (NGSS) as its core curriculum. Staff development continues to be provided through the use of standards-based textbooks and supplemental resources in Mathematics and English. Currently, the History/Social Science department is utilizing a curriculum by Nat Geo. Science teachers are also using an interim curriculum called a Flex book that was developed by District strategists; a new textbook will be adopted (projected) for the 2022/2023 school year, and science teachers may need additional training to implement the new text. Students are accessing all of their textbooks online unless they signed a waiver to receive a paper book. Staff members are also supported in the 8 Mathematical Practices, the creation of rigorous lessons that incorporate DOK 3 level of questioning, close and critical reading, citing textual evidence, writing across the curriculum, academic vocabulary development, and the use of technology, and the practice of structured student engagement. Lessons studies incorporate using curriculum resources and the Academic Level Descriptors (ALDs). In the 2022/2023 school year, Jehue will begin the Dual Language Immersion program in 6th grade. Students in this program will receive instruction 50% in English and 50% in Spanish. The DLI program will expand to grades 7 and 8 as the students progress through their school years at Jehue.

The adopted curriculum programs used at Jehue Middle School are:

- \* English Language Arts - Houghton Mifflin Harcourt, Collections
- \* Mathematics - Holt California Edition
- \* Social Studies/History-National Geographic
- \* Science-CK-12 Flexbook (new text TBA)

The school complies with and monitors the implementation of instruction time for the core-adopted programs in ELA and Math through formal and informal classroom observations by the administration.

Jehue Middle School uses iReady for ELA and Math instruction and intervention, and ALEKs for Math instruction and intervention

Curriculum and instructional foci are based on student's assessment results and student grades. Teachers collaborate on the use of evidence-based instructional materials and resources that are beneficial to student success. Teachers design lessons and uses materials that align with the Common Core State Standards.

For the 2022/2023 school year, staff collaboration days are on Wednesdays - a minimum day for instruction. These days will be utilized to analyze data, develop common assessments, discuss instructional practices, determine needs interventions, and assess student work samples. Additionally, the site leadership team will continue to update and revise the school placemat which focuses on student outcomes, instructional practices, and the school's strategic plan.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All Jehue Middle School teachers adhere to the required instructional minutes as directed by the school bell schedule.

The master schedule assures all students have the recommended instructional minutes for ELA and Math. Bell-to-bell instruction from classroom teachers across all grade levels is designed by teachers and monitored by the administration.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district prepares and distributes an annual curriculum map for each grade level in all subject areas. The master schedule has been built with a homeroom and an elective or intervention period for each student. Students identified by data as falling into bands for intervention will be supported in the areas of ELD, ELA, or Math.

The current master school schedule includes:

- \* 5 - 6th grade Math Intervention classes
- \* 5 - Reading Intervention classes for grades 6-8 (Language Live! & Nawhaus)
- \* Middle School College and Career Prep (MS CCP classes (1 - 6th grade level, 4 - 7th & one 8th) for long-term English Learners who need additional language development support in the mainstream program to help reclassify out of the EL Program.
- \*AVID Elective (5 in 6th, 1 in 7th, and 2 in 8th)
- \*5 - Public Safety and Citizenship classes for grades 6,7 & 8. (CTE pathway)
- \* 1 - ELD 1 level course, 1 - ELD 2 level course, and 1-ELD level 1 support course and 1-ELD level 2 support course
- \*DLI - 2 6th grade teams

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the William's Act, all students and teachers have access to standards-based instructional materials for each of the core content areas, including ELD materials.

- Teachers have access to standards-based instructional materials appropriate to all student groups.
- Teachers utilize California standards-based supplemental materials for students' practice.
- All students are provided with a district-issued Chromebook to access textbooks and other supplemental materials.
- Supplemental materials for ELA and Math include: ALEKS, Core Novels, iReady Math and ELA Standards Mastery assessments and instructional components, iLit for EL students, and Brain Pop to give students access to the content.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Jehue Middle School utilizes the following State and District adopted curricular materials:

- ELA- Houghton Mifflin-Harcourt
- Math- McGraw-Hill
- Science- Online Flexbook developed by District strategists (New Text TBA)
- Social Studies- Nat-Geo curriculum

All teachers use SBE-adopted instructional materials as mentioned above. Intervention materials include iReady, ALEKs, iLit (ELD), LanguageLive , and reteach materials from the SBE approved adoptions.

All textbooks will be accessed online via the school-provided Chromebook (unless the student indicated they prefer a hardcopy of the text)

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Jehue Middle School has implemented an intervention plan where students who are historically underperforming can get extra help either after school or during the school day through teacher-led intervention. Alternative supports offered by teachers will also be provided after school to support identified under-performing students in the areas of Math and ELA. Counselors meet with at-risk students to discuss resources students can use to improve their academic achievement. PBIS strategies are also promoted school-wide to improve student behavior. Avid tutors provide subject-specific tutoring after school to any student. Teachers, counselors, and administrators have regular contact with parents/guardians so that all parties can work together to improve student achievement. Parents have access to current student grades via the ParentVUE program. Appropriate accommodations, modifications, and interventions are made for students as necessary to improve achievement academically and behaviorally.

In addition, teachers and administrators will be utilizing a variety of online resources to communicate with students and parents (i.e., Google Classroom, Blackboard, Google Meet, Remind, etc.).

## Evidence-based educational practices to raise student achievement

Teachers are trained and provided ongoing feedback on their implementation of evidence-based instructional strategies that support the California State Standards in all content areas.

### Essential Components of Instruction:

- SIOP instructional strategies
- Meaningful student engagement strategies, i.e., Accountable Talk, Kagan Structures, DOK 3 questioning, citing textual evidence, etc.
- Close and Critical Reading
- Writing Across the Curriculum & RACE

### \*Step-up to Writing

- Academic Vocabulary Development
- WICOR (AVID) strategies
- Social-Emotional Learning skills and strategies

There has been an increased emphasis on the analysis of student data by classroom teachers to plan for instruction. There is a continued effort to ensure all teachers are participating.

The instructional practices that teachers will continue to implement according to our school placement are:

- \* Communicate precisely using academic language-verbal and written
- \* Read analytically and annotate text to demonstrate comprehension in a variety of modes
- \* Construct viable and valid arguments and critique the reasoning of others while referring to and citing evidence.



## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the texts, curriculum, and purchase supplementary materials that are aligned with the curriculum, the following resources are utilized to support our under-performing students:

- CWA & Behavioral Interventionist counseling referrals for behaviorally, at-risk students
- PBIS strategies/rewards
- Binder checks by a counselor, teacher, or AVID tutor
- AVID college tutors
- Being a Mentor (BAM) Program led by head counselor
- Before/after school tutoring by teachers (in-person or virtually)
- Saturday Step-Up
- Think Together after school program
- Web-based sites for remediation, enrichment, and support (i.e., iReady, Brain Pop, ALEKs, etc.)

Jehue Middle School will implement a variety of online and technological resources to engage students and parents this may include Google Meet, Remind etc.

Parents are invited to participate in various opportunities offered at Jehue Middle School, including but not limited to:

- \*School Site Council Meetings
- \*ELAC Meetings
- \*Parent/teacher conferences, IEPs, 504 Plan meetings, etc.
- \*Coffee with the Principal
- \*PIQE
- \*FLI
- \*AAPAC meetings

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through the School Site Council and ELAC committees, the SPSA is reviewed, evaluated, modified, and adopted. These committees meet at least 5 times per year.

Jehue Middle School collaborates closely with all stakeholders to develop and maintain the site's excellent programs.

\* Parents have the opportunity to participate in ELAC (English Language Advisory Committee) and SSC (School Site Council).

\* Teacher's expertise in the classroom allows their suggestions and ideas to play a key role in all Jehue Middle School programs.

\*Other support staff, in and out of the classroom, work closely with students; therefore, their suggestions are recommendations are taken into consideration.

\*Student input is attained by way of ASB officers who are involved in SSC.



## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funding at Jehue Middle School is used to improve instructional practices, counseling, parental involvement, staff development, and overall school climate to increase student achievement. In the 2022-2023 school year categorical funds will be used for Intervention Support programs such as iReady, Aleks, and ELLevation that will provide a more efficient and centralized way of data analysis and disaggregation to monitor student progress and identify interventions and supports. In addition, funds may be used to continue to provide SEL mentoring and resources for students identified with specific needs.

- Alternative Supports- after school tutoring/support for student groups identified as underperforming (i.e., African-American, English learners, SED, students with disabilities, McKinney-Vento, etc.)
- College and Career Prep (CCP) intervention for English learners who need to reclassify
- Brain Pop/Brain Pop EL
- Skies
- iReady instructional component which provides targeted intervention based on student current levels in reading and math.
- Instructional Coaches facilitate teacher professional development (i.e., ALDs, curriculum, evidence-based strategies, etc.)
- Program Specialist oversees the implementation of all categorical programs and helps plan teacher professional development, along with instructional coaches

## Fiscal support (EPC)

EPC 1- Use of standards-based/standards-aligned (K-12) ELA and Mathematics instructional materials, including intensive interventions, and ELD materials- these may include CCSS -aligned materials.

EPC 2- Implementation of adequate instructional minutes for basic core ELA and Mathematics Programs, intensive interventions, and strategic support courses as well as additional institutional time for structured ELD at all grade levels, as appropriate.

EPC 5- Implementation of a student achievement monitoring system that uses data to monitor student progress on curriculum-embedded assessments and to modify instruction

EPC 6- Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches)

EPC 7- Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal

## **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**

School Site Council members meet a minimum of 5 times during the year to review, discuss, and jointly develop the school plan.

The English Learner Advisory Committee members meet a minimum of 5 times during the year to review, discuss and advise the SSC regarding matters pertaining to English learners.

The African America Parent Advisory Committee members meet a minimum of 5 times during the year to review, discuss and advise the SSC regarding matters pertaining to the African American population at Jehue  
During the 2022-2023 school year, the meeting schedules will remain the same, but meetings may be conducted virtually and documented, due to public health concerns.  
Teachers participate in a needs assessment annually, and these results are shared with ELAC and SSC for their input as well.

## Resource Inequities

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

(\*Due to the Pandemic, the California Dashboard has not been adequately updated with data since the 2018/2019 school year)

An inequity was identified in the area of English and Language Arts and Math intervention. The following questions were asked when looking at the IReady data from 21/22.

Do all at-risk students have access to interventions and additional supports as needed?

- All students in grades 6-8 have access to a Reading Intervention course however space is limited. Currently, there are Math Intervention classes available for grades 6.
- Yes, all students in grades 6-8 had the opportunity to participate in before and after-school tutoring. (Or online tutoring if offered by a teacher)
- Each grade level (6th - 8th) offers Middle School College and Career Prep (MS CCP) for English Learners who need continued language support in the mainstreamed classes.

What is the ethnic distribution of at-risk students across student groups in Reading according to IReady data?

- The ethnic distribution of at-risk students in Reading:

64% of the African American students are 2 or more grade levels below, 92% of English Language Learners are 2 or more grade levels below, and 90% of Students with Disabilities are 2 or more grade levels below. All sub-groups decreased in the area of Reading in the 21/22 school year.

What is the ethnic distribution of at-risk students across student groups according to IReady assessments in Math?

- The ethnic distribution of at-risk students in Math

64% of African American students are 2 or more grade levels below in Math. 84% of the English Learners are 2 or more grade levels below. 84% of the Foster Youth population was 2 or more grade levels below, along with 90% of the students with disabilities being 2 or more grade levels below. Our Homeless population showed 86% being 2 or more grade levels below, as our Socioeconomic population was at 50% of the students being 2 or more grade levels below standard in math.

Examining Conditions and Climate:

An inequity was identified in the area of suspensions.

Do all at-risk students have the opportunity to receive additional support services in the area of social and emotional health? Is there behavior supports offered at the school to assist at-risk students?

- Yes, all students do have the opportunity to receive additional support services. Only students identified as Students with Disabilities have access to additional social and emotional support during the school day. The Student Support Strategist is available to all students as well as the 4 academic counselors and the TBS worker.

What is the ethnic distribution of at-risk students across student groups in suspensions?

- The ethnic distribution of at-risk students

1.8 % of the total African American students have been suspended at least once in the 21/22 school year. The number of suspensions has increased in the 21/22 school testing year by 100%. (Due to the fact there was no suspension data from the 2020-2021 school year). Suspension rates did increase about 1% from the prior year with data (19/20), however, during that year data collection ended in March of 2020.

- InJehue Middle School added TBS (Therapeutic Behavioral Support) services to the school setting in 18/19 and added a Student Success Strategist in the 21/22 school year. In addition to PBIS (Positive Behavior Intervention Supports) being taught throughout the school campus, the TBS and SSS support staff were able to offer group and individual counseling services to students in need. Jehue Middle School security team offers intervention courses for students at risk.

Observations in Academic Engagement:

An inequity was identified in the area of chronic absenteeism.

What supports have been provided for at-risk students that have chronic absenteeism?

- Meetings to encourage Step Up attendance
- SART meetings held
- SASP referrals

Were these services available to all students at-risk?

- Yes, all students had the opportunity to attend the Step Up Saturday School recovery program

What are the chronic absenteeism rates across student groups?

- During the 2021-2022 school year absenteeism was a large concern, students were not attending school for long periods of time due to Covid infections, causing the absenteeism rates to stay at an abnormally high level, despite all efforts to support student attendance.
- The ethnic distribution of at-risk students in Chronic Absenteeism

29% Hispanic students, 22% African American, Students with disabilities 42%, 32% White students populations 38.9%, and other student populations were at 24% are chronically absent. This is a decrease from the previous year of about 10%. However, the rate is still significantly high at 29%.

