

School Year: 2023-24



School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Jefferson Middle School Catherine Burling catherine.burling@desertsands.us	33 67058 6032015	05/25/2023	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental

services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Located in Indio, California, Thomas Jefferson Middle School (TJMS) is a school-wide Title 1 school that serves socioeconomically and ethnically diverse populations from Indio in grades 6-8. The school's fall 2022 enrollment was 539 whereby 93% are of Hispanic descent, 3% are white, and 1% are African American. Spanish is the primary home language of the school's nearly 220 English learners. The school's unduplicated pupil percentage is 97%, with the breakdown consisting of 41% English Language Learners, 96% of low-income families eligible for free or reduced meals, approximately 2% Foster Youth and 13% of students with Individual Education Plans (IEPs).

Jefferson school provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by a dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Our teachers use a variety of methods to keep in close contact with home, including school wide use of Google Classroom, ParentVue home access for parents, conferences (phone and personal), e-mail, and weekly newsletters. This, coupled with community and parent support, is the foundation of our dynamic learning community. Together, through our hard work, our students will be challenged to reach their potential.

Thomas Jefferson Middle School provides educational programs that focus on the academics and the social-emotional needs of all students. Robust programs and electives such as AVID, Band, Robotics, Technology, Renaissance/Leadership, FAME Academy/Communication Arts, and ELOP/ASES (after school programs) are prioritized to meet the student needs of those whose educational journeys are more challenged by language and/or economic barriers. Additionally, supporting the TJMS site is intentional and supportive community resources such as PIQE Parenting for Success, Ophelia (mentoring), School-Wide College and Career Day, Partnership with the Indio District Attorney, and Joven Noble Boys Intervention. Jefferson is dedicated to meeting the high expectations and performance goals set by our highly engaged and supportive 37 certificated and classified staff. Professional development continues to focus on researched-based instructional practices such as Professional Learning Communities (PLC), Universal Design for Learning (UDL), AVID, and Kagan. Jefferson is in full implementation of Multi-Tiered System of Supports (MTSS), with fully developed Tier 1, Tier 2, and Tier 3 teams, and is implementing the school-wide PBIS Rewards Data System. The previously identified need for additional counseling support to meet the social-emotional needs of our students and their families continues. As a result, TJMS a full-time counseling position added in the 2018-2019 school year to our school team continues to be funded using Title 1 supplemental funds and will continue into the 2023-24 school year. The Solution Center opened, our alternative to suspension room created in 2019 to assist in behavior reformation and an alternative to suspension, will also continue to be funded into the 2023-24 school year. Within the center, a project facilitator and an academic specialist planned and executed programs to help restore negative behavior in students while still supporting the daily academic needs of the students who were assigned days in the Solution Center. In addition, our part-time behavior mental health therapist previously added to the staff to assist students needing tier 2 and tier 3 interventions has now increased to a full time position. In 2022-2023, we partnered with the Riverside County of Education the school-wide focus on literacy, specifically reading comprehension and vocabulary, was targeted as an area of improvement. Our partnership with the Riverside County of Education included the addition of extra consultation and professional development with the English Language Development team as well as instructional coaching.

SPSA Highlights

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

The actions and strategies within our 2022-23 SPSA support grades 6-8 in efforts to decrease the average distance from standard in ELA, math, and science as well as maintain a high level of learner engagement, rigor, and relevance. Strengthening the focus on research-based instructional strategies results in academic achievement in all core content areas. Professional development will be expanded to include advanced instructional methodologies in PLCs, an increased number of Instructional Learning Rounds, the offering of an AVID Excel for targeted Long Term English Learners (LTELs), and an increase in the number of sections available to students at all grade levels. We will continue to work with the AVID school-wide implementation including continued training on the framework and focused selection of appropriate instructional strategies for scaffolding instruction for high-needs students including English learners and Special Education through the use of UDL strategies. In addition, a full-time instructional coach will help support our Tier 1 Leadership Team along with the support of the PLC process.

Another significant change from our prior year's SPSA is school-wide implementation of the three tiered MTSS system with clearly defined teams, a behavioral expectation matrix, and use of the Match Fit process at Tiers 2 and 3 to identify supports for students in need of more concentrated support beyond the classroom. The MTSS team rewards system using PBIS rewards that are used school-wide, as well as, a school-wide expectation implementation was taught to all students through start of year rallies and students were given expanded opportunities and incentives including an upgraded student store and a grant funded PBIS rewards lounge. The counseling team provided a variety of small group counseling sessions, restorative justice practices, tutorials, and academic support for students at every grade level. In order to support targeted at-risk students for social emotional support, TJMS welcomed back the Ophelia mentoring group for 8th grade girls and added an additional partnership with a local mentoring program for boys using the Joven Noble curriculum, combine the two groups served more than 40 students.

In the Solution Center, an academic specialist and a project facilitator lead to monitor and lead restoration circles for students who were assigned the solution center as an alternative to suspension. During their time there, students are still expected to complete academics. Using the baseline of the 2021-22 suspension rate of 7.3%, administration has worked closely with the Solution Center staff and counseling team to lead reflection activities and student mediation sessions with an end goal to reduce the suspension rate by 3.5% for the 2022-23 school year.

This year, we continued our ongoing work with the Riverside County Office of Education implementing the findings from a needs assessment analysis and root cause analysis which showed the underlying causes that led to 63% of TJMS students having difficulty in vocabulary and reading comprehension as indicated from iReady diagnostic exams were master schedule, teaching strategies, and accountability among staff and students. The staff chose to continue to focus on school wide literacy strategies such RACE, summarization, main idea and purpose, making a claim and supporting the claim, and inferencing. The Tier 1 leadership team continues to develop and implement strategies on best practices for increasing efficacy in these areas. The continued focus on literacy will continue through the 2023-24 school year with a continued focus on English learners and Long Term English Learners. A reading interventionists targeted our most at risk students in targeted literacy domains that include phonetic awareness. In partnership with Riverside County of Education, professional development in curriculum and ELD standards were supported with ELD teachers. In addition, professional development for all staff members was provided with a focus on improving literacy and best instructional practices.

A key highlight of this year was the reclassification of Thomas Jefferson Middle School from CSI to an ATSI school. We continue to maintain our status as an AVID School of Distinction, providing training to new staff and retraining opportunities to staff members desiring additional training. Currently, 1 AVID elective section is offered for each grade level, as well as 1 section per grade level for AVID excel. TJMS has also been awarded the silver PBIS medal in 2019-2020, 2020-2021, and 2021-22.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

As we entered the third year as a CSI designated campus, the Tier 1 Leadership Team agreed that the school-wide focus continues to be on literacy, specifically vocabulary and reading comprehension. When evaluating results from the iReady winter diagnostic test in 2022-2023 it showed that 86% of tested students had shown progress to Annual Typical Growth in Reading. The percentage of students scoring at the lowest level for vocabulary and reading comprehension decreased from 68% on the 2021-22 winter diagnostic to 50% on the 2022-23 winter diagnostic. It was agreed by the TJMS staff that a continued focus on literacy would benefit all content areas in the long run, and the previous year's focus on RACE in all content areas was expanded to allow each academic area to self-select a content specific literacy strategy. In addition, our data showed that with our continued focus, 58% of English Language learners have shown progress to annual typical growth, and 54% of Special Education students have shown progress to annual typical growth.

Thomas Jefferson Middle School's mission is to develop traits of resilience, academic endurance, and innovative thinking while instilling positive social skills. The school-wide expectation of Jaguars ROCK (Respect, Ownership, Cooperation, Kindness) is taught school-wide. The continued use of the PBIS Rewards Data System continues to be successful in building a positive culture on campus between students and staff. Thomas Jefferson is school-wide AVID with WICOR strategies in all classrooms. Focused Note Taking and Critical Reading is strong across all content areas. 100% of teaching staff are AVID trained. The continuation of structured development of Jaguar time was used this year to target school climate and student connectedness in response to the Panorama Survey Results while also enforcing AVID organizational strategies. The focus on College and Career resulted in the 4th annual College and Career Day. In an effort to provide an enriching experience with COVID restrictions, College and Career week was done virtually with community members providing presentations via video.

As a result of our efforts in 2022-23 in both academics, and social-emotional support, the Panorama Survey of students, staff, and families highlights the following points of pride:

- Our campus showed the most growth among student responses in the area of Growth Mindset
- Four out of five questions in the Growth Mindset category showed increased results compared to the previous year's survey
- There was an 8% increase in students believing they are talented
- Our students scored themselves highest overall in the Self Management category of questions
- Our students scored themselves highest in being polite to adults, following directions, being polite to other students, and coming to class prepared.



Greatest Needs

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

There is a continuing need to reduce site suspension rates, with effective alternatives to a suspension through counseling and MTSS. Previous suspension rates included 15.8% (2018-2019), 8% (2019-2020), and 7.3% in 2021-2022. At this time, we are projected to finish the 2022-23 school year with a suspension rate of approximately 4%, but our goal was 3.5% or lower. We will continue targeted intervention through counselor support designed for student groups with the highest behavioral challenges; additionally, we have partnered with a local mentoring group to work with students targeted as needing more personalized support. We will continue to develop the school-wide implementation of Tier 2 and Tier 3 interventions. The Panorama survey of students, staff, and families highlight that in order to address the suspension rate, and the academic gap, that we can do a better job of building student Grit and Self Efficacy.