\*All data and inequities in this section have been presented and discussed at School Site Council, English Language Advisory Committee, Staff Meeting, and Stakeholders meeting. The information is on the school website.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	509	516	461
Grade 7	555	526	524
Grade 8	540	555	525
<b>Total Enrollment</b>	1,604	1,597	1,510

### Conclusions based on this data:

1. Our enrollment continues to remain as the highest student populations in the district at the middle school level.
2. Our Hispanic enrollment is increasing and constitutes the majority of the population.
3. Our African American population remained consistent for the past 2 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	438	412	424	27.3%	25.8%	28.1%
Fluent English Proficient (FEP)	518	497	431	32.3%	31.1%	28.5%
Reclassified Fluent English Proficient (RFEP)	26	35	10	6.0%	8.0%	2.4%

### Conclusions based on this data:

1. The number of RFEP students decreased significantly, possibly due to the lack of engagement during the 20/21 school year's distance learning.
2. The student population of Fluent English Proficient is declining slightly.
3. The percentage of English Learners has increased slightly.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	525	513	460	519	507	0	518	507	0	98.9	98.8	0.0
Grade 7	538	558	523	536	553	0	536	553	0	99.6	99.1	0.0
Grade 8	478	548	532	469	542	0	469	542	0	98.1	98.9	0.0
All Grades	1541	1619	1515	1524	1602	0	1523	1602	0	98.9	98.9	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2475.	2481.		8.88	7.10		18.92	22.68		26.83	33.53		45.37	36.69	
Grade 7	2489.	2506.		5.04	7.96		19.03	25.68		31.53	25.32		44.40	41.05	
Grade 8	2496.	2511.		4.90	5.17		18.34	21.59		28.78	32.84		47.97	40.41	
All Grades	N/A	N/A	N/A	6.30	6.74		18.78	23.35		29.09	30.46		45.83	39.45	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.36	9.86		37.64	45.36		50.00	44.77	
Grade 7	8.02	11.23		40.30	40.22		51.68	48.55	
Grade 8	8.74	9.41		37.53	41.33		53.73	49.26	
All Grades	9.72	10.18		38.54	42.22		51.74	47.60	

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.93	8.88		34.94	51.87		52.12	39.25	
Grade 7	8.58	16.82		44.59	50.63		46.83	32.55	
Grade 8	7.89	8.49		33.69	52.03		58.42	39.48	
All Grades	9.85	11.49		37.95	51.50		52.20	37.02	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.85	7.30		57.34	63.31		32.82	29.39	
Grade 7	4.85	5.06		60.82	64.20		34.33	30.74	
Grade 8	8.96	6.46		58.42	68.08		32.62	25.46	
All Grades	7.81	6.24		58.90	65.23		33.29	28.53	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	14.09	12.82		49.81	53.06		36.10	34.12	
Grade 7	10.45	17.00		54.48	44.48		35.07	38.52	
Grade 8	10.87	14.58		47.97	46.86		41.15	38.56	
All Grades	11.82	14.86		50.89	48.00		37.29	37.14	

2019-20 Data:

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

**Conclusions based on this data:**

1. There has been no CAASPP data collect since 2018/2019
2. The data from 2018/2019 is a reflection on students who no longer attend Jehue Middle School
3. Current IReady data in the areas of Reading and Math have been attached to the school plan to provide information on student growth and acheivement in the area of Reading.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	526	514	460	522	511	0	522	511	0	99.2	99.4	0.0
Grade 7	539	558	523	537	553	0	537	553	0	99.6	99.1	0.0
Grade 8	478	547	532	469	542	0	469	541	0	98.1	99.1	0.0
All Grades	1543	1619	1515	1528	1606	0	1528	1605	0	99	99.2	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2474.	2468.		8.43	7.05		13.22	13.31		28.16	31.70		50.19	47.95	
Grade 7	2470.	2475.		3.91	7.78		14.53	12.30		26.07	26.04		55.49	53.89	
Grade 8	2463.	2477.		3.84	5.18		7.68	9.43		17.70	22.55		70.79	62.85	
All Grades	N/A	N/A	N/A	5.43	6.67		11.98	11.65		24.21	26.67		58.38	55.02	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.84	10.76		27.20	29.16		59.96	60.08	
Grade 7	8.75	12.66		25.51	22.78		65.74	64.56	
Grade 8	4.26	6.10		20.47	24.40		75.27	69.50	
All Grades	8.77	9.84		24.54	25.36		66.69	64.80	

### 2019-20 Data:

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



<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	9.20	5.87		35.82	41.10		54.98	53.03	
<b>Grade 7</b>	5.40	9.76		40.04	37.07		54.56	53.16	
<b>Grade 8</b>	5.54	6.47		41.36	36.23		53.09	57.30	
<b>All Grades</b>	6.74	7.41		39.01	38.07		54.25	54.52	

2019-20 Data:

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

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	9.77	8.02		39.27	38.75		50.96	53.23	
<b>Grade 7</b>	8.01	8.32		54.00	51.54		37.99	40.14	
<b>Grade 8</b>	5.12	7.58		35.82	46.03		59.06	46.40	
<b>All Grades</b>	7.72	7.98		43.39	45.61		48.89	46.42	

2019-20 Data:

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

**Conclusions based on this data:**

1. There has been no new data in CAASPP since 2018/2019
2. The data from 2018/2019 is reflective of students who no longer attend Jehue Middle School
3. Current IReady data in the areas of Reading and Math have been attached to the school plan to provide information on student growth and achievement in the area of Math

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1515.3	1530.3	1498.4	1506.9	1528.1	1497.1	1523.3	1532.1	1499.2	145	141	138
7	1531.8	1546.3	1514.6	1523.3	1545.4	1513.8	1539.9	1546.9	1514.7	151	159	140
8	1538.7	1565.3	1539.1	1527.4	1563.0	1547.1	1549.5	1567.0	1530.5	133	138	126
All Grades										429	438	404

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	13.79	20.57	10.14	42.76	40.43	36.23	31.72	26.95	31.16	11.72	12.06	22.46	145	141	138
7	29.14	27.04	15.71	40.40	41.51	30.71	22.52	22.01	34.29	7.95	9.43	19.29	151	159	140
8	30.08	28.26	23.20	47.37	46.38	33.60	17.29	19.57	22.40	*	5.80	20.80	133	138	125
All Grades	24.24	25.34	16.13	43.36	42.69	33.50	24.01	22.83	29.53	8.39	9.13	20.84	429	438	403

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	31.72	43.97	23.19	41.38	34.04	41.30	21.38	14.89	15.94	*	7.09	19.57	145	141	138
7	45.03	42.14	25.00	37.75	36.48	37.14	11.26	14.47	22.14	*	6.92	15.71	151	159	140
8	42.11	36.96	33.60	45.86	47.10	37.60	8.27	10.87	11.20	*	5.07	17.60	133	138	125
All Grades	39.63	41.10	27.05	41.49	39.04	38.71	13.75	13.47	16.63	5.13	6.39	17.62	429	438	403

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	7.59	7.80	1.45	20.69	28.37	16.67	42.07	38.30	39.13	29.66	25.53	42.75	145	141	138
7	20.53	12.58	5.71	29.80	29.56	21.43	28.48	38.99	39.29	21.19	18.87	33.57	151	159	140
8	30.08	19.57	3.20	30.83	35.51	28.80	22.56	30.43	32.00	16.54	14.49	36.00	133	138	125
All Grades	19.11	13.24	3.47	27.04	31.05	22.08	31.24	36.07	36.97	22.61	19.63	37.47	429	438	403

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	30.34	23.40	15.22	60.69	60.28	61.59	8.97	16.31	23.19	145	141	138
7	40.40	15.09	10.00	52.98	69.18	62.14	*	15.72	27.86	151	159	140
8	45.86	26.09	17.60	47.37	63.77	60.00	*	10.14	22.40	133	138	125
All Grades	38.69	21.23	14.14	53.85	64.61	61.29	7.46	14.16	24.57	429	438	403

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	44.14	59.57	45.30	50.34	30.50	41.03	*	9.93	13.68	145	141	117
7	54.30	64.78	54.62	39.74	28.30	33.61	*	6.92	11.76	151	159	119
8	44.36	49.28	65.43	51.88	45.65	19.75	*	5.07	14.81	133	138	81
All Grades	47.79	58.22	53.94	47.09	34.47	32.81	5.13	7.31	13.25	429	438	317

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>6</b>	8.97	8.51	5.07	23.45	47.52	24.64	67.59	43.97	70.29	145	141	138
<b>7</b>	25.17	15.09	13.57	22.52	47.80	29.29	52.32	37.11	57.14	151	159	140
<b>8</b>	28.57	31.16	19.20	28.57	41.30	31.20	42.86	27.54	49.60	133	138	125
<b>All Grades</b>	20.75	18.04	12.41	24.71	45.66	28.29	54.55	36.30	59.31	429	438	403

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>6</b>	8.28	21.28	5.07	85.52	69.50	80.43	*	9.22	14.49	145	141	138
<b>7</b>	23.18	8.18	6.43	72.19	83.65	76.43	*	8.18	17.14	151	159	140
<b>8</b>	24.81	6.52	0.80	72.93	87.68	83.20	*	5.80	16.00	133	138	125
<b>All Grades</b>	18.65	11.87	4.22	76.92	80.37	79.90	4.43	7.76	15.88	429	438	403

2019-20 Data:

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

**Conclusions based on this data:**

1. Overall, the vast majority of students scored an average of a level 3 on the ELPAC, This has been a constant for each testing year. Targeted curriculum and courses are utilized to move students up to level 4, with minimal results.
2. One area of strength in the ELPAC assessment was the Speaking domain in which 54% students performed within the Well Developed range.
3. Based on the data above, we will focus on the following domains: Writing, Reading, and listening in order to increase reclassification rates. This will be done with practice activities and training for teachers to enable them to incorporate ELD practices into daily lessons.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1510</b>	<b>90.3</b>	<b>28.1</b>	<b>0.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	424	28.1
Foster Youth	7	0.5
Homeless	127	8.4
Socioeconomically Disadvantaged	1363	90.3
Students with Disabilities	180	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	64	4.2
American Indian or Alaska Native	4	0.3
Asian	8	0.5
Filipino	6	0.4
Hispanic	1380	91.4
Two or More Races	10	0.7
Native Hawaiian or Pacific Islander	3	0.2
White	35	2.3

### Conclusions based on this data:

1. Our dominant student group is Socioeconomically Disadvantaged at 90% = 1363 students

2. Our dominant ethnic group is Hispanic at 91% = 1380 students

3. African-American subgroup is second at 4.2%.





# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Our strongest area is our suspension rate which is in the green range.
2. English Language Arts and Mathematics have no current data
3. Chronic absenteeism is the lowest area of performance in the orange range

# School and Student Performance Data

## Academic Performance English Language Arts

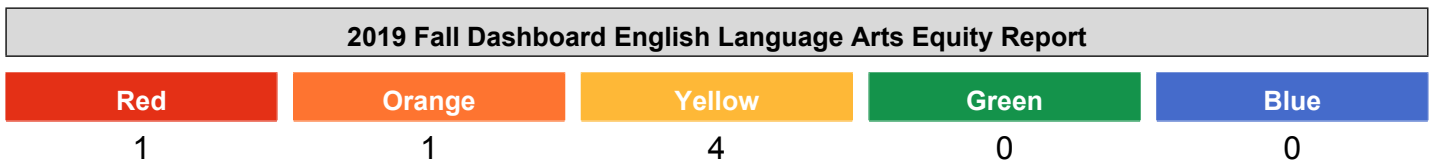
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 47.9 points below standard Increased ++13.3 points 1533	<p><b>English Learners</b></p>  Yellow 69.7 points below standard Increased ++11.9 points 680	<p><b>Foster Youth</b></p>  No Performance Color 117.2 points below standard Declined Significantly -46.8 points 12
<p><b>Homeless</b></p>  Yellow 46.4 points below standard Increased ++14.6 points 65	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 52.4 points below standard Increased ++13.3 points 1400	<p><b>Students with Disabilities</b></p>  Red 143.2 points below standard Maintained -2 points 166



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 96.8 points below standard Increased ++3.9 points 66	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 72.2 points above standard Increased ++13.6 points 17	 No Performance Color 6.8 points above standard Increased Significantly ++15.8 points 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.8 points below standard Increased ++14.2 points 1390	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 30.6 points below standard Increased ++5.1 points 32

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
108.6 points below standard Increased Significantly ++17.5 points 415	8.7 points below standard Increased ++9 points 265	47.2 points below standard Increased ++12.3 points 612

**Conclusions based on this data:**

- English learners appear to increase their score by a larger margin than Reclassified English learners and English only students.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
- Current English learners appear to have increased their score by almost double of Reclassified English learners.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
- Current English learners have the largest gap below standard compared to their counterparts.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE

# School and Student Performance Data

## Academic Performance Mathematics

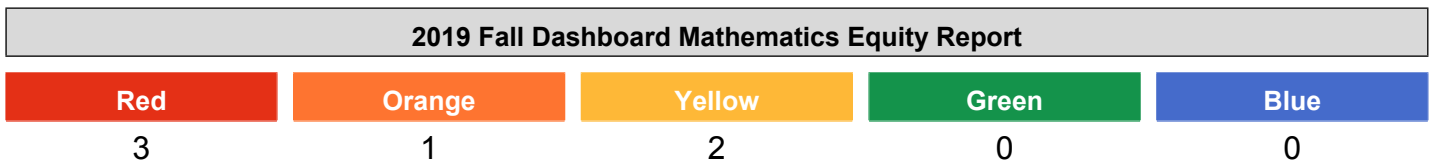
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 92.7 points below standard Increased ++3.6 points 1533	<p><b>English Learners</b></p> Red 114.5 points below standard Maintained ++1.3 points 680	<p><b>Foster Youth</b></p> No Performance Color 173.6 points below standard Declined Significantly -66.1 points 12
<p><b>Homeless</b></p> Yellow 74.6 points below standard Increased ++12 points 65	<p><b>Socioeconomically Disadvantaged</b></p> Orange 97.3 points below standard Increased ++4 points 1400	<p><b>Students with Disabilities</b></p> Red 191.8 points below standard Declined -14.7 points 166

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 150.5 points below standard Declined -14.3 points 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 52.3 points above standard Declined -13.9 points 17	 No Performance Color 14.9 points below standard Increased ++8.2 points 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 93 points below standard Increased ++5 points 1391	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 72.2 points below standard Maintained ++2.2 points 32

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
157.6 points below standard Increased ++3.2 points 415	47 points below standard Increased ++3.9 points 265	92.7 points below standard Maintained ++0.7 points 612

#### Conclusions based on this data:

1. African-American subgroup scored 150.5 points below standard.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
2. Jehue has 3 subgroups (African-American, Students with Disabilities, and English Learners) in the red on the Mathematics dashboard. However, English Learner maintained at 1.3 points and Homeless increased by by 12 points.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
3. English Learners scored 114.5 points below standard; however, an increase of 1.3 points was made.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE

# School and Student Performance Data

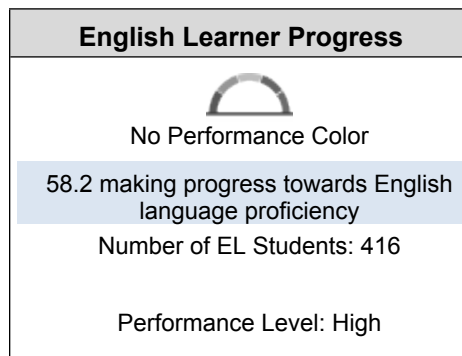
## Academic Performance English Learner Progress

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.1	26.6	7.4	50.7

#### Conclusions based on this data:

1. Based on the ELPAC data 78.5% of our English Learners scored Level 3 or 4.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
2. 38.5% of English Learners are scoring Level 1 and 2.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
3. The majority of English Learners are on their way to reclassification.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

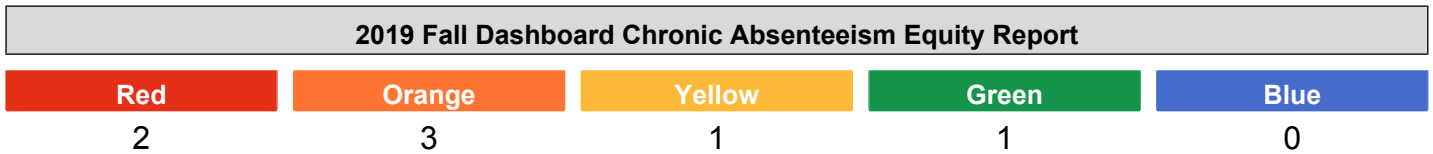
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 9.2 Increased Significantly +3.6 1666	<p><b>English Learners</b></p> Orange 9.8 Increased Significantly +6.8 482	<p><b>Foster Youth</b></p> No Performance Color 6.7 Increased +0.8 15
<p><b>Homeless</b></p> Red 20.3 Increased +0.7 79	<p><b>Socioeconomically Disadvantaged</b></p> Orange 9.3 Increased Significantly +3.3 1509	<p><b>Students with Disabilities</b></p> Red 14.6 Increased Significantly +8.9 178

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 9.2 Declined -4.7 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 5.6 Increased +0.8 18	 No Performance Color 7.1 Increased +7.1 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.3 Increased Significantly +4.2 1502	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 11.1 Declined -2.8 36

**Conclusions based on this data:**

1. Jehue has one sub group in the Green category of the Chronic Absenteeism dashboard, the African American sub group.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
2. SED subgroup increased 3.3 points on the Chronic Absenteeism dashboard, and is in the Orange category.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
3. All subgroups, excluding the African American sub group, have increased on the Chronic Absenteeism dashboard.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE

# School and Student Performance Data

## Conditions & Climate Suspension Rate

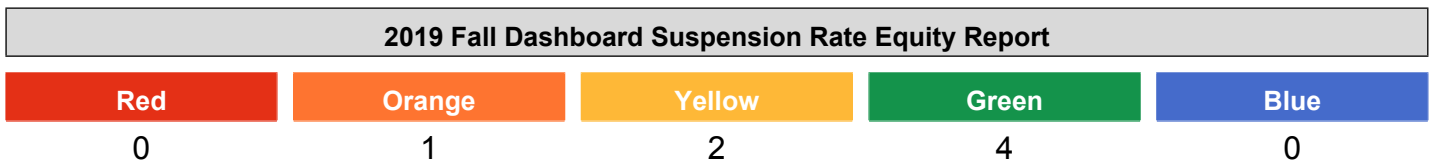
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>6.6</p> <p>Declined Significantly -3</p> <p>1698</p>	<p><b>English Learners</b></p> <p>Green</p> <p>7.1</p> <p>Declined -2.3</p> <p>492</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>13.3</p> <p>Declined -1.7</p> <p>15</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>10.5</p> <p>Increased +1.4</p> <p>86</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7</p> <p>Declined Significantly -3.1</p> <p>1539</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>8.6</p> <p>Declined -1.3</p> <p>187</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 12 Declined -17 83	 No Performance Color Less than 11 Students - Data 6	 No Performance Color 0 Maintained 0 18	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5 Declined -1.9 1525	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 6	 Green 2.8 Declined -8 36

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.6	6.6

**Conclusions based on this data:**

1. The percentage of students suspended in the 2018-2019 school year decreased from the previous year.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
2. All subgroups decreased on the suspension rate dashboard, except for the homeless subgroup.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE
3. The largest decline on the dashboard was with the White subgroup, who declined by 8 points.
  - NOTE:ALL THIS DATA IS IRRELEVANT AND RELATES TO STUDENTS NO LONGER ATTENDING JEHUE



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

PUPIL OUTCOMES

## LEA/LCAP Goal

Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

## Goal 1

All Jehue Middle School students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century. Jehue Middle School will provide an integrated program that addresses student achievement needs and aligns with the school site's strategic plan.

The actions noted below will lead to meeting the following achievement targets:

Students will make a 3% gain in their progress level in Reading and Mathematics from the first to the third assessment on the iReady diagnostic assessment.

IReady student data for Spring of 2022 shows 27% of students at grade level in reading, 20% of students 1 level below their grade, and 54% 2 or more levels below their grade in reading.

IReady student data for Spring of 2022 shows 21% of students at grade level in Math, 28% of students 1 level below their grade, and 51% 2 or more levels below in their grade for Math.

## Identified Need

For IReady in Spring of 2022, 54% of the Jehue student population is 2 or more levels below in reading in comparison to 54% in the same category in the Spring of 2021. This shows no growth over the year time span.

In Spring 2022 27% of the student population was at grade level in reading in comparison to 28% in the same category in the Spring of 2021. This was a decrease of 1% in the student success rate.

For iReady in the Spring of 2022, 57% of the student population was 2 or more grade levels below in math in comparison to 47% in the same category in the Spring of 2021. This was a decrease of 10% in student performance.

In the Spring of 2022 21% of the student population was at grade level in math in comparison to 27% in the same category in the Spring of 2021. This was a decrease of 6% in the student success rate.

All IReady assessments in 2022 were taken at school in the classrooms during a modified testing schedule. The IReady assessments taken in the Spring of 2021 were taken by the students at home, during distance learning. Students demonstrated a decline in all areas of Math, and a decline in students at grade level in Reading. The number of students 2 or more levels below grade level in reading stayed the same over the past year.

Comparing the D/F rate in the content area of math for the 2021/2022 school year from quarter 1 to quarter 3 the following observation was observed: The D/D-/F/ grade changed from  $322 / 1426 = 23\%$  to  $338 / 1438 = 24\%$  = An increase in D/F by 1%

Comparing the D/F rate in the content area of English Language Arts for the 2021/2022 school year from quarter 1 to quarter 3 the following observation was observed: The D/D-/F/ grades went from 9.12 % (Q1) to 14.36%( Q3)  
 An increase of 5.24% in the D/D-, F grades

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading iReady Math  D/F rate in Math D/F rate in ELA	54% of the student population is 2 or more grade levels below 57% of the student population is 2 or more grades levels below  1% increase of D/F grades earned by the students from quarter 1 to quarter 3 in 2021/2022  An increase of 5.24% in the D/D-, F grades earned by the students from quarter 1 to quarter 3 in 2021/2022	Increase by 3% Increase by 3%  Decrease D/F in math by 0.5% Decrease D/F in ELA by 1%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified are from the following sub-groups:

- English Learner Academy for students at the mid-upper Expanding and Bridging levels of proficiency
- Students at risk of/or failing English Language Arts and/or Math
- Gifted and Talented Education Summer Enrichment for under-performing GATE students
- AVID introductory class for students enrolled to take AVID elective for the upcoming school year.
- Special Education Students
- McKinney-Vento/Foster Youth students

#### Strategy/Activity

##### 1.Summer Intervention Program:

An extended year summer intervention program will be offered to support identified students to increase student achievement and reduce the learning loss.

The summer intervention program will be based on 3rd quarter grades, and assessments such as i-Ready, ELPAC, and test results. The focus will be on inviting students in the afore-mentioned sub-groups who are under-performing in English and math, such as, but not limited to English Learners, African-American students, Hispanic/Latino, and Socio-Economically Disadvantaged (SED) students. The program will include instruction for:

- English Learner Academy for students at the mid-upper Expanding and Bridging levels of proficiency and goal setting for the next school year.
- Students at risk of/or failing English Language Arts and/or Math
- AVID class for students enrolled to take AVID elective for the upcoming school year to help prepare them for success in the program.
- Accelerated Math course for qualifying students who have been identified as being in danger of failing.
- Teachers are provided with preparation time to create the optimum summer intervention program through lesson design and collaboration.
- Special Education program to target the needs of students identified as RSP or SDC

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Supplies- paper, pencils, binders, notebooks, crafting supplies, etc.
1000	Title I 1000-1999: Certificated Personnel Salaries Certificated Staff extra-duty: planning, teaching and training/prep
500	Title I 2000-2999: Classified Personnel Salaries Classified Staff extra-duty- planning, AVID tutors, clerical staff
2000	EL Supplemental 2000-2999: Classified Personnel Salaries Bilingual aides summer intervention
1500	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher extra duty

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

## 2. Technology:

Incorporate technology into instruction to make content more comprehensible for under-served populations and provide visual representations of concepts and access to the standards. Utilize innovative programs and applications to engage the students to take an active role in their daily learning.

Devices such as headphones with microphones, microphones with speakers etc.

Programs such as Skies, Nearpod, Scholastic Learning, BrainPop, Go Guardian, IReady, Language Live!, Kahoot, Gimkit, Edpuzzel, Quizzizz, Pear Deck, PBIS Rewards, Panorama Ed, Paper, etc.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Title I  
4000-4999: Books And Supplies  
Maintenance or replacement of Technology, and  
Auxiliary items for Title I equipment: i.e., Smart  
TVs, View Sonic touch screen digital displays,  
Keyboards, Chrome Carts, Document Cameras,  
headphones, web-cams, calculators, etc.

6000

Title I  
5000-5999: Services And Other Operating  
Expenditures  
License renewals for academic apps/programs:  
NearPod  
Brain Pop  
PBIS Rewards  
Panorama Ed  
Skies  
Go Guardian  
IReady  
Language Live!  
Kahoot  
Gimkit  
Edpuzzel  
Quizzizz  
Pear Deck  
Paper

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

## Strategy/Activity

### 3. Academic Conferencing:

Academic conferencing and student support time will be provided for teachers, Literacy and Math coaches, administrators, and parents to meet regarding students who are not demonstrating adequate progress based on behavior, assessment data, and/or grades. The team focus will be to design a learning plan to address areas of need for individual students (i.e., PTC, SST or 504 Plan as needed, etc.). Certificated staff will utilize ELlevation, Synergy and Beyond SST to access data and monitor student achievement.

This conferencing can be done after school or during school. Substitutes will be utilized to allow for staff to meet during the school day and extra duty pay can be provided for meeting and conferencing after school hours.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
1000-1999: Certificated Personnel Salaries  
Substitute coverage and extra duty pay

6000

EL Supplemental  
2000-2999: Classified Personnel Salaries  
Translation services

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

### 4. Supplemental Materials/Study Trips:

Teachers will implement California State Standards and follow district curriculum guides to ensure students master all standards.

Students will be provided with supplemental instructional materials, programs, and experiences to gain access to the core and increase numeracy/literacy rates in mathematics and ELA.

- Educational Study trips related to applicable content standards and extension of the curriculum - museums, Science Centers, Universities, plays/musicals, sporting events- (i.e., 66er's Science Day, etc.) in person or virtual experiences . Including admission fees and transportation costs, entry fees, sub costs, and other costs.
- Supplemental instructional materials to provide differentiation for English Learners (i.e., iLit, iReady, Skies, Nearpod, Scholastic Learning, etc.)
- Supplemental instructional materials to allow access to core content for Special Education students (i.e, iReady, Skies).

- Supplemental instructional materials for under-performing students in ELA and mathematics (i.e, Inside the Text, ALEKs, etc.)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Title I 4000-4999: Books And Supplies Supplemental materials/supplies: Paper, supplemental books, manipulatives and hands-on activities, instructional supplies, and subscriptions. Curriculum access tools.
800	Title I 5000-5999: Services And Other Operating Expenditures Admission fees, Transportation cost,
800	Title I 1000-1999: Certificated Personnel Salaries Substitute cost and extra duty pay
800	Title I 2000-2999: Classified Personnel Salaries Classified extra duty

**Strategy/Activity 5**

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

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

5. Intervention and Enrichment Courses:  
Specialized courses or blocks of learning time will be provided to students in need of additional support to meet content area standards. Students will be selected and placed in these courses based on EL levels, grades, and i-Ready scores. Students and parents may request courses as well based on interest or need. Counselors and teachers will work collaboratively to assess student needs and interests to place them in the appropriate intervention or enrichment course to best serve their current academic needs. Teachers will be provided training in the appropriate content to deliver instruction in that area.

- College and Career Prep (CCP) - (Achieve 3000)
- Math Intervention
- ELA/Reading Intervention
- STEM Lab, Robotics, Google Suite
- WEB Elective
- AVID Elective
- Civic Engagement
- Public Safety & Citizenship

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Supplemental materials and supplies, paper, pencils, erasers, licensing fees, etc.
1,000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development registration fees, mileage, parking, meals, and lodging.
1,000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra-duty and sub pay for planning and PD
1,000	Title I 1000-1999: Certificated Personnel Salaries 1/6th certificated salary (2 teachers) -
5570	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher extra duty and substitute pay
500	EL Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants extra duty

**Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

African-American students, English Learners, Students with Disabilities, D/F students

**Strategy/Activity**

6.Rtl:

A tiered Response to Intervention (RTI) to provide needed support for students at-risk of failing in core content areas will be developed.  
Establish and maintain a focus group to build an RTI system for Jehue and work to implement the program with fidelity.  
Targeted subgroups within RTI include:

- English learners
- Students with disabilities
- Students at risk of failing (D & F grades)



- Reclassified (RFEP) students
- African-American students
- Homeless and Foster Youth
- Bilingual Instructional Assistants (BIAs) will be provided to support English Language Development to English Learners during the school day in their ELD class, Support Class, and core English class.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for planning team members, Substitutes for teacher release time
250	EL Supplemental 5000-5999: Services And Other Operating Expenditures Supplies
2000	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher extra duty and substitute pay
500	EL Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants extra duty

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

English Learners(sub-groups), African-American, SED, Students with Disabilities

**Strategy/Activity**

**7. Alternative Supports:**

Alternate Supports will be provided during the school day, after school, or on Saturday for identified students who are at-risk of failing in the areas of Math and/or English. Programs will be purchased to utilize during intervention. A team of teachers or a provider may be contracted to provide intervention. Targeted subgroups in need of support include:

- English Learners
- African-American students
- Students in the Special Education program
- Socio-Economically Disadvantaged
- Hispanic/Latino students
- McKinney-Vento/Foster Youth
- Students at Risk of failing



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty and substitute pay
500	Title I 2000-2999: Classified Personnel Salaries Classified extra duty
500	Title I 5000-5999: Services And Other Operating Expenditures Alternative Support supplies - paper, chart paper, construction paper, classroom supplies, digital supplies for online learning
10000	Title I 5000-5999: Services And Other Operating Expenditures i-Ready - personalized digital learning, Contracted provider of Alternate Support or in-house coverage, Brain Pop, Skies, ALEKs, etc. Student support groups - SMAART, Sigma, YWE (Young Women's Empowerment) Simga Beta Xi Mentoring
3500	EL Supplemental 1000-1999: Certificated Personnel Salaries Teachers extra duty and substitute pay
1000	EL Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants aid extra duty

**Strategy/Activity 8**

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

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

8. AVID:

The Advancement Via Individual Determination (AVID) program will be fully implemented. Components of the program include:

- Instructional practices - Writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR).
- Culture - promoting college readiness.

- Leadership - Supporting and guiding the implementation of AVID.
- Systems - ensuring the fidelity of AVID implementation.
- Staff will attend Summer AVID Conference for additional training to facilitate and implement AVID program effectively for students.
- AVID related study trips to colleges and Universities.
- Staff will attend various RIMS AVID workshops throughout the year

Certificated Extra-Duty is needed for certificated teachers to complete the documentation and preparation for AVID CCI evidence check and certification for 2022-23.

Teachers and counselors will have access to training provided by RIMS AVID and the summer institute, as well as on-site professional development via the Program Specialist/TOSA, coach, and AVID Coordinator.

AVID tutors will assist in providing additional support with tutorials and binder checks.  
 AVID tutors will assist in providing after-school tutoring or on Saturdays.  
 AVID tutors will be recruited and trained to support students in the AVID electives.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
70,000	Title I 2000-2999: Classified Personnel Salaries AVID tutors
200	Title I 5000-5999: Services And Other Operating Expenditures Training for AVID tutors
200	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty (collaboration, AVID nights, program planning), Substitutes
200	Title I 4000-4999: Books And Supplies Organizational materials/ supplies for students for in-person or on-line instruction
100	Title I 5000-5999: Services And Other Operating Expenditures Study Trips: transportation costs and entrance fees
2000	Title I

2000-2999: Classified Personnel Salaries  
 Classified extra duty for AVID tutors,  
 Instructional assistants, office staff, etc.

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

#### 9. EL Monitoring, Intervention - (ELPAC Prep for Assessment):

The Program Specialist, Literacy and Math Coach along with the SELF staff member and ELD/ELA teachers will provide targeted intervention for identified students in need of support in ELA and Math. The Program Specialist, Literacy and Math Coach along with ELD/ELA teachers will provide targeted preparation for students to be successful in language arts and math on the ELPAC and CAASPP via an EL Boot-Camp during Saturday school and/or after school.

- Long Term English Learners - focus on needs to meet reclassification
- Teachers will conduct student/teacher conferences and monitor underperforming students. Teachers will discuss current grades and test scores once a quarter (or more frequently).
- EL student monitoring and D & F monitoring will utilize ELlevation
- Teachers and staff will be provided with training for ELlevation
- Teachers and staff may be provided with extra duty time to support and conference with EL students and their families to complete monitoring.

ELPAC assessments will be administered initially and annually to determine student language proficiency levels. The results of this assessment will be used to guide placement decisions for students and the level of scaffolds and support needed for instruction during the school year.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher sub coverage; Teacher extra-duty hours planning and teaching
700	EL Supplemental 2000-2999: Classified Personnel Salaries Classified extra-duty and sub pay
1000	EL Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra-duty for ELPAC certification or sub coverage/period coverage

## Strategy/Activity 10

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

### 10. Assessment and Testing

A variety of assessments will be administered initially and annually to determine student language proficiency and academic achievement levels (i.e.: PSAT, ELPAC, GATE, iReady Diagnostic, CAASPP, CAST, etc.). The results of these assessments will be used to guide placement decisions for students and the level of scaffolds and support needed for instruction throughout the school year.

All 7th and 8th grade students will be taking the PSAT, assessments will need to be purchased to accommodate this test (important for the AVID program)

- Student rewards and supplies will be provided for students who have perfect attendance and/or exemplary behavior during school testing sessions.
- Testing materials and supplies (i.e.: scratch paper, headphones, pencils, erasers, testing boxes, and calculators) will be provided to give students access to the content.
- Block schedule may be created to ensure a better testing environment for students and teachers, and minimize the amount of instructional time lost during assessments. This schedule may include additional minimum days and/or blocked class sessions.
- Substitute coverage for teachers to be certified to administer specific assessments or to administer/proctor specific assessments to special populations such as EL or SPED students

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I  
4000-4999: Books And Supplies  
500

250

Title I  
1000-1999: Certificated Personnel Salaries  
substitute coverage

800

Title I  
5000-5999: Services And Other Operating  
Expenditures  
PSAT testing materials

# Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The overall implementation of the strategies and activities in this goal have been highly effective at Jehue Middle School during the 2021-2022 school year. The strategies and activities that we have implemented have assisted our school in making growth academically and in social emotional learning as students and teachers have returned back to a traditional school model. It is the intention of Jehue Middle School to continue to build on the established programs as well as implement new programs to improve student success academically and on assessments.

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 major differences with the budgeted expenditures in the strategies and activities in this goal were that we needed to increase the budget for student support in core academics of ELA and Math. Students' academic knowledge has been on the decline due to learning loss acquired during distance learning. Students are needing more supplemental support during the school day as well as more support after traditional school hours. Jehue will be increasing spending on substitutes to allow for teacher conferencing and study trips. Substitute coverage was sparse in 2021 and 2022 due to personnel issues. Also, more will be spent on study trips to create stronger real-world connections to the curriculum.

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

The changes made to this goal were created to address the inequities found in current IReady data. The goals created will help to address the underperforming sub-groups at Jehue Middle School. In addition, due to the COVID-19 pandemic, there was significant regression or loss in student learning and we are trying to work to repair the loss of knowledge for our students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

CONDITIONS FOR LEARNING

## LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

## Goal 2

All Jehue Middle School teachers will be provided with access and opportunities for collaboration to improve professional learning communities with a focus on building and improving instructional practices especially in the areas of English, Math, Students with Special Needs, African American students, McKinney Vento/Foster Youth and English Learners.

Actions noted below will lead to meeting the following achievement targets:

There will be a 3% reduction in the number of students in tiers 2 and 3 as measured by the iReady Diagnostics Intervention Screener in Reading and Math by the end of the 2022-2023 school year.

The percentage of D's and F's in English, for 6th through 8th grade, will decrease by 2% percent for the Second Semester.

The percentage of D's and F's in Math, for 6th through 8th grade, will decrease 2% percent for the Second Semester.

100% of certificated staff, in the core content areas, will attend professional development opportunities to improve practices in writing, literacy, numeracy, and socio-emotional learning, and standards-aligned instruction during the 2022-2023 school year.

## Identified Need

The ethnic distribution of at-risk students in English Language Arts

iReady:

62% of African-American students are 2 or more grade levels below in reading. 92% of English Language Learners are 2 or more grade levels or below in reading. 90% of Students with Disabilities are 2 or more grade levels below in reading. The subgroups of English language learners have slightly declined since the same assessment given in the 2020/2021 school year. However, the subgroups of African American students and Students with Disabilities have shown an improvement of almost 10% for each respective group.

iReady:

64% of African American students are 2 or more grade levels below in math. 84% of English Language Learners are 2 or more grade levels below in math. 90% of Students with Disabilities are 2 more grade levels below in math. This is negative growth for all subgroups from the same

assessment given in the 2020/2021 school year. All student focus areas showed a decline in achievement of about 10%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African-American Subgroup Students with Disabilities English Language Learners	<p>iReady: African-American students: 62% are 2 or more grade levels below in reading and 64% are 2 or more grade levels below in math</p> <p>Students with Disabilities: 90% are 2 or more grade levels below in reading and in math.</p> <p>English Language Learners: 92% are 2 or more grade levels below in reading and 84% are 2 or more grade levels below in math.</p>	<p>iReady: Students will have a positive gain of 3% towards grade level</p> <p>Students will have a positive gain of 3% towards grade level</p> <p>Students will have a positive gain of 3% towards grade level</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

PLCs/Collaboration:

1. Teachers will meet weekly in their Professional Learning Community collaboration (PLC) groups to engage in a cycle of inquiry where they analyze current data, monitor student progress and share best practices and evidence-based strategies to improve instruction and increase student achievement in literacy and numeracy. Lesson plans will be developed that include SLOP, and other evidence-based strategies for students at risk of not meeting standards.

Teachers will present best practices to each other. Subgroups to be discussed during collaboration include:

- English Learners
- Students in the Special Education Program
- African-American
- Hispanic/Latino
- SED
- Foster Youth and Homeless



Cycle of inquiry data may include:

- CAASPP - yearly
- Illuminate
- IAB assessments
- iReady- trimester
- EL monitoring- semester
- RFEP Monitoring- semester
- D/F rates- quarterly
- Attendance rates- quarterly
- Discipline/suspension data- quarterly
- Teacher made formative and/or summative assessments

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I 1000-1999: Certificated Personnel Salaries release time for monitoring, subs for training, extra duty pay
200	Title I 4000-4999: Books And Supplies Supplemental instructional materials (physical and digital) and PD materials for PLCs

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### 2. Teacher Professional Development /Lesson Studies:

Teachers and administrators will attend or provide ongoing and systematic professional development training and participate in "Data Days" designed to improve student achievement in ELA/Social Studies and Math/Science provided within and outside the district. Information learned will be shared through collaboration groups in person or virtually in group meetings.

The PD opportunities consist of, but are not limited to:

- CAASPP training
- Math Conferences and training in math and SPED. California Math Conference, Saturday Math Academy, Partnership for Learning: Maximizing Learning in Math, Kagan Cooperative Learning Structures for secondary mathematics, SVMII, and other district-related math conferences.



- English Language arts professional development in iReady, English - what is and is not differentiated instruction? Understanding Poverty Beyond "Teaching to the Test", REthinking Accountability and Assessment for English Language Learners, R.A.C.E., Strategic Writing, The writing process beyond the secondary English classroom, CERT graphic organizers, and other district-related English conferences.
- PBIS implementation training, school climate transformation, Tier 1 supports, Quality PBIS, Family Engagement, Tier 2 and Tier 3 supports.
- STEM training and implementation
- CAG Conference
- AVID summer institute and AVID RIMS training
- Training for implementing supplemental materials (iReady, iLit, Achieve 3000, NearPod, Panorama Ed, etc.)
- Core content curriculum training (i.e., ELA, Math, Science-NGSS, and Social Studies)
- DOK 3, Citing Textual Evidence, WICOR, increasing rigor, RACE, and SIOP, District-sponsored training, etc.
- ELD
- DLI including CAGE and other resources
- Special Education training (i.e., inclusive practices, Anne Beninghoff, etc.)
- ELlevation student data portal - EL monitoring and student progress monitoring
- Environmental & Green School initiatives
- Step-up to Writing
- Naviance, BARR, Restorative Practices, SEL, FLI, etc
- RAMP training for counselors
- Standards-Based Grading

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra-duty hours for planning and attending PD
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference registration fees, mileage, meals, and parking.
200	Title I 5000-5999: Services And Other Operating Expenditures Professional Development materials & supplies for training
2500	Title I 1000-1999: Certificated Personnel Salaries Sub coverage and extra duty pay

1500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra-duty hours and sub coverage for planning and attending PD
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference registration fees, mileage, meals, and parking. Program fees, curriculum fees, etc.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### 3. Professional Development Resources:

Professional development materials will be provided as learning resources for administration, teachers, and other staff members regarding topics such as but not limited to: evidence-based instructional strategies, student engagement strategies, PLC procedures/school climate, DOK/increased rigor strategies, leadership strategies, PBIS strategies, and WICOR strategies, data disaggregation, Literacy and Numeracy, Step-Up to Writing, Social-Emotional SEL, Medal of Honor, Standards-Based Grading, DLI and other district led initiatives, etc.

Examples:

- Books
- Videos
- Subscriptions
- online resources

Student focus areas:

English Learners

Students with disabilities

Foster Youth

African American

Dual Language Immersion

Equity and access

Science Technology Engineering and Math

Advancement Via Individual Determination (AVID)

Sheltered Instruction Observation Protocol (SIOP)

Lesson Study

Student Engagement

Home/family connection

Data Days

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
225	Title I 5000-5999: Services And Other Operating Expenditures Supplemental professional development materials: books, videos, subscriptions, online resources, etc.
225	Title I 4000-4999: Books And Supplies Supplemental materials & supplies - physical and digital (Kagan books, instructional resources/books, paper, pencils, etc.).

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### 4. Vertical Articulation:

Teachers will be given opportunities to conduct vertical articulation with the elementary and high schools as well as visit schools with effective instructional programs to meet the needs of ELA, Math, STEM, EL, DLI, African-American, and Special Education students. (Including transitional IEPs)

Including, but not limited to:

- Appropriate class placements
- Effective Instructional Strategies
- Program implementation and expectations criteria
- Naviance & 4 year planning

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Substitutes and extra duty pay

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

### 5. Instructional Rounds:

Teachers will be given opportunities to conduct Instructional Rounds on campus with a designated administrator and/or Program Specialist/TOSA. During this time teachers will observe various classroom practices such as engagement strategies and effective evidence-based instruction as it relates to our educational foci and school placemat across the curriculum. The primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation, discussions during PLC time and teacher/administration self-reflection

Instructional rounds end with the observational team identifying instructional practices that were effective and that teachers will begin to incorporate into their own practices.