Based on our Overall Student Performance Dashboard, all academic areas were in the 'very low' scoring area. All student groups were accounted for in the 'very low' category on 2021-22 state assessments.

Chronic absenteeism was 44%% in the 2021-2022 school year. A school counselor paid for using campus Title 1 funds has taken on the role of attendance facilitator to monitor and support students and families. The Chronic absenteeism rate is projected to decrease to approximately 20% for the 2022-2023 school year.

Performance Gaps

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

Thomas Jefferson Middle School school strives to ensure equality for all students by closing achievement gaps between student groups and all students. While suspension rates have shown some improvement, there is a discrepancy with English Learners being suspended at a higher rate (High) than all other student demographics (Medium). TJMS will provide additional counseling, mentoring, further staff development and the availability of a behavioral interventionist specialist to continue to address student behavior and staff response patterns.

While all academic areas were ranked in the 'Very Low' scoring category on the California school dashboard, a deeper dive into the data showed a significant Distance From Standard gap between “All Students” and the student group “Students with Disabilities”. In English Language Arts, "All Students" scored on average 83.4 points below standard while "Students with Disabilities" scored on average 162.6 points below standard. In Mathematics, "All Students" scored on average 155.4 points below standard while "Students with Disabilities" scored on average 225.1 points below standard.

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

LTEL (Long Term English Learners) show progress to reclassification and reclassify at a significantly lower rate (27%) than their EL peers not yet classified as LTELs (67%).

Projections on state assessment outcomes show the potential for significant growth in all academic areas, but due to the existing distance from standard in all areas, our staff agree that it will be important for our campus to continue its ongoing work on academic literacy across content areas.

Based on Panorama student survey results, student Self Efficacy is an area of weakness which will require ongoing support and intervention.
Projected suspension rates indicate a continue need for counseling, mentoring, and Tiered intervention supports for EL and Special Education students.

Need Assessment - Educational Partner Involvement

SPSA Year: 2023-24

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SPSA development was compiled by the TJMS Tier 1 leadership team, staff, and SSC. Leadership team met monthly during the 2022-2023 school year. School site council met on September 29, 2022, October 27, 2022, January 26, 2023, February 6, 2023, February 23, 2023, March 30, 2023, and April 27, 2023. During these meetings, the 2022-2023 SPSA plan was evaluated and analyzed. The SSC also provided input for changes, modifications, and approval of the 2023-2024 SPSA plan.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

In 2022-2023 we continued to work with the Riverside County Office of Education to implement the planning and strategies developed during the Root Cause Analysis and Needs Assessment and focus on closing the gap in proficiency. Through the needs assessment analysis it was determined there is a continued need to focus on literacy strategies and scaffolds to support vocabulary and reading comprehension growth as indicated from the spring I ready diagnostic exam and Spring 2022 state assessment data. Through our root cause analysis the underlying causes that were identified were scheduling, differentiated English learner support, and best practices. The leadership team continues to develop and implement strategies on best practices for increasing efficacy in these areas.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$141,590
Total Centralized Services:	\$131,137
Total Supplemental Concentration Funds	\$212,998
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$354,588.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Federal categorical funds will be provided for supplemental services for all students, with particular focus on our students who are not meeting grade level standards. Funds specifically will be used to support teacher professional learning (trainings, workshops, conferences, lesson study, literature reviews), parent engagement and involvement programs and events (such as PIQE and CAFE), and support for behavioral and social emotional interventions to respond to student behavioral needs to increase student achievement such as Joven Noble.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.20%	0.19%	3	1	1
African American	1.2%	0.80%	0.74%	7	4	4
Asian	0.5%	1.00%	1.3%	3	5	7
Filipino	0.2%	0.20%	0%	1	1	0
Hispanic/Latino	93.2%	91.82%	92.38%	532	460	497
Pacific Islander	%	%	0%			0
White	2.5%	3.19%	2.97%	14	16	16
Multiple/No Response	0.5%	0.40%	0%	3	2	0
Total Enrollment				571	501	538

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	167	155	206
Grade 7	190	159	160
Grade 8	214	187	172
Total Enrollment	571	501	538

Conclusions based on this data:

1. 93% of the school population are Hispanic.
2. The second largest student groups on campus are White at 3%
3. Student enrollment has increased over the past year and projected to increase in the 2023-24 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	256	238	211	44.80%	47.5%	39.2%
Fluent English Proficient (FEP)	160	142	167	28.00%	28.3%	31.0%
Reclassified Fluent English Proficient (RFEP)	40			15.6%		

Conclusions based on this data:

1. 40% of students on campus are English Learners. In 2022, 54% of EL students made progress toward reclassification.
2. In 2022, 9.5% of EL students showed regression on their ELPI levels.
3. Intervention measures are in place the increase percentage of EL students showing ELPI progress and reduce regression rates.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	165	158		0	150		0	148		0.0	94.9	
Grade 7	190	170		0	167		0	167		0.0	98.2	
Grade 8	212	195		0	189		0	189		0.0	96.9	
All Grades	567	523		0	506		0	504		0.0	96.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2444.			2.03			16.22			26.35			55.41	
Grade 7		2467.			2.99			17.37			27.54			52.10	
Grade 8		2478.			3.70			16.93			23.28			56.08	
All Grades	N/A	N/A	N/A		2.98			16.87			25.60			54.56	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		4.73			49.32			45.95				
Grade 7		5.39			52.10			42.51				
Grade 8		6.88			43.92			49.21				
All Grades		5.75			48.21			46.03				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.35			35.81			62.84	
Grade 7		5.99			43.71			50.30	
Grade 8		2.66			38.30			59.04	
All Grades		3.38			39.36			57.26	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.81			62.84			26.35	
Grade 7		5.99			68.86			25.15	
Grade 8		6.88			67.20			25.93	
All Grades		7.74			66.47			25.79	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.41			56.76			37.84	
Grade 7		4.79			64.07			31.14	
Grade 8		11.11			58.73			30.16	
All Grades		7.34			59.92			32.74	

Conclusions based on this data:

1. The average distance from standard in English Language Arts was 83.4 in 2022 which correlated to Spring 2022 iReady Diagnostic scores.
2. The average distance from standard in English Language Arts for Students with Disabilities was 162.6 which correlated to Spring 2022 iReady Diagnostic scores.
3. Winter 2023 iReady Diagnostic scores indicate substantial decreases in the percentage of students performing well below grade level, and based on 2022 data our overall distance from standard is expected to decrease significantly.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	165	158		0	149		0	149		0.0	94.3	
Grade 7	190	170		0	165		0	165		0.0	97.1	
Grade 8	212	195		0	188		0	188		0.0	96.4	
All Grades	567	523		0	502		0	502		0.0	96.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2398.			0.67			6.04			18.12			75.17	
Grade 7		2414.			0.61			3.64			13.33			82.42	
Grade 8		2416.			0.53			2.66			15.43			81.38	
All Grades	N/A	N/A	N/A		0.60			3.98			15.54			79.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.34			20.13			78.52	
Grade 7		1.21			19.39			79.39	
Grade 8		0.53			25.00			74.47	
All Grades		1.00			21.71			77.29	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		0.00			33.56			66.44	
Grade 7		1.21			38.18			60.61	
Grade 8		1.60			38.83			59.57	
All Grades		1.00			37.05			61.95	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.34			48.99			49.66	
Grade 7		0.00			48.48			51.52	
Grade 8		1.60			47.87			50.53	
All Grades		1.00			48.41			50.60	

Conclusions based on this data:

1. The average distance from standard in Math was 155.4 in 2022 which correlated to Spring 2022 iReady Diagnostic scores.
2. The average distance from standard in Math for Students with Disabilities was 225.1 which correlated to Spring 2022 iReady Diagnostic scores.
3. Winter 2023 iReady Diagnostic scores indicate substantial decreases in the percentage of students performing well below grade level, and based on 2022 data our overall distance from standard is expected to decrease significantly.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1512.0	1516.4		1511.0	1514.3		1512.3	1518.0		80	78	
7	1510.3	1524.6		1505.5	1520.6		1514.6	1528.0		79	75	
8	1529.8	1531.8		1531.2	1531.8		1527.9	1531.3		92	78	
All Grades										251	231	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.58	11.54		33.77	44.87		29.87	26.92		20.78	16.67		77	78	
7	10.26	13.33		25.64	42.67		43.59	28.00		20.51	16.00		78	75	
8	12.09	11.54		36.26	44.87		30.77	24.36		20.88	19.23		91	78	
All Grades	12.60	12.12		32.11	44.16		34.55	26.41		20.73	17.32		246	231	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	31.17	34.62		36.36	42.31		15.58	14.10		16.88	8.97		77	78	
7	15.38	29.33		46.15	33.33		23.08	22.67		15.38	14.67		78	75	
8	20.88	28.21		36.26	44.87		28.57	11.54		14.29	15.38		91	78	
All Grades	22.36	30.74		39.43	40.26		22.76	16.02		15.45	12.99		246	231	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.60	3.85		23.38	17.95		38.96	48.72		35.06	29.49		77	78	
7	3.85	6.67		17.95	21.33		38.46	45.33		39.74	26.67		78	75	
8	7.69	5.13		26.37	20.51		32.97	43.59		32.97	30.77		91	78	
All Grades	4.88	5.19		22.76	19.91		36.59	45.89		35.77	29.00		246	231	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	19.74	16.67		56.58	69.23		23.68	14.10		76	78	
7	8.97	9.33		61.54	58.67		29.49	32.00		78	75	
8	11.36	6.41		71.59	70.51		17.05	23.08		88	78	
All Grades	13.22	10.82		63.64	66.23		23.14	22.94		242	231	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	50.65	60.26		32.47	30.77		16.88	8.97		77	78	
7	42.31	57.33		43.59	29.33		14.10	13.33		78	75	
8	52.75	43.59		29.67	42.31		17.58	14.10		91	78	
All Grades	48.78	53.68		34.96	34.20		16.26	12.12		246	231	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.26	6.49		35.53	33.77		59.21	59.74		76	77	
7	7.69	4.00		21.79	49.33		70.51	46.67		78	75	
8	18.68	10.26		31.87	33.33		49.45	56.41		91	78	
All Grades	11.02	6.96		29.80	38.70		59.18	54.35		245	230	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.47	12.82		69.74	73.08		15.79	14.10		76	78	
7	2.60	9.33		79.22	78.67		18.18	12.00		77	75	
8	0.00	1.28		86.36	80.77		13.64	17.95		88	78	
All Grades	5.39	7.79		78.84	77.49		15.77	14.72		241	231	