Instructional rounds will be supported by InnovatED services, EL Shadowing program, as well as structured teacher collaborations sessions and data analysis.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 1000-1999: Certificated Personnel Salaries Sub coverage & period sub coverage for learning rounds and extra duty pay
800	Title I 5000-5999: Services And Other Operating Expenditures InnovateEd services
800	EL Supplemental 1000-1999: Certificated Personnel Salaries EL Shadowing, learning rounds sub coverage, period coverage, extra duty pay

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

## Strategy/Activity

### 6. Instructional Foci and Strategic Plan Development

Teachers and staff will participate in on-campus teams to continue to develop and refine the school instructional foci (known as the placemat) and the school strategic plan. The site leadership team

will continue to develop and update the placemat and strategic plan to include (virtually or in-person):

- Reinforce and model asking/answering questions in collaboration by using complete sentences, structured student to student interaction and accountable talk stems
- Utilizing focused note-taking within the content areas
- Display and refer to a resource-rich environment, relevant to current content
- Engage in evidence-based conversations
- Utilize a variety of instructional materials
- Teach content area academic language/vocabulary
- Literacy and Numeracy
- Step-Up to Writing
- Inclusive practices
- Social-emotional Learning
- AVID WICOR strategies
- DLI

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Class coverage and extra duty pay, release time to work on the plans

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

##### **7. Teacher-Instructional Assistant Collaboration:**

Teachers will be allotted additional time to collaborate with Bilingual Instructional Assistants as well as Special Education Instructional Assistants to focus on the needs of the students with whom that they work. Collaboration time will center on the effective use of evidence-based strategies and planning for the needs of students.

- Professional development will be provided to instructional assistants to meet the following needs of the students they work with: Students with Disabilities, English Learners, mental/behavioral health, academic difficulty, Socioeconomically Disadvantaged, African-Americans, and Homeless/Foster Youth.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for teachers and substitute coverage
130	Title I 2000-2999: Classified Personnel Salaries Extra duty hours for instructional assistants

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, RFEP students, D/F students, African-American students

#### Strategy/Activity

Program Specialist/TOSA Position:

8. A Program Specialist/TOSA position will be utilized to provide targeted assistance to under-served students in the form of one-on-one goal setting, progress monitoring, as well as coaching and training for teachers. In addition, this person will work directly with the Assistant Principal to review, monitor, and facilitate federal program monitoring targets and talking points. The Program Specialist will utilize the following programs to facilitate their work:

- ELlevation
- Title 1 Crate
- iReady
- Synergy
- Naviance

Monitoring will include:

- EL students
- RFEP students
- D/F students
- African-American students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
120172	Title I 1000-1999: Certificated Personnel Salaries Ongoing: <ul style="list-style-type: none"> <li>• Teacher PD/ Lesson Studies/Data Days</li> </ul>

- Paraprofessional PD
- Parent engagement/Workshops
- Student Progress Monitoring
- PBIS Implementation
- Instructional Rounds
- Alternative Supports

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

#### 9. Instructional Coaches:

Instructional coaches will provide coaching, feedback, and professional development for teachers in Data Days/Lesson Studies, and other CAASPP or assessment-related training to increase student achievement, particularly for under-performing students in identified sub-groups (i.e., EL, African-American, Hispanic/Latino, students with disabilities, and SED students). They will also assist with state testing and data analysis to identify and provide professional development needs and students who need alternative supports.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

70000

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Salary & Benefits. Extra-duty hours for planning

500

Title I  
1000-1999: Certificated Personnel Salaries  
Certificated substitutes

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

#### 10. Administrator and Counselor Training:

Administrators will attend a variety of PD/training opportunities to improve communication in working with parents, students, and staff. They will also go to conferences, seminars, and other PD that focus on improving professional practice in order to impact student achievement and school climate. Programs such as FLI, Breakthrough coach, DLI, etc.

Administrators and support staff will be trained in maximizing time and task management in order to increase administrators' time directly supporting student achievement via classroom observations and coaching/mentoring of staff and students that will result in increased achievement, support for the positive learning environment, and staff professional growth.

Counselor training with the American School Counselors Association (ASCA) such as RAMP training, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Registration Fees: PBIS Conference, Transformative Leadership, AVID Summer Institute, ACSA workshops/conferences, Breakthrough Coach, Dual Language Immersion, ASCA-RAMP, Standards Based Grading, etc.,
3000	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Dual Language Immersion, CAFE, other EL trainings, etc.: Travel, lodging, parking, and meals, airfare, etc.
250	Title I 5000-5999: Services And Other Operating Expenditures Breakthrough Coach registration fees; webinars and continuing education, ASCA - RAMP, etc.
250	Title I 2000-2999: Classified Personnel Salaries Classified sub coverage and extra duty pay for secretaries to attend training.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.



## ANALYSIS

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

The overall implementation and effectiveness of these strategies have increased teacher collaboration and in turn have increased student learning, rigor and achievement across the curricular areas as demonstrated in our increase of some iReady scores. Also, student engagement has increased along with teacher innovation in presenting the curriculum to all types of learners.

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

It is the intention at Jehue Middle School to afford teachers and students all possible opportunities for growth via conferences, trainings, field trips, and other supplemental learning opportunities. However, due to COVID-19 pandemic restrictions, events outside of the school campus may be placed on hold until the appropriate authorities remove restrictions. There was a lack of substitute availability, allowing for teachers to be released to participate in training and off campus trips.

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.

Jehue Middle School will continue to build on the strategic plan and instructional foci outlined in the school placemat that has already been built. We have increased the number of teachers participating in AVID strategies and techniques, Data Days/lesson studies and Innovate Ed to strengthen teacher participation and buy-in to the educational focus on campus.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

ENGAGEMENT

## LEA/LCAP Goal

Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

## Goal 3

Jehue Middle School will create a positive, safe, and engaging learning environment that is student/parent-centered and meets the goals in the school site strategic plan.

Actions noted below will lead to meeting the following achievement targets:

Jehue Middle School will score at least an 85% on the Tiered Fidelity Inventory (TFI) for Positive Behavior Intervention and Support.

Jehue Middle School will continue to develop an AAPAC group, and start to build membership and install officers during the 2022/2023 school year

Jehue's suspension rate will decrease from the 2019-2020 school year by 1% (no data was collected during the 2020-2021 school year)

The school's Chronic Absenteeism rate significantly decrease in the 2021-2022 school year from the abnormally high rate of 28.7% accumulated during distance learning.

## Identified Need

According to current suspension data for the 2021-2022 school year, the following identified populations have the highest need: African-American, Other, and Special Education students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student suspensions will decrease by 1%.	2021-2022 end of year suspension rate was 5.82%.	2022-2023 end of year suspension rate expected outcome will be 4.82%.
Chronic Absenteeism Rate will decrease by 10%	2021-2022 end of year the Chronic absentee rate was 28.7%.	2022-2023 end of year Chronic Absenteeism rate expected outcome 18.7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

### Strategy/Activity

Vertical Articulation/AVID:

1. Vertical articulation will take place with the elementary and high schools to build capacity regarding the transition from elementary to middle to high school (i.e., AVID, WEB, DLI, Robotics, STEM and other specialized programs).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Certificated extra-duty and sub coverage

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

2. PBIS

Positive Behavior Intervention and Supports (PBIS) will be fully implemented at tier 2 to ensure that students make progress in social-emotional learning and behavior supports. JMS will continue to develop a Tier 3 system of support.

A screener will be utilized to determine student counseling groups needed.

Rewards will be utilized to encourage and acknowledge positive behavior and choices.

Educational study trips related to applicable content standards and extensions of the curriculum (for example museums, science centers, colleges, universities, plays, and musicals).

Materials and resources, professional development, and contracted services will be purchased/acquired to help support PBIS implementation throughout the school day. Some may be done virtually as needed to comply with any required social distancing restrictions.

a) PBIS team(s) will meet regularly to develop strategies to increase student achievement by using school-wide PBIS strategies.

b) PBIS Rewards, a school-wide acknowledgment system, will be purchased to track and reward positive student behavior. Components of this program include virtual rewards tracking, a software program, data tracking, and a digital rewards and referral system.

- c) Jehue Middle School will operate a Wellness Center to provide social-emotional by way of the Student Success Strategist and TBS (Therapeutic Behavioral Support) services to all students identified through the referral process.
- d) Supplemental instructional supports and nutritional items will be provided to students that demonstrate improvements in school behaviors.
- e) Professional development for Jehue staff to attend the Southern Regional Wellness Conference (SRWC)
- f) 6th-grade orientation for incoming students, including transportation and tour, as well as 6th-grade orientation event for parents.
- g) Training will be provided to teachers, administrators, parents, and staff regarding PBIS school-wide.
- h) Professional Development in restorative practices, such as using restorative circles (inclusive policies as it relates to student discipline), as well as presentations that address equity, unconscious biases, social-emotional learning, and other such issues will be provided to teachers, para-educators, counselors, other classified staff and administrators.
- i) A universal screener (Panorama Ed, Google Forms, PBIS Rewards) will be utilized to identify SEL and school climate areas of strength and need in order to strategically address these areas to improve the learning environment.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted services for staff development and parent workshops, Supplemental counseling services
1000	Title I 3000-3999: Employee Benefits Wellness Center materials
3850.71	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for certificated and sub coverage
1500	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for classified
6000	Title I 5000-5999: Services And Other Operating Expenditures I.e., PBIS Rewards App, Panorama Ed Survey tool, and/or Google Docs. Printing.
800	Title I

	4000-4999: Books And Supplies Student rewards and materials (i.e., binders, dividers, pencils, pens, paper, etc.). physical materials or digital materials
2000	Title I 5000-5999: Services And Other Operating Expenditures Registration fees: PBIS Conference, Transformational Leadership Conference, etc. fees:

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

All students will benefit from additional social emotional supports provided through the school day.

Strategy/Activity

3. Social Emotional Learning and Support

A site Wellness Center will be continually supported to provide social-emotional support to students which will result in increased student achievement, attendance, and decreased suspensions.

Jehue will utilize Therapeutic Behavioral Strategist (TBS) service providers on campus (or virtually) as well as the Student Success Strategist (SSS) to assist with the social-emotional counseling and mentoring of JMS students. Students who demonstrate a need based on discipline referrals, teacher referrals, self or parent referrals and quarter grades may be referred. PBIS team(s) will create Social Emotional Learning lessons that can be used in the classroom to address the areas of need found from our data. Provide PBIS support to Tier 2 and 3 students who are referred to TBS/SSS for behavioral intervention services. Students may be referred to TBS/SSS for behavioral intervention services. Students may be referred by teachers, staff, parents, as well as self-refer for SEL services.

Social-Emotional Learning curriculum to provide strategies and support to all students during their academic day utilizing PBIS team created lessons, Naviance and the support of the Student Success Strategist. The curriculum will provide material for teachers to administer SEL lessons on a regular basis to all students. The curriculum will focus on a variety of SEL topics and address various needs.

The Wellness Center (The Tropics) will be utilized to provide a safe place for students to receive behavioral and social-emotional support and interventions; so they may be transitioned back into their classrooms to achieve their educational goals. Social-emotional curriculum (Naviance and PBIS team created) will be used. Other social-emotional and mentoring services will be made available for students, (such as SMAART program, Young Woman's Empowerment, Sigma Beta Xi Mentoring, etc.)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and supplies - digital or physical materials
2500	Title I 5000-5999: Services And Other Operating Expenditures Materials, resources, professional development, Student social-emotional curriculum (i.e. Panorama Ed screening tool, Naviance, Sigma Beta Xi Mentoring, Women's Empowerment group, SMAART, BARR, WEB, etc.) Supplemental materials, rewards, nutrition services, etc.
2500	Title I 5000-5999: Services And Other Operating Expenditures SEL curriculum - NAviance, BARR, etc.

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

##### Strategy/Activity

#### 4. Parent Workshops:

Parent engagement training and workshops will be provided to build leadership within our own community at the school site. These workshops may be conducted virtually or in-person.

- Social-emotional learning
- Safety and Security
- Access to the state standards
- Technology to access electronic resources and parent support programs
- Other topics as requested by parents

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I

	1000-1999: Certificated Personnel Salaries extra duty hours and substitute coverage for certificated staff
800	Title I 2000-2999: Classified Personnel Salaries extra duty hours for classified staff
500	Title I 4000-4999: Books And Supplies supplies and materials needed to support the training/workshop sessions. such as paper, binders, writing equipment, (physical or digital) etc.
500	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light refreshments, copy costs, childcare, Translation/interpretation

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

#### 5. Community Leadership Development

Parents, staff, and administration will attend capacity building/leadership workshops and conferences off site that support strong community and school connections (i.e., PIQE, FLI, CABE, etc.).

Parent engagement training and workshops will be provided (in-person or virtually) to build leadership within our own community at the school site.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

12000

#### Source(s)

Title I Part A: Parent Involvement  
5000-5999: Services And Other Operating  
Expenditures  
Contract with program provider:  
PIQE, District Safety & Security Officers, etc.  
FLI program operating/conference training fees

1500

Title I  
2000-2999: Classified Personnel Salaries

	Classified Extra Duty
250	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light refreshments, copy costs, childcare, Translation/interpretation
500	Title I 5000-5999: Services And Other Operating Expenditures Light refreshments, copy costs, childcare, Translation/interpretation, supplemental materials
5000	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures CABE, PIQE, Superate class for parents, etc.

**Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

6. Family Nights:

Staff will provide engagement opportunities for parents to learn more about the curriculum and content standards to support home-school connections.

Engagement Events will include:

- Family Math and Literacy Night
- EL Night
- AVID Night
- Science Night
- WEB Night
- Technology Night

Light refreshments will be provided at these events. Events may be held virtually according to local public health and safety requirements

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries



	Certificated Extra duty and substitute coverage
1000	Title I 2000-2999: Classified Personnel Salaries Classified Extra duty
500	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Copy costs, Light refreshments, child care, translation services
500	Title I 4000-4999: Books And Supplies Supplies for projects at events (physical or digital)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Chronic Absenteeism

#### Strategy/Activity

##### 7. Attendance

Jehue will recognize perfect attendance students weekly via end-of-the-day announcements. Students will be provided with coupon incentives from local businesses or other appropriate rewards.

Jehue will provide supplemental support as positive incentives through PBIS rewards to students who have weekly perfect attendance

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

250

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Positive rewards for students - physical or digital

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Homeless and Foster Youth

#### Strategy/Activity

## 8. Supports and Services for Homeless and Foster Youth (McKinney Vento)

Provide services and supports to the Jehue Students experiencing homelessness or engaged in the foster system. Provide students with additional social-emotional supports to allow access to the content and curriculum. Provide students with materials they may not have access to and to increase access to the content and curriculum.

Services may include:

- Counseling supports
- Tutoring services
- transportation services (bus passes, etc.)

Materials may include:

- Clothing and personal supplies
- Food resources and supplies
- Personal care services (haircuts, etc.)
- Technology support (laptops, headphones, tablets, etc).
- Entrance fees to school events
- PE clothes
- School supplies

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures services such as tutoring, counseling, personal care etc. (physical or digital)
200	Title I 4000-4999: Books And Supplies student supplies technology, food, personal needs. (physical or digital)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The overall implementation of the strategies and activities in this goal have been effective for the student populations on campus. The evidence that the goals and strategies have been effective can be seen in the decrease of the percentage of student suspensions over the past school years. Also the increase in school engagement.

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 major difference between the intended implementation and budgeted expenditures has been increased this school year in order to meet the inequities found in the data from the 21/22 IReady data, high attendance rates, suspension rates and student surveys.

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.

There has been an increase in the funding resources to add additional Social Emotional support groups to meet the needs of our under performing subgroups.

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

## Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Systematic Instruction in Phonological Awareness, Phonics and Sight Words (CORE/SIPPs). Intervention program for students in need of developing phonological awareness.  Training grades Kindergarten through 6th Grade.	July 2018- June 2019	Education Services - Liberal Arts and Literacy/ Intervention	Supplemental reading fluency and comprehension program	5800: Professional/Consulting Services And Operating Expenditures	Title I  EIA Funds	
Implement Suntex International Kindergarten through 6th grade (First In Math). Program is used to develop math fluency in math for students grades K-6.	July 2018- June 2019	Education Services - Math Science and College and Career Pathways	Supplemental digital math fluency program	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My Learning Plan - Frontline Technologies Group - Program is used to track professional development district-wide. Program also offers digital professional development through a personalized digital platform.	July 2018- June 2019	Education Services - Induction/ Teacher Support Services	My Learning Plan - Professional Development Software	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,276
Illuminate Education, Inc., K-12 - Program is used to house student assessment data for teacher and administrator use in disaggregating data to inform instruction.	July 2018- June 2019	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web-based data management system	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	9,950

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers, administrators and support staff to implement evidence based instructional strategies.  PBIS Coordinator  Lead Math Strategist  Lead Technology Strategist  Lead English Language Arts Strategist  Lead Language Development Strategist  GATE/AVID TOSA	July 2018- June 2019	Student Services  Math/Science and College and Career Pathways  Assessment, Research, Data Analysis and Educational Technology  Liberal Arts and Literacy/ Intervention - EL Programs Department	Instructional Coaching and Professional Development Salary and Benefits	1000-1999: Certificated Personnel Salaries	Title I	33,134

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Blackboard, Inc. - Parent Link Communication K-12 - Parent engagement tool used to inform parents about school and district events and activities.	July 2018- June 2019	Communication Services	Contract Parent/Home Communication	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	4,225
Footsteps2Brilliance, Inc., 5 year agreement pre-K -5th grade - Wed based program used to develop literacy skills and practice in English and Spanish. Program provides for parents to become in the process of developing literacy with their child.	July 2018- June 2019	Liberal Arts and Literacy/Intervention	Contract Literacy/Parent and Family Engagement	5000-5999: Services And Other Operating Expenditures	Title I	
School Loop, Inc., K-12 - Web-based communication tool used to inform parents about school and district events and increase parental involvement and engagement. Program is also used to house teacher instructional collaboration information and as a communication tool for teachers and administrators.	July 2018 - June 2019	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web based information Collaboration Tool	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,513

Centralized Services for Planned Improvements in Student Performance

## Centralized Service Goal #4

**SUBJECT:** Centralized Services for Planned Improvements in Student Performance in

**SCHOOL GOAL #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

# Budget Summary

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,272.71

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$342,202.71
Title I Part A: Parent Involvement	\$13,250.00

Subtotal of additional federal funds included for this school: \$355,452.71

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 (\$)
EL Supplemental	\$35,820.00

Subtotal of state or local funds included for this school: \$35,820.00

Total of federal, state, and/or local funds for this school: \$391,272.71

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	342,202.71	0.00
EL Supplemental	35,820	0.00

## Expenditures by Funding Source

Funding Source	Amount
EL Supplemental	35,820.00
Title I	342,202.71
Title I Part A: Parent Involvement	13,250.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	233,542.71
2000-2999: Classified Personnel Salaries	88,180.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	7,425.00
5000-5999: Services And Other Operating Expenditures	49,125.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EL Supplemental	16,870.00
2000-2999: Classified Personnel Salaries	EL Supplemental	10,700.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	250.00

5800: Professional/Consulting Services And Operating Expenditures	EL Supplemental	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	216,672.71
2000-2999: Classified Personnel Salaries	Title I	77,480.00
3000-3999: Employee Benefits	Title I	1,000.00
4000-4999: Books And Supplies	Title I	7,425.00
5000-5999: Services And Other Operating Expenditures	Title I	35,625.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	13,250.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	130,970.00
Goal 2	207,152.00
Goal 3	53,150.71

# 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
- 3 Other School Staff
- 6 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Carolyn Eide- Principal	Principal
Tamara Carlson - chair person	Classroom Teacher
Deborah Geysler vice-chair person	Classroom Teacher
Gregory Dalton- parliamentarian	Classroom Teacher
Sarah Bryan- secretary	Classroom Teacher
Sandra Arnold - Program Specialist - alternate	Other School Staff
Angel Arratia - JMS AP	Other School Staff
Cynthia Pool- Other Alternate	Other School Staff
Christopher Alder - Parent Member	Parent or Community Member
Maria Venagas- Parent & DAC Representative	Parent or Community Member
Joe Magana Silva - Parent Member	Parent or Community Member
Brigithe Marroquin - Parent Alternate	Parent or Community Member
Sarai Lucan - Student	Secondary Student
Serenity West - student	Secondary Student
Gaby Montoya - Parent	Parent or Community Member
Luz Martinez - Parent	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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 May 12, 2022.

Attested:

Principal, Carolyn Eide on 05/12/2022

SSC Chairperson, Tamera Carlson on 05/12/2022

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

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

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# Jehue Middle School: D/F rate for Math

Jehue

Math	A	B	C	D	D-	F	Grand Total
Quarter 1	479	328	297	163	50	109	1426
Quarter 3	534	307	259			338	1438
The D/D-/F/ grade changed from $322 / 1426 = 23\%$ to $338 / 1438 = 24\%$ An increase in D/F by 1%							

# Jehue Middle School: D/F Rate for ELA

Jehue

Math	A	B	C	D	D-	F	Grand Total
Quarter 1	<b>40.38%</b>	<b>30.72%</b>	<b>19.78%</b>	<b>7.29%</b>	<b>0.61%</b>	<b>1.22%</b>	<b>100.00%</b>
Quarter 3	<b>32.91%</b>	<b>29.16%</b>	<b>23.5%</b>			<b>14.36%</b>	<b>100.00%</b>
The D/D-/F/ grades went from 9.12 % (Q1) to 14.36%( Q3) An increase of 5.24% in the D/D-,F grades							

Gender	(All)
Race	(All)
Special Education	(All)
Foster	(All)
McKinney	(All)
English Language Learner	(All)

School	
Hughbanks Element...	^
Jehue Middle School	
Kelley Elementary	v

Subject	
Math	
Reading	

		Math																							
		Fall				Spring																			
		2 or More Levels		1 Level Below		On Level		Above Level																	
School	Grade	Teacher	#	%	#	%	#	%	#	%	Fall #	Fall %	#	%	#	%	#	%	Spring #	Spring %	Total #	Total %			
Jehue Middle School	6	ADAM PETRINI	46	75.41%	14	22.95%	1	1.64%	--	0.00%	61	100.00%	28	47.46%	21	35.59%	10	16.95%	--	0.00%	59	100.00%	120		
		DANIEL O'BRIEN	43	67.19%	16	25.00%	5	7.81%	--	0.00%	64	100.00%	21	31.82%	20	30.30%	25	37.88%	--	0.00%	66	100.00%	130		
		JANETTE TRUJILLO	4	100.00%	--	0.00%	--	0.00%	--	0.00%	4	100.00%	4	100.00%	--	0.00%	--	0.00%	--	0.00%	4	100.00%	8		
		JUAN LUNA VARGAS	1	100.00%	--	0.00%	--	0.00%	--	0.00%	1	100.00%	1	100.00%	--	0.00%	--	0.00%	--	0.00%	1	100.00%	2		
		M MENDOZA	46	76.67%	12	20.00%	2	3.33%	--	0.00%	60	100.00%	38	58.46%	14	21.54%	13	20.00%	--	0.00%	65	100.00%	125		
		MARY DUARTE	39	63.93%	22	36.07%	--	0.00%	--	0.00%	61	100.00%	20	33.90%	29	49.15%	10	16.95%	--	0.00%	59	100.00%	120		
		MEGAN LEWIS	44	70.97%	16	25.81%	2	3.23%	--	0.00%	62	100.00%	27	45.00%	24	40.00%	9	15.00%	--	0.00%	60	100.00%	122		
		NATASHA JACKSON	24	40.68%	18	30.51%	17	28.81%	--	0.00%	59	100.00%	15	24.59%	17	27.87%	28	45.90%	1	1.64%	61	100.00%	120		
		TROY HOLLAND	21	36.84%	26	45.61%	10	17.54%	--	0.00%	57	100.00%	6	9.68%	12	19.35%	43	69.35%	1	1.61%	62	100.00%	119		
		<b>6 Total</b>			<b>268</b>	<b>62.47%</b>	<b>124</b>	<b>28.90%</b>	<b>37</b>	<b>8.62%</b>	<b>--</b>	<b>0.00%</b>	<b>429</b>	<b>100.00%</b>	<b>160</b>	<b>36.61%</b>	<b>137</b>	<b>31.35%</b>	<b>138</b>	<b>31.58%</b>	<b>2</b>	<b>0.46%</b>	<b>437</b>	<b>100.00%</b>	<b>866</b>
	7	JANETTE TRUJILLO	6	100.00%	--	0.00%	--	0.00%	--	0.00%	6	100.00%	8	100.00%	--	0.00%	--	0.00%	--	0.00%	8	100.00%	14		
		JESSICA PIERCE	67	45.89%	54	36.99%	24	16.44%	1	0.68%	146	100.00%	62	41.33%	41	27.33%	46	30.67%	1	0.67%	150	100.00%	296		
		MARY DUARTE	--	0.00%	1	100.00%	--	0.00%	--	0.00%	1	100.00%	--	0.00%	1	100.00%	--	0.00%	--	0.00%	1	100.00%	2		
		MELISSA SMITH	93	73.23%	30	23.62%	4	3.15%	--	0.00%	127	100.00%	78	59.54%	42	32.06%	11	8.40%	--	0.00%	131	100.00%	258		
		TIFFANY GONZALEZ	122	79.22%	24	15.58%	8	5.19%	--	0.00%	154	100.00%	110	68.75%	41	25.63%	9	5.63%	--	0.00%	160	100.00%	314		
		<b>7 Total</b>			<b>288</b>	<b>66.36%</b>	<b>109</b>	<b>25.12%</b>	<b>36</b>	<b>8.29%</b>	<b>1</b>	<b>0.23%</b>	<b>434</b>	<b>100.00%</b>	<b>258</b>	<b>57.33%</b>	<b>125</b>	<b>27.78%</b>	<b>66</b>	<b>14.67%</b>	<b>1</b>	<b>0.22%</b>	<b>450</b>	<b>100.00%</b>	<b>884</b>
		DEBORAH GEYSER	88	58.67%	53	35.33%	9	6.00%	--	0.00%	150	100.00%	77	52.38%	41	27.89%	29	19.73%	--	0.00%	147	100.00%	297		
	8	JOHN DAHL	104	68.87%	33	21.85%	14	9.27%	--	0.00%	151	100.00%	83	53.55%	41	26.45%	30	19.35%	1	0.65%	155	100.00%	306		
		MELISSA SMITH	23	71.88%	9	28.13%	--	0.00%	--	0.00%	32	100.00%	20	62.50%	10	31.25%	2	6.25%	--	0.00%	32	100.00%	64		
		SARAH BRYAN	102	67.11%	39	25.66%	11	7.24%	--	0.00%	152	100.00%	93	57.76%	41	25.47%	26	16.15%	1	0.62%	161	100.00%	313		
YOLANDA SMITH		11	100.00%	--	0.00%	--	0.00%	--	0.00%	11	100.00%	12	100.00%	--	0.00%	--	0.00%	--	0.00%	12	100.00%	23			
<b>8 Total</b>			<b>328</b>	<b>66.13%</b>	<b>134</b>	<b>27.02%</b>	<b>34</b>	<b>6.85%</b>	<b>--</b>	<b>0.00%</b>	<b>496</b>	<b>100.00%</b>	<b>285</b>	<b>56.21%</b>	<b>133</b>	<b>26.23%</b>	<b>87</b>	<b>17.16%</b>	<b>2</b>	<b>0.39%</b>	<b>507</b>	<b>100.00%</b>	<b>1003</b>		
<b>Jehue Middle School Total</b>			<b>884</b>	<b>65.05%</b>	<b>367</b>	<b>27.01%</b>	<b>107</b>	<b>7.87%</b>	<b>1</b>	<b>0.07%</b>	<b>1359</b>	<b>100.00%</b>	<b>703</b>	<b>50.43%</b>	<b>395</b>	<b>28.34%</b>	<b>291</b>	<b>20.88%</b>	<b>5</b>	<b>0.36%</b>	<b>1394</b>	<b>100.00%</b>	<b>2753</b>		