Conclusions based on this data:

- 54% of EL students made progress towards proficiency in 2022, scoring at the Medium level on the California School Dashboard. A variety of strategies such as data talks, targeted units of instruction for each ELPAC domain, and an ELD Parent Night were instituted to maintain this growth.
- On the 2022 ELPAC 53% did not increase a proficiency level, data chats were introduced in all Designated ELD classrooms in order to personalize student connections to their growth measures.

3. On the 2022 ELPAC 9.5% of EL students regressed at least one ELPI level, students scoring well below grade level were targeted for Reading Intervention and phonics support in order to reduce regression.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
539	98.6	40.0	1.0
Total Number of Students enrolled in Thomas Jefferson Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	220	40.0
Foster Youth	5	1.0
Homeless	7	1.4
Socioeconomically Disadvantaged	494	98.6
Students with Disabilities	71	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	1	0.2
Asian	5	1.0
Filipino	1	0.2
Hispanic	460	91.8
Two or More Races	2	0.4
Pacific Islander		
White	16	3.2

Conclusions based on this data:

1. 98.6% socioeconomically disadvantaged
2. 40% are English Learners
3. 93.2% Hispanic

School and Student Performance Data

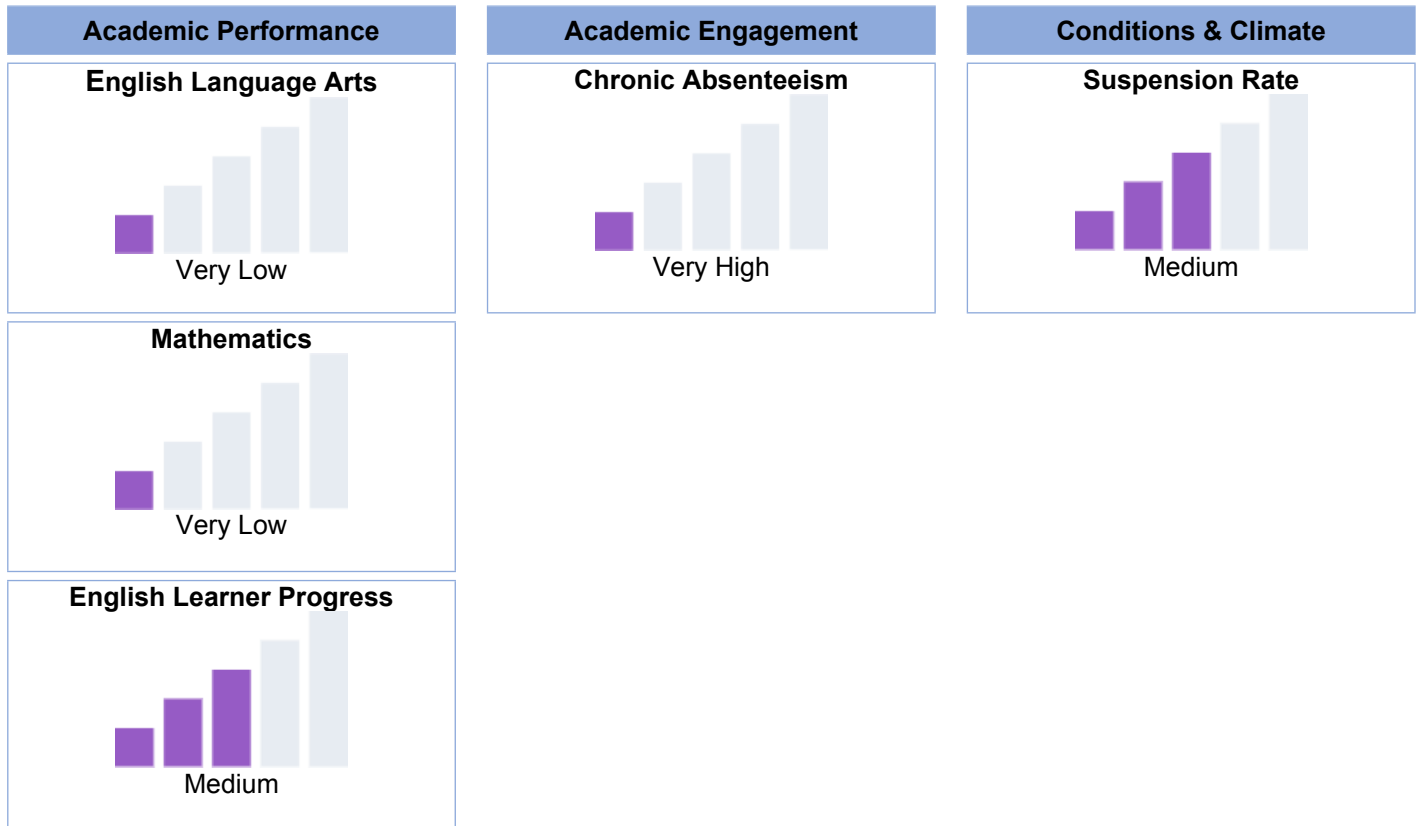
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Suspension Rate Indicator: Three groups of the indicator are in the Medium category (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic Students). One groups is in the High category (English Learners).

2. ELA Indicator: All student groups are in the Very Low category. The "All Students" average distance from standard is 83.4 points. The "Students with Disabilities" average distance from standard is 162.6 points.
3. Math Indicator: All student groups are in the Very Low category. The "All Students" average distance from standard is 155.4 points. The "Students with Disabilities" average distance from standard is 225.1 points.

School and Student Performance Data

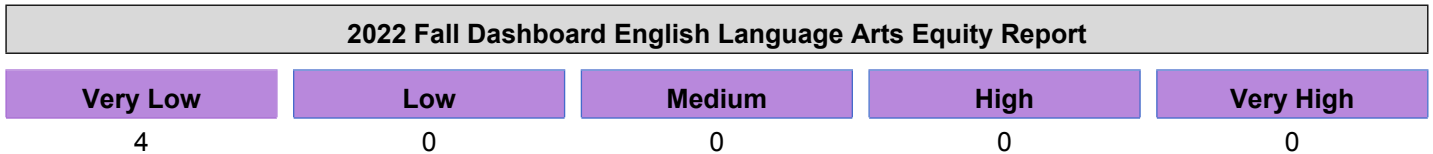
Academic Performance English Language Arts

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

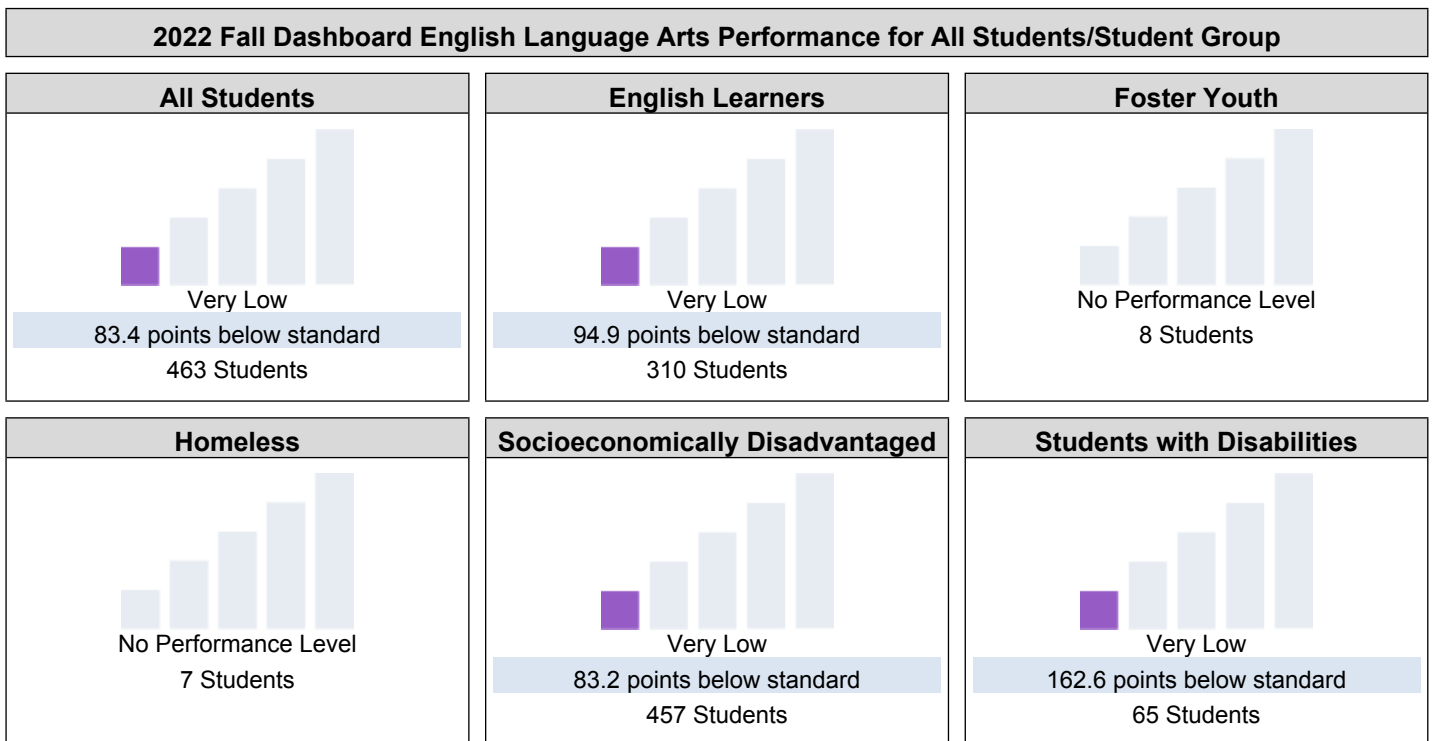
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



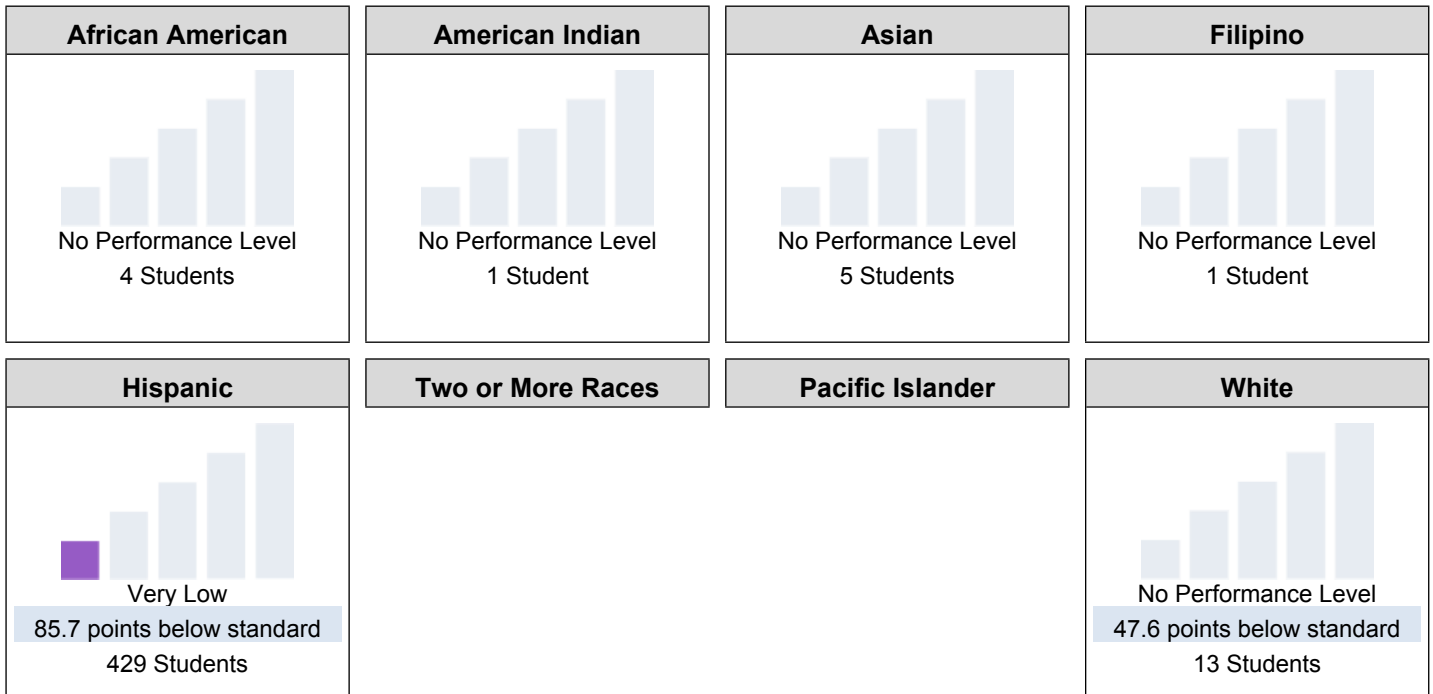
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144.0 points below standard 183 Students	24.1 points below standard 127 Students	77.7 points below standard 110 Students

Conclusions based on this data:

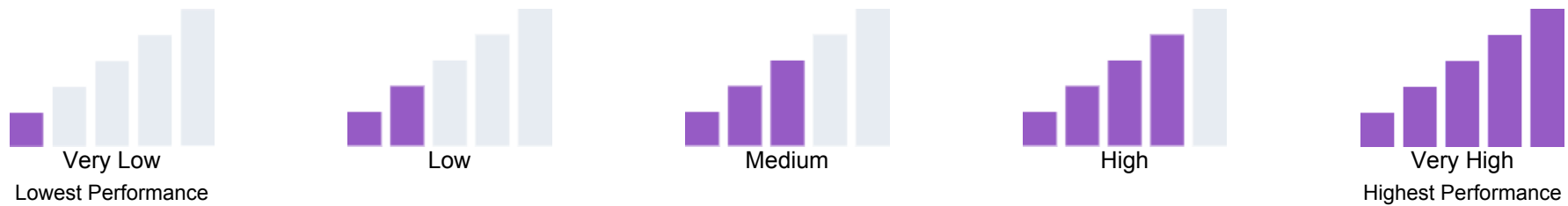
1. English Only students are 77.7 average points below standard
2. RFEF students are only 24.1 average points below standard
3. EL's are 144 average points below standard

School and Student Performance Data

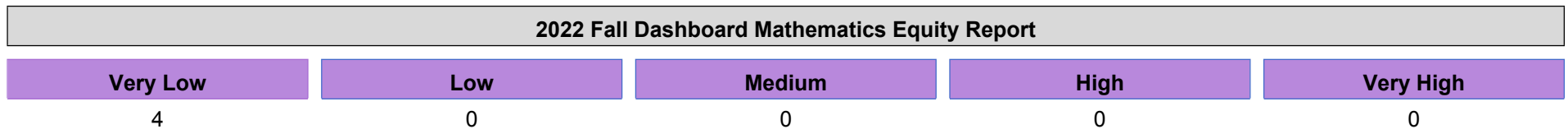
Academic Performance Mathematics

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

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

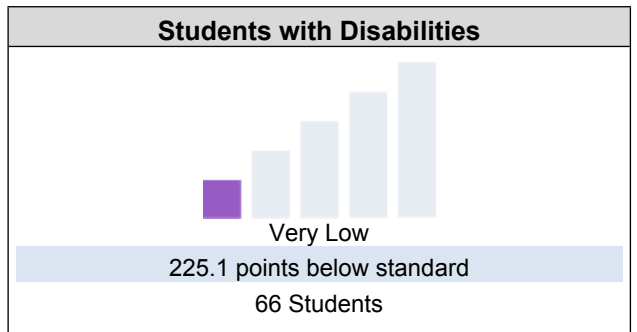
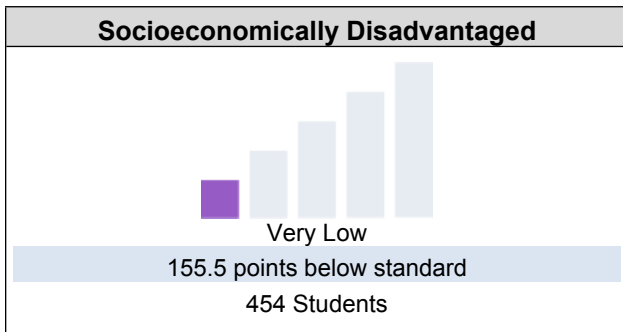
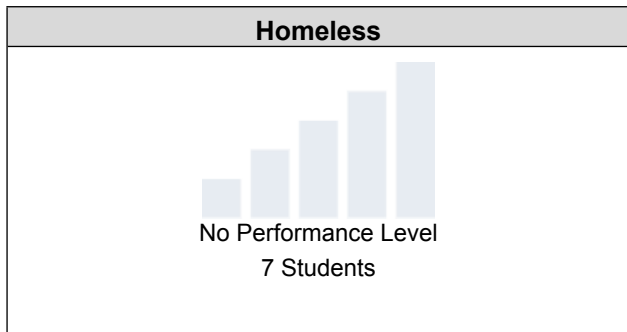
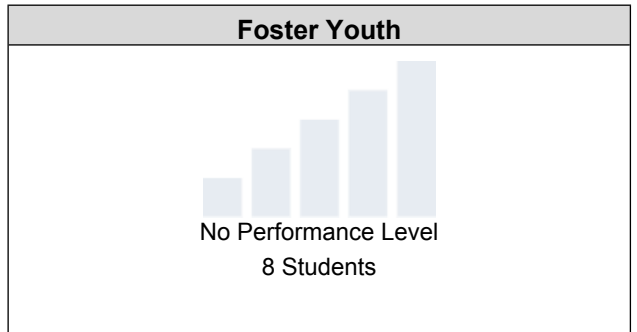
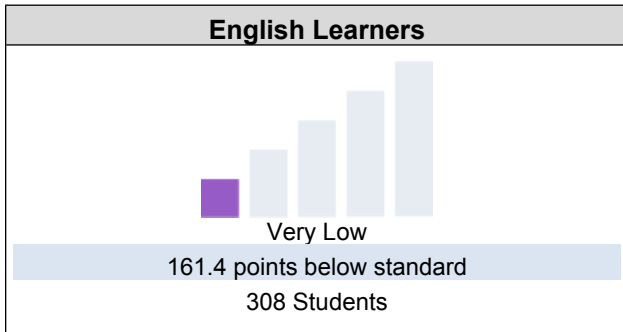
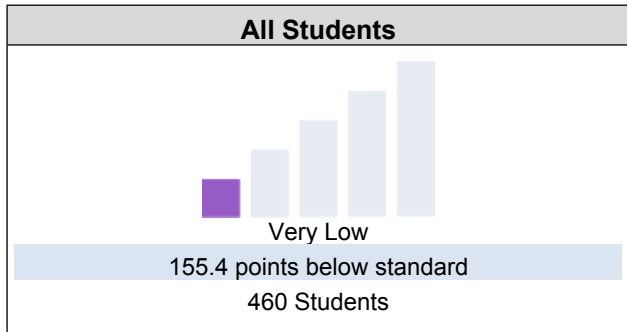