Gender	(All)
Race	(All)
Special Education	(All)
Foster	(All)
McKinney	(All)
English Language Learner	(All)

<b>School</b>
Hughbanks Elemen...
Jehue Middle School
Kelley Elementary

<b>Subject</b>
Math
Reading

Subject Window :lative Plac Values

School	Grade	Teacher	Fall						Math						Spring #	Spring %	Total #	Total %			
			2 or More Levels		1 Level Below		On Level		2 or More Levels		1 Level Below		On Level						Above Level		
			#	%	#	%	#	%	#	%	#	%	#	%					#	%	
Jehue Middle School	6	ADAM PETRINI	22	68.75%	7	21.88%	3	9.38%	32	100.00%	13	41.94%	11	35.48%	7	22.58%	--	0.00%	31	100.00%	63
		DANIEL O'BRIEN	29	46.03%	28	44.44%	6	9.52%	63	100.00%	16	27.12%	20	33.90%	23	38.98%	--	0.00%	59	100.00%	122
		M MENDOZA	37	72.55%	14	27.45%	--	0.00%	51	100.00%	31	59.62%	19	36.54%	2	3.85%	--	0.00%	52	100.00%	103
		MARY DUARTE	38	69.09%	15	27.27%	2	3.64%	55	100.00%	32	51.61%	19	30.65%	11	17.74%	--	0.00%	62	100.00%	117
		NATASHA JACKSON	21	34.43%	25	40.98%	15	24.59%	61	100.00%	15	25.42%	12	20.34%	31	52.54%	1	1.69%	59	100.00%	120
		TROY HOLLAND	25	39.06%	22	34.38%	17	26.56%	64	100.00%	21	32.31%	7	10.77%	34	52.31%	3	4.62%	65	100.00%	129
		YOLANDA SMITH	6	100.00%	--	0.00%	--	0.00%	6	100.00%	7	100.00%	--	0.00%	--	0.00%	--	0.00%	7	100.00%	13
		HARRY COATS	38	65.52%	18	31.03%	2	3.45%	58	100.00%	28	49.12%	24	42.11%	5	8.77%	--	0.00%	57	100.00%	115
	<b>6 Total</b>	<b>216</b>	<b>55.38%</b>	<b>129</b>	<b>33.08%</b>	<b>45</b>	<b>11.54%</b>	<b>390</b>	<b>100.00%</b>	<b>163</b>	<b>41.58%</b>	<b>112</b>	<b>28.57%</b>	<b>113</b>	<b>28.83%</b>	<b>4</b>	<b>1.02%</b>	<b>392</b>	<b>100.00%</b>	<b>782</b>	
	7	DEBORAH GEYSER	4	7.27%	22	40.00%	29	52.73%	55	100.00%	3	5.26%	16	28.07%	37	64.91%	1	1.75%	57	100.00%	112
		JESSICA PIERCE	58	43.94%	45	34.09%	29	21.97%	132	100.00%	57	40.43%	44	31.21%	39	27.66%	1	0.71%	141	100.00%	273
		MELISSA SMITH	68	65.38%	29	27.88%	7	6.73%	104	100.00%	67	62.62%	26	24.30%	14	13.08%	--	0.00%	107	100.00%	211
		TIFFANY GONZALEZ	87	66.92%	37	28.46%	6	4.62%	130	100.00%	88	62.41%	34	24.11%	18	12.77%	1	0.71%	141	100.00%	271
		YOLANDA SMITH	11	100.00%	--	0.00%	--	0.00%	11	100.00%	11	100.00%	--	0.00%	--	0.00%	--	0.00%	11	100.00%	22
	<b>7 Total</b>	<b>228</b>	<b>52.78%</b>	<b>133</b>	<b>30.79%</b>	<b>71</b>	<b>16.44%</b>	<b>432</b>	<b>100.00%</b>	<b>226</b>	<b>49.45%</b>	<b>120</b>	<b>26.26%</b>	<b>108</b>	<b>23.63%</b>	<b>3</b>	<b>0.66%</b>	<b>457</b>	<b>100.00%</b>	<b>889</b>	
	8	DEBORAH GEYSER	52	75.36%	16	23.19%	1	1.45%	69	100.00%	45	56.25%	22	27.50%	13	16.25%	--	0.00%	80	100.00%	149
		JOHN DAHL	51	42.15%	26	21.49%	44	36.36%	121	100.00%	42	33.87%	26	20.97%	56	45.16%	--	0.00%	124	100.00%	245
		SARAH BRYAN	63	52.07%	37	30.58%	21	17.36%	121	100.00%	56	42.75%	39	29.77%	36	27.48%	--	0.00%	131	100.00%	252
		YOLANDA SMITH	12	100.00%	--	0.00%	--	0.00%	12	100.00%	13	100.00%	--	0.00%	--	0.00%	--	0.00%	13	100.00%	25
	DESMOND MAXWELL	64	76.19%	15	17.86%	5	5.95%	84	100.00%	54	64.29%	22	26.19%	8	9.52%	--	0.00%	84	100.00%	168	
<b>8 Total</b>	<b>242</b>	<b>59.46%</b>	<b>94</b>	<b>23.10%</b>	<b>71</b>	<b>17.44%</b>	<b>407</b>	<b>100.00%</b>	<b>210</b>	<b>48.61%</b>	<b>109</b>	<b>25.23%</b>	<b>113</b>	<b>26.16%</b>	<b>--</b>	<b>0.00%</b>	<b>432</b>	<b>100.00%</b>	<b>839</b>		
<b>Jehue Middle School Total</b>			<b>686</b>	<b>55.82%</b>	<b>356</b>	<b>28.97%</b>	<b>187</b>	<b>15.22%</b>	<b>1229</b>	<b>100.00%</b>	<b>599</b>	<b>46.76%</b>	<b>341</b>	<b>26.62%</b>	<b>334</b>	<b>26.07%</b>	<b>7</b>	<b>0.55%</b>	<b>1281</b>	<b>100.00%</b>	<b>2510</b>

Gender	(All)
Race	(All)
Special Education	(All)
Foster	(All)
McKinney	(All)
English Language Learner	(All)

School
Hughbanks Element...
Jehue Middle School
Kelley Elementary

Subject
Math
Reading

		Subject										Window		Relative Plac		Values										
		Reading																								
		Fall										Spring														
		2 or More Levels		1 Level Below		On Level		Above Level				2 or More Levels		1 Level Below		On Level		Above Level								
School	Grade	Teacher	#	%	#	%	#	%	#	%	Fall #	Fall %	#	%	#	%	#	%	#	%	Spring #	Spring %	Total #	Total %		
Jehue Middle School	6	ADAM PETRINI	19	59.38%	9	28.13%	4	12.50%	--	0.00%	32	100.00%	17	58.62%	9	31.03%	3	10.34%	--	0.00%	29	100.00%	61			
		ANA MONTERROSA	43	74.14%	9	15.52%	6	10.34%	--	0.00%	58	100.00%	38	64.41%	11	18.64%	10	16.95%	--	0.00%	59	100.00%	117			
		ANDREW KRUK	35	55.56%	17	26.98%	11	17.46%	--	0.00%	63	100.00%	37	60.66%	10	16.39%	12	19.67%	2	3.28%	61	100.00%	124			
		JESSICA HERNANDEZ	17	27.87%	23	37.70%	20	32.79%	1	1.64%	61	100.00%	11	18.64%	14	23.73%	27	45.76%	7	11.86%	59	100.00%	120			
		LAURA DEAN	29	43.94%	18	27.27%	18	27.27%	1	1.52%	66	100.00%	26	39.39%	10	15.15%	27	40.91%	3	4.55%	66	100.00%	132			
		MARIANA GAYTON	29	67.44%	9	20.93%	5	11.63%	--	0.00%	43	100.00%	24	55.81%	14	32.56%	5	11.63%	--	0.00%	43	100.00%	86			
		OLIVER WILLIAMS	9	90.00%	1	10.00%	--	0.00%	--	0.00%	10	100.00%	9	90.00%	--	0.00%	1	10.00%	--	0.00%	10	100.00%	20			
		RENEE MAGDALENO	6	100.00%	--	0.00%	--	0.00%	--	0.00%	6	100.00%	6	85.71%	1	14.29%	--	0.00%	--	0.00%	--	0.00%	7	100.00%	13	
		THOMAS BURCHMORE	41	78.85%	9	17.31%	2	3.85%	--	0.00%	52	100.00%	37	60.66%	12	19.67%	12	19.67%	--	0.00%	61	100.00%	113			
		<b>6 Total</b>			<b>228</b>	<b>58.31%</b>	<b>95</b>	<b>24.30%</b>	<b>66</b>	<b>16.88%</b>	<b>2</b>	<b>0.51%</b>	<b>391</b>	<b>100.00%</b>	<b>205</b>	<b>51.90%</b>	<b>81</b>	<b>20.51%</b>	<b>97</b>	<b>24.56%</b>	<b>12</b>	<b>3.04%</b>	<b>395</b>	<b>100.00%</b>	<b>786</b>	
	7	AMY WATKINS	53	49.07%	29	26.85%	26	24.07%	--	0.00%	108	100.00%	55	49.55%	17	15.32%	37	33.33%	2	1.80%	111	100.00%	219			
		MICHAELINE KELLMER	68	60.18%	21	18.58%	24	21.24%	--	0.00%	113	100.00%	69	59.48%	19	16.38%	26	22.41%	2	1.72%	116	100.00%	229			
		OLIVER WILLIAMS	2	66.67%	--	0.00%	1	33.33%	--	0.00%	3	100.00%	6	100.00%	--	0.00%	--	0.00%	--	0.00%	6	100.00%	9			
		RENEE MAGDALENO	11	100.00%	--	0.00%	--	0.00%	--	0.00%	11	100.00%	11	100.00%	--	0.00%	--	0.00%	--	0.00%	11	100.00%	22			
		RICHARD TORRES	65	59.09%	17	15.45%	26	23.64%	2	1.82%	110	100.00%	63	54.31%	18	15.52%	33	28.45%	2	1.72%	116	100.00%	226			
		VIRGINIA MARTINEZ-GONZALEZ	55	72.37%	14	18.42%	6	7.89%	1	1.32%	76	100.00%	56	67.47%	12	14.46%	15	18.07%	--	0.00%	83	100.00%	159			
		<b>7 Total</b>			<b>254</b>	<b>60.33%</b>	<b>81</b>	<b>19.24%</b>	<b>83</b>	<b>19.71%</b>	<b>3</b>	<b>0.71%</b>	<b>421</b>	<b>100.00%</b>	<b>260</b>	<b>58.69%</b>	<b>66</b>	<b>14.90%</b>	<b>111</b>	<b>25.06%</b>	<b>6</b>	<b>1.35%</b>	<b>443</b>	<b>100.00%</b>	<b>864</b>	
		BERENICE LOPEZ	69	58.47%	26	22.03%	23	19.49%	--	0.00%	118	100.00%	61	53.51%	19	16.67%	33	28.95%	1	0.88%	114	100.00%	232			
	8	OLIVER WILLIAMS	7	87.50%	1	12.50%	--	0.00%	--	0.00%	8	100.00%	7	100.00%	--	0.00%	--	0.00%	--	0.00%	7	100.00%	15			
		RENEE MAGDALENO	12	100.00%	--	0.00%	--	0.00%	--	0.00%	12	100.00%	13	100.00%	--	0.00%	--	0.00%	--	0.00%	13	100.00%	25			
		SARAH TORREY	75	58.59%	29	22.66%	24	18.75%	--	0.00%	128	100.00%	67	57.26%	16	13.68%	33	28.21%	1	0.85%	117	100.00%	245			
		STEVEN LANE	64	61.54%	19	18.27%	21	20.19%	--	0.00%	104	100.00%	49	49.49%	16	16.16%	34	34.34%	--	0.00%	99	100.00%	203			
	VIRGINIA MARTINEZ-GONZALEZ	28	51.85%	7	12.96%	19	35.19%	--	0.00%	54	100.00%	18	32.73%	15	27.27%	20	36.36%	2	3.64%	55	100.00%	109				
	<b>8 Total</b>			<b>255</b>	<b>60.14%</b>	<b>82</b>	<b>19.34%</b>	<b>87</b>	<b>20.52%</b>	<b>--</b>	<b>0.00%</b>	<b>424</b>	<b>100.00%</b>	<b>215</b>	<b>53.09%</b>	<b>66</b>	<b>16.30%</b>	<b>120</b>	<b>29.63%</b>	<b>4</b>	<b>0.99%</b>	<b>405</b>	<b>100.00%</b>	<b>829</b>		
	<b>Jehue Middle School Total</b>			<b>737</b>	<b>59.63%</b>	<b>258</b>	<b>20.87%</b>	<b>236</b>	<b>19.09%</b>	<b>5</b>	<b>0.40%</b>	<b>1236</b>	<b>100.00%</b>	<b>680</b>	<b>54.71%</b>	<b>213</b>	<b>17.14%</b>	<b>328</b>	<b>26.39%</b>	<b>22</b>	<b>1.77%</b>	<b>1243</b>	<b>100.00%</b>	<b>2479</b>		

Gender	(All)
Race	(All)
Special Education	(All)
Foster	(All)
McKinney	(All)
English Language Learner	(All)