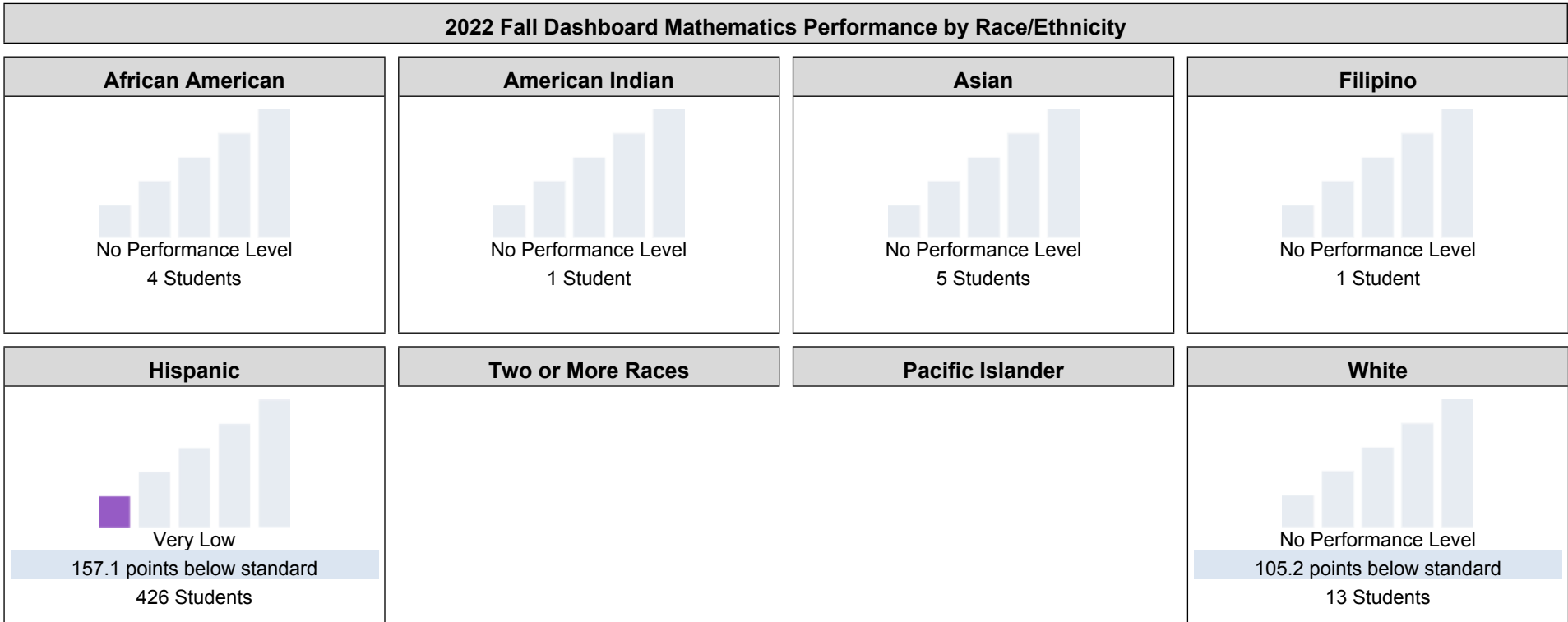
This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group





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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>199.6 points below standard 181 Students</p>	<p>106.9 points below standard 127 Students</p>	<p>158.5 points below standard 109 Students</p>

Conclusions based on this data:

1. RFEP students had the lowest average distance from standard (106.9) of all student groups
2. Current English Learners are an average of 44.2 points lower than the "All Students" distance from standard showing progress on the growth gap

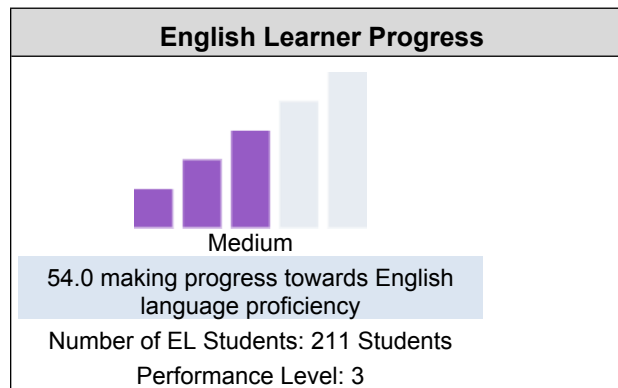
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.5%	36.5%	1.9%	52.1%

Conclusions based on this data:

- 52.1% made progress toward proficiency
- 54 students progressed at least one ELPI level

3. 116 students maintained their ELPI level

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

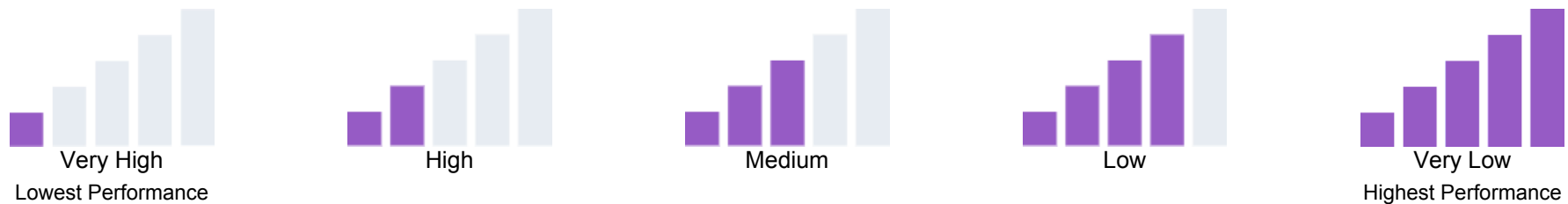
- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

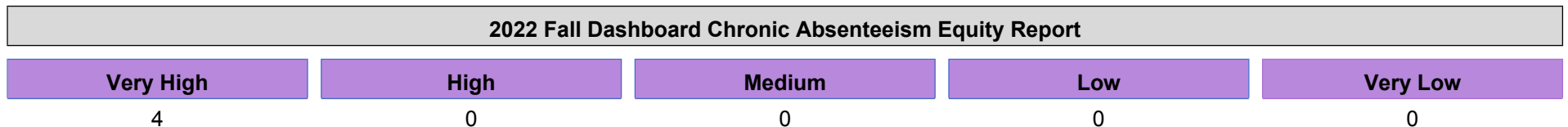
Academic Engagement Chronic Absenteeism

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

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

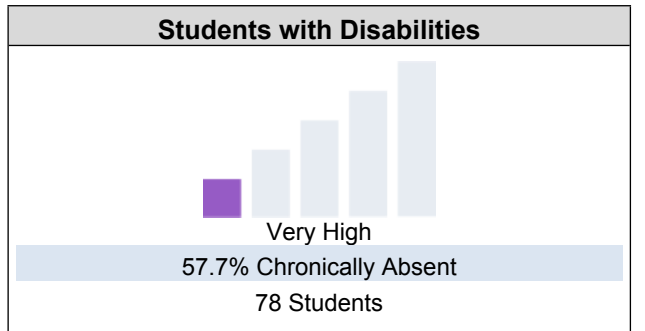
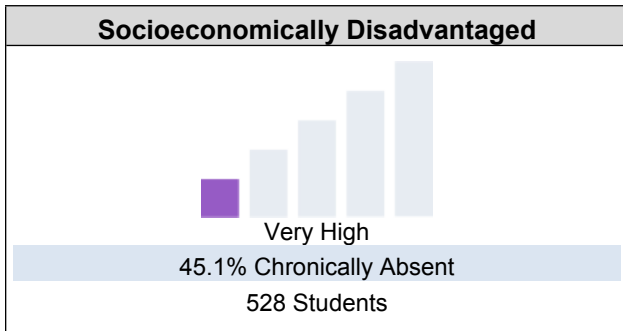
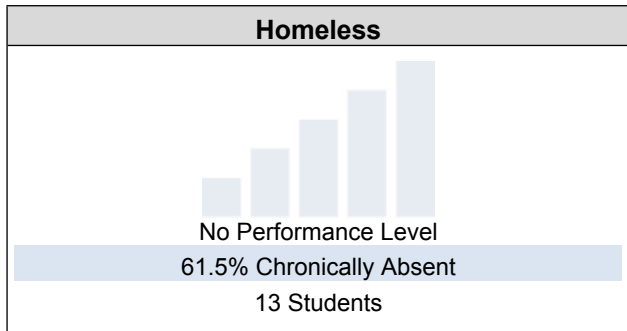
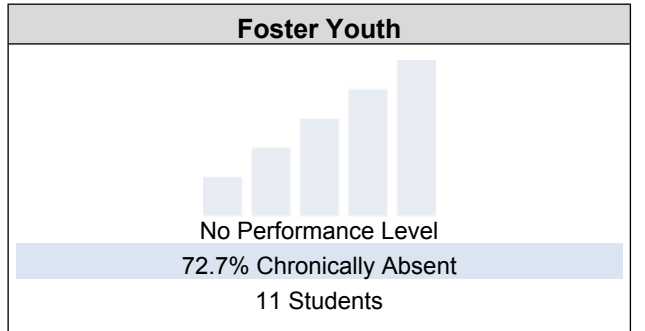
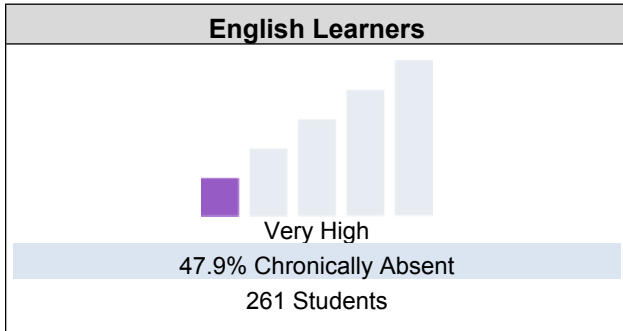
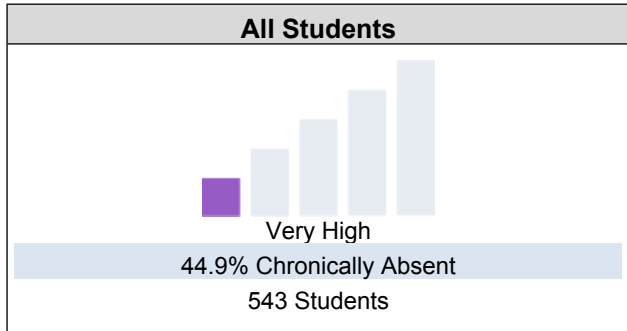


This section provides number of student groups in each level.

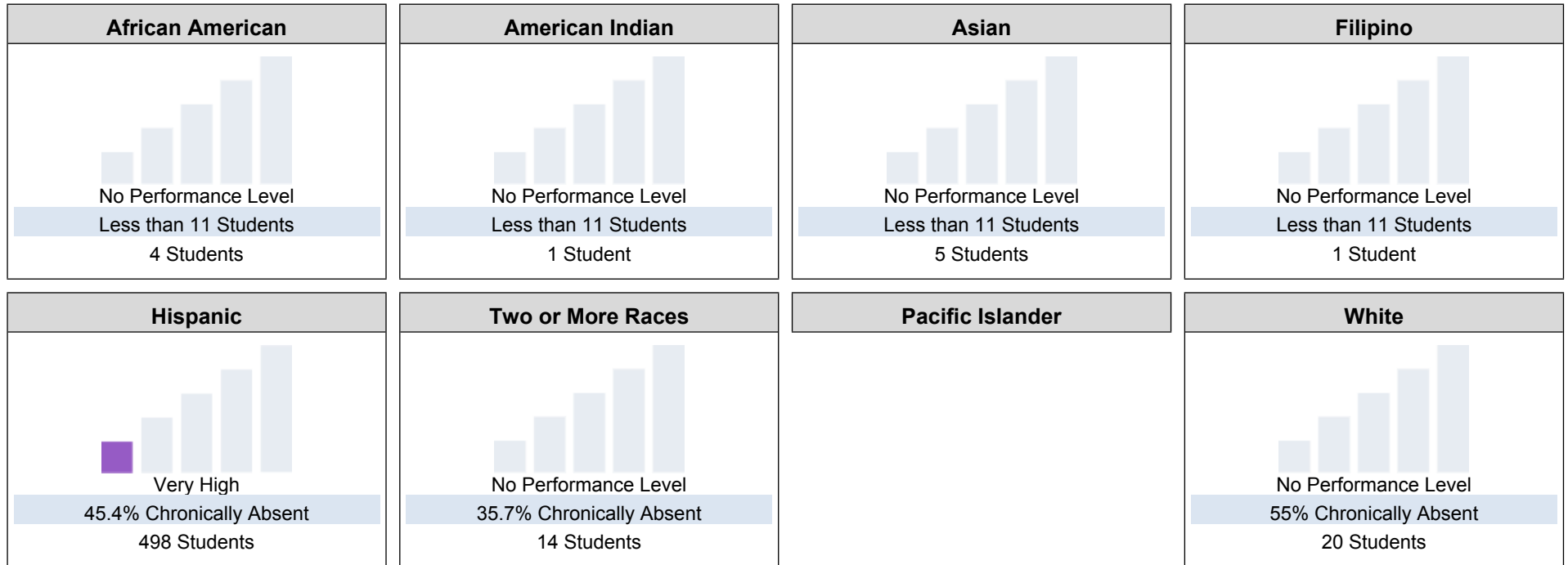


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Foster and Homeless students are Chronically Absent at significantly higher rates than all other student groups
2. Our overall attendance rate was almost 45% chronically absent

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance

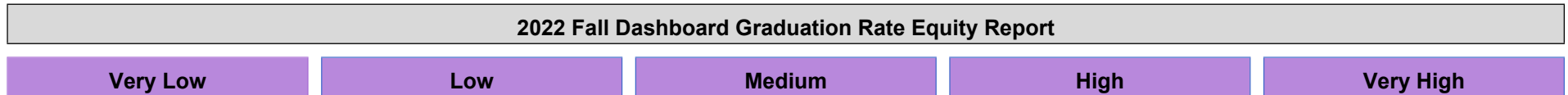
Low

Medium

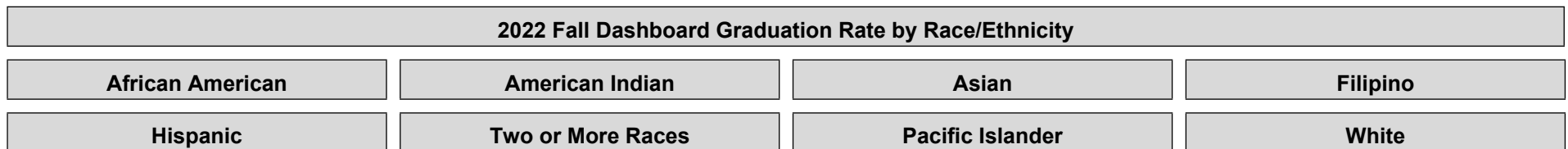
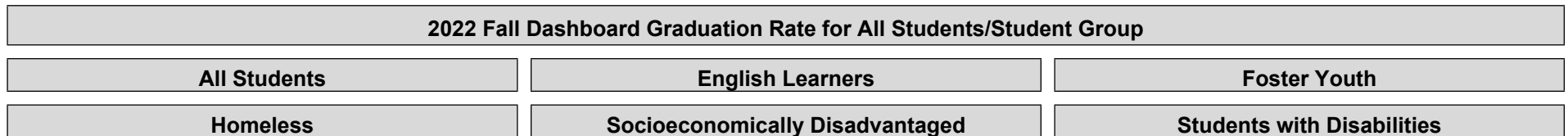
High