School	
Hughbanks Element...	^
Jehue Middle School	
Kelley Elementary	v

Subject	
Math	
Reading	

		Subject Window Relative Placement Values																							
		Fall								Reading		Spring													
School	Grade	Teacher	2 or More Levels		1 Level Below		On Level		Above Level		Fall #	Fall %	2 or More Levels		1 Level Below		On Level		Above Level		Spring #	Spring %	Total #	Total %	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%					
Jehue Middle School	6	AIME GUTIERREZ BELTRAN	38	61.29%	18	29.03%	6	9.68%	--	0.00%	62	100.00%	38	57.58%	15	22.73%	13	19.70%	--	0.00%	66	100.00%	128		
		ANA MONTERROSA	46	75.41%	11	18.03%	4	6.56%	--	0.00%	61	100.00%	39	61.90%	12	19.05%	12	19.05%	--	0.00%	63	100.00%	124		
		ANDREW KRUK	39	60.94%	16	25.00%	9	14.06%	--	0.00%	64	100.00%	33	50.00%	20	30.30%	13	19.70%	--	0.00%	66	100.00%	130		
		JESSICA HERNANDEZ	23	38.98%	17	28.81%	18	30.51%	1	1.69%	59	100.00%	17	27.87%	15	24.59%	27	44.26%	2	3.28%	61	100.00%	120		
		JUAN LUNA VARGAS	1	100.00%	--	0.00%	--	0.00%	--	0.00%	1	100.00%	1	100.00%	--	0.00%	--	0.00%	--	0.00%	1	100.00%	2		
		LAURA DEAN	25	44.64%	15	26.79%	13	23.21%	3	5.36%	56	100.00%	13	20.97%	21	33.87%	26	41.94%	2	3.23%	62	100.00%	118		
		MARIANA GAYTON	37	66.07%	15	26.79%	4	7.14%	--	0.00%	56	100.00%	36	62.07%	12	20.69%	10	17.24%	--	0.00%	58	100.00%	114		
		OLIVER WILLIAMS	4	100.00%	--	0.00%	--	0.00%	--	0.00%	4	100.00%	7	100.00%	--	0.00%	--	0.00%	--	0.00%	7	100.00%	11		
		RENEE MAGDALENO	4	100.00%	--	0.00%	--	0.00%	--	0.00%	4	100.00%	4	100.00%	--	0.00%	--	0.00%	--	0.00%	4	100.00%	8		
		THOMAS BURCHMORE	34	55.74%	17	27.87%	10	16.39%	--	0.00%	61	100.00%	26	41.94%	18	29.03%	18	29.03%	--	0.00%	62	100.00%	123		
	<b>6 Total</b>		<b>251</b>	<b>58.64%</b>	<b>109</b>	<b>25.47%</b>	<b>64</b>	<b>14.95%</b>	<b>4</b>	<b>0.93%</b>	<b>428</b>	<b>100.00%</b>	<b>214</b>	<b>47.56%</b>	<b>113</b>	<b>25.11%</b>	<b>119</b>	<b>26.44%</b>	<b>4</b>	<b>0.89%</b>	<b>450</b>	<b>100.00%</b>	<b>878</b>		
	7	AMY WATKINS	89	70.63%	21	16.67%	15	11.90%	1	0.79%	126	100.00%	77	58.78%	19	14.50%	32	24.43%	3	2.29%	131	100.00%	257		
		ANA MONTERROSA	--	0.00%	--	0.00%	1	100.00%	--	0.00%	1	100.00%	--	0.00%	--	0.00%	1	100.00%	--	0.00%	1	100.00%	2		
		EMILY RIOS	38	73.08%	6	11.54%	8	15.38%	--	0.00%	52	100.00%	24	47.06%	14	27.45%	12	23.53%	1	1.96%	51	100.00%	103		
		MICHAELINE KELLMER	67	62.04%	24	22.22%	17	15.74%	--	0.00%	108	100.00%	54	50.00%	20	18.52%	34	31.48%	--	0.00%	108	100.00%	216		
		OLIVER WILLIAMS	11	100.00%	--	0.00%	--	0.00%	--	0.00%	11	100.00%	16	100.00%	--	0.00%	--	0.00%	--	0.00%	16	100.00%	27		
		RENEE MAGDALENO	6	100.00%	--	0.00%	--	0.00%	--	0.00%	6	100.00%	7	87.50%	1	12.50%	--	0.00%	--	0.00%	8	100.00%	14		
		RICHARD TORRES	85	63.91%	19	14.29%	26	19.55%	3	2.26%	133	100.00%	74	56.06%	19	14.39%	36	27.27%	3	2.27%	132	100.00%	265		
		<b>7 Total</b>		<b>296</b>	<b>67.73%</b>	<b>70</b>	<b>16.02%</b>	<b>67</b>	<b>15.33%</b>	<b>4</b>	<b>0.92%</b>	<b>437</b>	<b>100.00%</b>	<b>252</b>	<b>56.38%</b>	<b>73</b>	<b>16.33%</b>	<b>115</b>	<b>25.73%</b>	<b>7</b>	<b>1.57%</b>	<b>447</b>	<b>100.00%</b>	<b>884</b>	
		8	BERENICE LOPEZ	100	69.93%	24	16.78%	18	12.59%	1	0.70%	143	100.00%	74	55.22%	35	26.12%	25	18.66%	--	0.00%	134	100.00%	277	
EMILY RIOS			48	59.26%	15	18.52%	17	20.99%	1	1.23%	81	100.00%	43	52.44%	15	18.29%	24	29.27%	--	0.00%	82	100.00%	163		
OLIVER WILLIAMS	9		100.00%	--	0.00%	--	0.00%	--	0.00%	9	100.00%	10	90.91%	--	0.00%	1	9.09%	--	0.00%	11	100.00%	20			
RENEE MAGDALENO	11		100.00%	--	0.00%	--	0.00%	--	0.00%	11	100.00%	12	100.00%	--	0.00%	--	0.00%	--	0.00%	12	100.00%	23			
SARAH TORREY	88		62.41%	30	21.28%	22	15.60%	1	0.71%	141	100.00%	85	61.15%	22	15.83%	30	21.58%	2	1.44%	139	100.00%	280			
<b>8 Total</b>		<b>72</b>	<b>61.54%</b>	<b>22</b>	<b>18.80%</b>	<b>22</b>	<b>18.80%</b>	<b>1</b>	<b>0.85%</b>	<b>117</b>	<b>100.00%</b>	<b>55</b>	<b>47.83%</b>	<b>22</b>	<b>19.13%</b>	<b>37</b>	<b>32.17%</b>	<b>1</b>	<b>0.87%</b>	<b>115</b>	<b>100.00%</b>	<b>232</b>			
<b>Jehue Middle School Total</b>		<b>875</b>	<b>64.01%</b>	<b>270</b>	<b>19.75%</b>	<b>210</b>	<b>15.36%</b>	<b>12</b>	<b>0.88%</b>	<b>1367</b>	<b>100.00%</b>	<b>745</b>	<b>53.60%</b>	<b>280</b>	<b>20.14%</b>	<b>351</b>	<b>25.25%</b>	<b>14</b>	<b>1.01%</b>	<b>1390</b>	<b>100.00%</b>	<b>2757</b>			



# JEHUE MIDDLE SCHOOL

## ELAC/SSC

### 2022-2023 MEETING DATES

#### ELAC

##### WEDNESDAYS - 9:00 AM

- August 24, 2022
- October 19, 2022
- January 18, 2023
- March 8, 2023
- May 3, 2023

#### SSC

##### THURSDAYS - 3:00 PM

- August 25, 2022
- October 20, 2022
- January 19, 2023
- March 9, 2023
- May 4, 2023





Rialto Unified School District

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CAROLYN EIDE  
Principal

ANGEL ARRATIA  
CYNTHIA POOL  
Assistant Principals

*The mission of Jehue Middle School, the compass that guides students on their pathway to success, is to inspire creativity and learning through building relationships with all students, families, staff, and members of the community to enrich their foundation for lifelong learning, through a vital system distinguished by: Providing a safe and welcoming environment that embraces cultural diversity; Utilizing technology to promote creative learning; Offering opportunities for parent and community involvement; Increased student learning expectations; Professional growth opportunities*

## SSC Meeting #7/ JUNTA #7 SSC

Thursday, May 12, 2022/ *miércoles 12, de mayo, 2022*

@3:30 p.m.

School Site Council (SSC)/ *Concilio Escolar Inglés*

### Minutes

- I. Call to Order/ *Inicio de la junta*
  - A. Meeting called to order by Mr. Arratia (AP) 3:36pm
    1. Mrs. Carlson (Chairperson) motions to move
    2. Ms. Bryan (Secretary) seconded motion
- II. Welcome and introductions/ *Bienvenida y presentaciones*
  - A. Tamara Carlson - Chairperson/Science Teacher
  - B. Deborah Geysler - Vice Chairperson/Math Teacher
  - C. Sarah Bryan - Secretary/Math Teacher
  - D. Angel Arratia - JMS Assistant Principal
  - E. Carolyn Eide - JMS Principal
  - F. Cynthia Pool - JMS Assistant Principal
  - G. Sarai Lucan - ASB student
  - H. Serenity West - ASB student
  - I. Joe Magana Silva - parent
  - J. Brigitte Marroquin - parent
  - K. Gaby Montoya - parent
  - L. Luz Martinez - parent
  - M. Liliana Mares - parent
  - N. Maria Meza - parent
  - O. Maya Rodriguez Lopez - parent
  - P. Ana Rosa - parent
  - Q. Wilber - parent
  - R. Aymar Martinez Zapien - parent
  - S. Yolanda Velaquez - parent
- III. Review of sign-in procedure and agenda/
- IV. Check for quorum - to approve agenda items
- V. Reading and Approval of Previous Meeting Minutes/ *Lectura y aprobación del acta de la junta anterior*
  - A. Motion to approve minutes by Ms. Bryan
    1. Mrs. Geysler (Vice Chairperson) seconded motion
- VII. Information Items/ *Temas informativos*
  - A. Teacher/Department Update

*"Giving Our Best, Never Settling For Less"*



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1. Math
  - a) Both 7th and 8th grade are reviewing material needed for next year
    - (1) Solving equations
    - (2) Finding slope and graphing
  - b) Math 1 is reviewing for their Final Exam in a week
2. Science
  - a) 8th grade - motion with battery operated cars
  - b) 7th grade - ecology and ecosystems
- B. ASB Update
  1. 8th grade pancake breakfast (5/13)
  2. 8th grade field trip to Six Flags (5/14)
  3. 8th grade dance (5/18)
  4. 8th grade field day (5/25)
  5. BAM - trekked to Boyd to work with 5th graders
- C. ELPAC Completion Rate
  1. 98% and above in all four areas
- D. CAST (8th grade) Science Completion Rate
  1. Almost 99% completed, but over the 95% required completion rate
- E. SBAC/CAASPP - ELA Completion Rate
  1. Will continue to pull students in order to complete assessments (to reach 95% completion)
  2. Data provided pulled from 5/11, so rates are above what was shown
- F. DLI
  1. 125 6th grade students enrolled
  2. Four 6th grade teachers
    - a) Teachers will receive professional development
- G. Summer School
  1. June 9th - June 22nd
  2. 8:30am - 1:00pm
  3. Math and English offered to current 6th and 7th graders
  4. Other specific courses will be offered by invitation only
- H. Summer Algebra Institute
  1. June 13th - July 21st
  2. Free program to improve college readiness in mathematics and a residential stay at CSUSB for the last few days
- I. Promotion Ceremony
  1. June 1, 2022 at Carter HS at 5:30pm
  2. Students need to be at Carter by 5pm
- J. EL Reclassification Ceremony at Carter HS (May 13th, 2022 @5:30pm)
  1. Requirements for reclassifying:
    - a) Scoring a 4 or above in each category on the ELPAC
    - b) Passing English with a C or better
    - c) Meets grade level for Reading i-Ready

## VIII. Discussion Items

- A. 2022-2023 SPSA (Single Plan for Student Achievement) - Ms. Pool (AP)
- B. Goal 1 - Students will succeed at every grade level demonstrating readiness for higher education,



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career, and life in the 21st Century

- a) Increasing iReady scores
    - (1) No growth for “2 or more grade levels below” in English
    - (2) 1% decrease in “at grade level below” in English
    - (3) 10% decrease in “2 or more grade levels below” in Mathematics
    - (4) 6% decrease in “at grade level” in Mathematics
  - b) D’s/F’s increased
    - (1) 1% in Mathematics
    - (2) ~5% in English
  - c) Goal is to have a 3% growth in both English and Mathematics iReady scores for next year
  - d) Strategies in place:
    - (1) Summer school
    - (2) Incorporating technology
    - (3) Academic conferencing
    - (4) Blocked learning time
    - (5) Implementing standards
    - (6) Response to Intervention (RTI)
    - (7) Alternate supports for at risk students
    - (8) AVID
    - (9) ELPAC results and training to help foster academic growth
    - (10) Modified bell schedules and testing supplies
2. Goal 2 - Teachers provided with access and opportunities for increased achievement
- a) 3% reduction in tiers 2 and 3 of iReady
  - b) 2% decrease in D’s/F’s
  - c) 100% of certificated staff will attend professional development
  - d) Strategies in place:
    - (1) Weekly PLC (Professional Learning Communities)
    - (2) Professional learning materials
    - (3) Professional development
    - (4) Vertical articulation
    - (5) Instructional rounds
    - (6) School instructional foci/plan
    - (7) Collaboration time
    - (8) Program Specialist to provide targeted assistance
    - (9) Professional development for administrators and counselors
    - (10) Instructional coaches
3. Goal 3 - Will provide a positive, safe, and engaging learning environment
- a) 85% of the TFI for PBIS
  - b) AAPAC group to continue to develop
  - c) Decrease suspension rate and chronic absenteeism rate
  - d) Strategies in place:
    - (1) Vertical articulation with AVID
    - (2) PBIS full implementation of social-emotional learning and behavior supports
    - (3) Wellness Center





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- (4) Provide engagement and training workshops for parents
- (5) Capacity building and leadership workshops
- (6) Family engagement nights
- (7) Attendance
- (8) Supports and services for homeless and foster youth

4. Motion to approve SPSA for next year by Ms. Bryan

- a) Mrs. Geysler seconds
- b) All in favor - 8 out of 13
- c) No votes - 0
- d) Abstain - 5
- e) 2022/2023 SPSA was approved

C. PBIS

1. In the process of getting recognition for Platinum level

D. 2022-2023 SSC officers nominations and election

1. Form will be sent out to all members to see interest then take a vote for next year

**VIII.** Other items/*Otros puntos o artículos*

E. Mr. Arratia sharing photos of:

1. 5th grade orientation
2. ASB ice cream tables for teacher appreciation week
3. Science catapults in the hallways
4. 7th grade English greasers for Outsiders book
5. Guitar Club practicing for 8th grade breakfast

**IX.** Adjournment/*Clausura*

A. Motion to adjourn by Mrs. Carlson at 4:49pm

1. Mrs. Eide (Principal) seconded motion