Very High
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

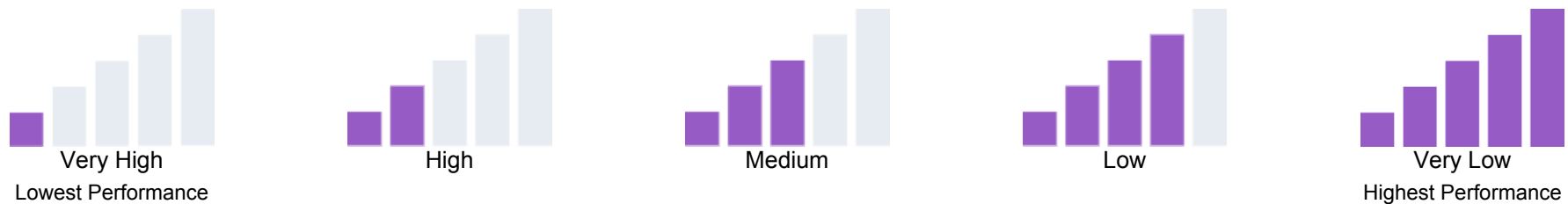
1. N/A
2. N/A
3. N/A

School and Student Performance Data

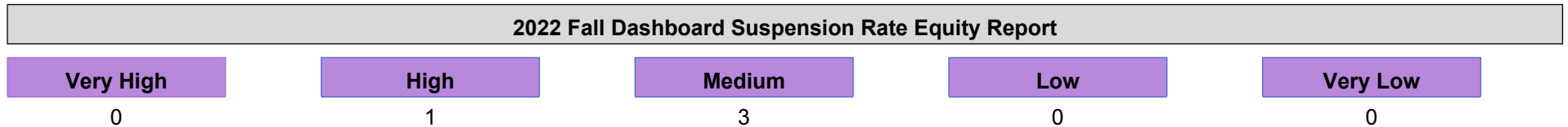
Conditions & Climate Suspension Rate

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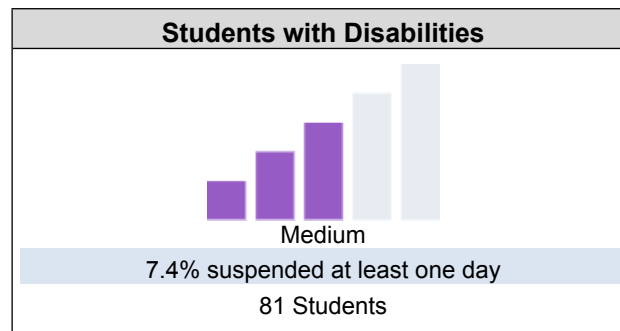
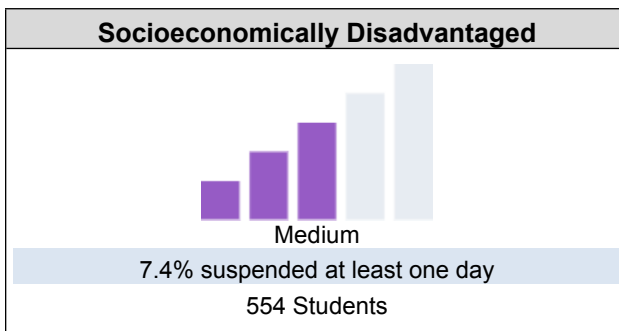
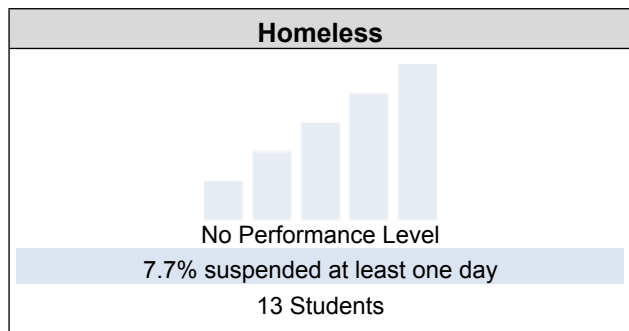
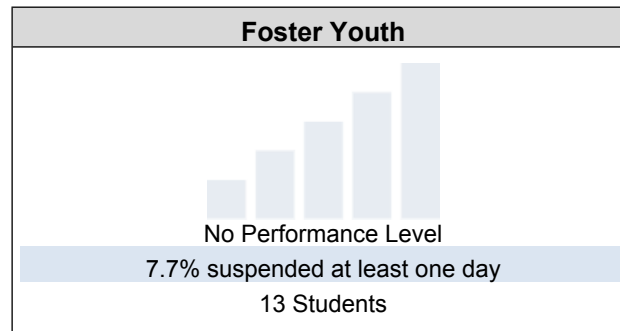
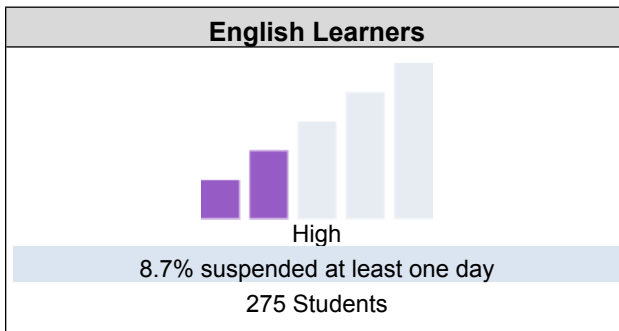
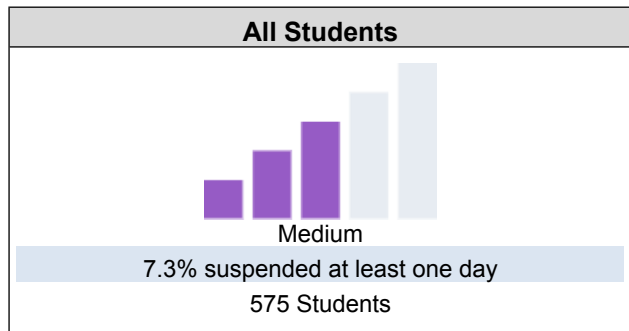


This section provides number of student groups in each level.

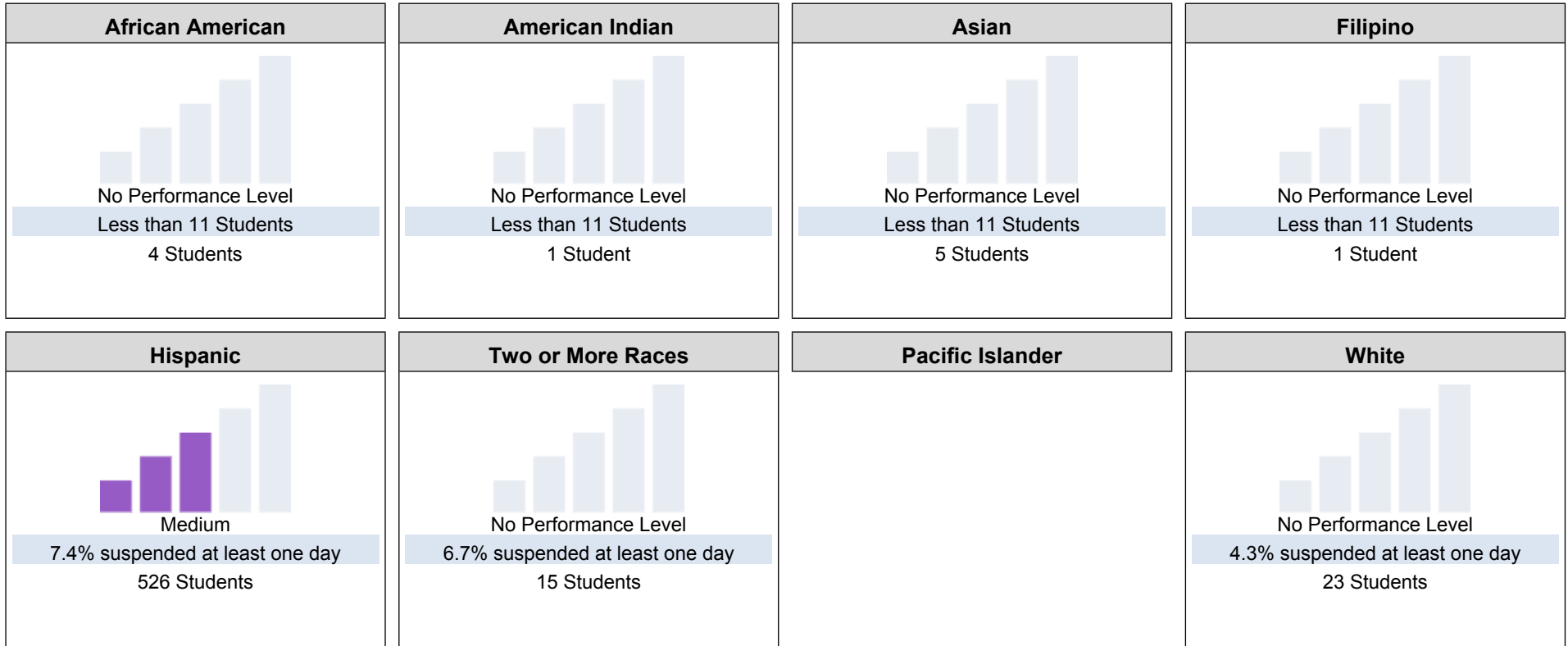


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our overall rate of suspension was 7.3%
2. EL students were suspended at a rate of 8.7%

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

ELA CAASPP Results

All: -5.0
EL: -5.0
SED: -5.0
SWD: -5.0
Hispanic: -5.0

Math CAASPP Results

All: -25.0
EL: -25.0
SED: -25.0
SWD: -25.0
Hispanic: -25.0

ELA iReady

2022-23
All: 50% students 2+ grade levels behind (6% growth)

*considerations for 20-21 scores related to distance learning/hybrid

Actual Outcomes

ELA CAASPP Results

All: -83.4
EL: -94.9
SED: -83.2
SWD: -162.6
Hispanic: -85.7

Math CAASPP Results

All: -155.4
EL: -161.4
SED: -155.5
SWD: -225.1
Hispanic: -157.1

ELA iReady

2022-23
All: 65% students 2+ grade levels behind (7% growth from Fall Diagnostic)
Our team found that the baseline in the previous year's document was inaccurate, and 50% would have required a 19% growth)

Expected Outcomes

Math iReady
2022-23
All: 50% students 2+ grade levels behind (6% growth)

*considerations for 20-21 scores related to distance learning/hybrid

Actual Outcomes

Math iReady
2022-23
All: 62% students 2+ grade levels behind (6% growth from Fall Diagnostic)
Our team found that the baseline in the previous year's document was inaccurate, and 50% would have required a 22% growth)

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Students will receive instruction using standards-based State/District adopted core programs	All classrooms use standards based programs	District	
1.2 All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.	Fully implemented with ELD sections divided by ELPAC proficiency level and, when possible, grade level	District	
1.3 Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	Campus participated in district led SAST professional development sessions around UDL strategies	Centralized Services Title I	
1.4 School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	All academic departments participated in department release days to review data, align	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	instruction, and develop common formative assessments		
1.5 Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	The Tier 1 Leadership Team participated in 2 Tier 1 days and completed the MSAP process	Centralized Services Title I	
1.6 Provide before/during/after school reading, math, and ELD interventions for students not meeting standards, including supplies, staffing, and snacks for students participating in test prep and intervention support.	Prevented from funding snacks for participating students using CSI funds, but students engaged in Study Skills pull out lessons and pull out reading and math targeted instruction. A part time math intervention teacher was paid hourly using these funds	District	
		CSI 5000	3800
1.7 Teachers will continue to receive professional development on evidence-based strategies to support all students.	Campus participated in district led SAST professional development sessions around UDL strategies	Centralized Services Title I	
1.8 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Full time Instructional Coach works with our staff and led all teachers through 2 complete coaching cycles and campuswide instructional walks	Centralized Services Title I	
1.9 Provide a full-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and	Our licensed MFT was increased to full time and officially joined our team on October 31, 2022	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
preventative universal, targeted and intensive interventions.			
1.10 Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Instructional Coach took on the role on MTSS Site Lead, one hour a day of his duties were paid for to support that role	Centralized Services Title I	
1.11 Provide support for early literacy and foundational skills to support students below grade level	District funded a full time ELD position to support the large numbers of ELD students on our campus	Centralized Services Title I	
1.12 Extra duty for leadership team, Tier I, and tier II teams/teachers to facilitate collaborative teams to participate in the evaluation and development of intervention and instructional programs.	Used additional funds in order to provide 2 team planning days prior to the start of the school year instead of 1 as well as 10 hourly meetings held monthly throughout the school year	CSI 5000	9800
1.13 Extra Duty for teachers to support and monitor students who have not met standards in ELA/Math, student progress, parent communication, SST's, and PBIP's.	Did not utilize credentialed teachers outside of contract hours for this role	CSI	
1.14 Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals	Tier 1 Leadership Team participated in the MSAP process via 2 release days	CSI	
1.15 Provide professional learning opportunities to allow for attendance to professional development workshops, training and conferences to support best teaching practices, professional learning communities and analysis of student data.	District funds AVID conference training annually. In addition, site funded Orton Gillingham training for a reading specialist and a classroom teacher and sent our Instructional Coach to 2 conferences	Centralized Services Title I	
		Supplemental/Concentration 10000	2700

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
116 Provide support for early literacy and continued support for students below grade level to include extended day/week intervention to tutor students.	Support provided for 2 AVID tutors to work in the AVID and AVID Excel classroom during the school day	Centralized Services Title I	
1.17 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment Certificated	Duplicate action item	Centralized Services Title I	
1.18 Provide support for students who have not met standards instructional support to teachers, progress monitoring, parent contact, and maintaining of compliance documentation.	Provided, but campus contribution decreased due to increased enrollment	Title I 16734	8387
1.19 Purchase additional library books, materials, and equipment 2. Purchase student planners, Cornell Note printing, and binder materials to promote student organization for self administration/monitoring. 3. Purchase additional materials, supplies, software, equipment and other instructional accommodations (cost of duplication and printing services) 4. Provide technology subscriptions to online instructional support media to enhance instruction in all curricular areas. 5. Use Institutional Memberships & Subscriptions to staff journals for	Area increased in CSI due to under spending in other areas. Purchased writing tablets on 2 occasions compatible for Chromebooks as well as learning subscriptions for platforms in Math, Science, and ELA.	CSI 12775	18000
		Title I 10275	9000
		Supplemental/Concentration 15000	12500
		Mitigation of Learning Loss 15000	14280

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>professional development to enhance instructional expertise from national organizations for core content areas, middle school association, staff development, and technology organizations. 6. Purchase additional technology equipment (Examples: computers/ chromebooks/ LFDs/ Chargers/ Headsets)</p>			
<p>1.20 In order to increase parental involvement and understanding of the educational process, literacy development, and ELD reclassification requirements, provide parent educational programs, engagement opportunities, and information sessions such as PIQE/CABE and ELD Parent Night, including necessary supplies, meals, and child care for parent programs.</p>	<p>Title 1 purchased Spring session of the PIQE Social Emotional learning for EL parents. CSI paid for Boys Mentorship group Joven Noble and ELD Parent Night.</p>	<p>Title I 12500</p>	<p>12500</p>
		<p>CSI 17500</p>	<p>16250</p>
<p>1.21 Academic intervention specialist to provide strategic intervention in ELA (reading) during the school day that provides additional support above and beyond core instruction.</p>	<p>Intervention specialist worked in the Solution Center and with standardized testing.</p>	<p>Mitigation of Learning Loss 49303</p>	<p>49303</p>
<p>1.22 Provide professional learning opportunities, professional development workshops, consultants, training, and conferences to support best teaching practices, professional learning communities, and analysis of student data in order to work</p>	<p>Partnered with RCOE for additional professional development and support of campus instructional coach from Molly McCabe</p>	<p>CSI 17500</p>	<p>15000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
effectively with students not meeting grade-level standards.			
1.23 Certificated Instructional Coach will be paid one hour beyond DSUSD contract time in addition to hours propped prior to the beginning of the school year.	Duplicated, now paid for by district funds	CSI	
1.24 Provide extra duty for certificated and/or classified staff to help coordinate, attend and provide oral and written communication at parent meetings and events.	Extra duty pay to bilingual classified staff was utilized for Parent Conference night and ELD Parent Night	Supplemental/Concentration 2750	800
1.25 Professional development and team planning days for grade level and/or ELD, ELA and Math teams to conduct data analysis, align curricular mapping, discuss best teaching strategies that improve instruction for students not meeting standard, and providing interventions within the school day. All classroom teachers to observe best teaching practices and participate in peer mentoring/coaching. Lesson study design to support development of best practices, data analysis and response to students not meeting grade level standards. ELPAC specialists and guest teachers.	Sub coverage paid for to support releasing teachers for 3 1/2 days ELA, 3 1/2 days Math, 3 days ELD	CSI 5000	3800
1.26 Provide additional course sections	District funded due to increased enrollment	Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.27 Provide counselors with extra hours (prior to and after the school year) to analyze student data of students who have not met standards to determine appropriate academic interventions and develop and adjust the campus master schedule to accommodate the needs of all students.	Time used for 1 counselor to complete placements prior to start of contract	Mitigation of Learning Loss 2750	1700
1.28 Provide tutoring for students to close the gap for students not meeting grade level standards	Utilized ASES funding instead, but 2 tutors were provided for academically struggling students.	Title I	
1.29 Provide an instructional specialist targeting student achievement, attendance, and assessment coordinator.	Duplicate item, paid for out of Mitigation of Learning Loss	Learning Loss 49303	0
1.30 Provide reading specialists to target students 2 or more grade levels below EL's, and LTEL's	Utilized one specialist full time instead of 2 part time.	Supplemental/Concentration 78292	48500

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

All actions at the site level were engaged in through the lens of increasing student literacy and decreasing students' distance from grade level. Some areas, such as our plan to provide multiple reading specialists, were not implemented to the extent planned, but targeted students demonstrated growth as a response to interventions.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Campus iReady growth measures as of the Winter Diagnostic are very promising. While the number of students performing well below grade level remains above 50%, annual typical growth rates are very high. Interventions and supports are starting to show results, and most programs have been preserved in the new budget.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The original budget for 2022-23 allocated large sums of money to staff salaries in order to fund additional class sections and operate a more fully functional classified staff. These numbers were revised midyear due to high expected enrollment numbers. This led to much larger budgets for supplies and professional development that were not all fully spent.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

This goal has been revised to reflect the new baseline established on the California School Dashboard. Using the Spring 2022 results on CAASPP Reading and CAASPP Math, our campus will be setting annual growth goals in lieu of arbitrary goals that do not account for our starting point. The new, revised goal, aims to decrease our average distance from standard scores incrementally with a starting goal to decrease the current distance from standard by 15 points.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

AVID Excel - one section per grade level
 AVID Explorer - 6 sections
 AVID elective - one section per grade level

Actual Outcomes

AVID Excel - one section per grade level
 AVID Explorer - 6 sections
 AVID elective - one section per grade level

Actions/Services

Planned Actions/Services

2.1 Create a college and career going culture through school activities, events or experiences.

2.2 Provide enrichment opportunities for all students.

Actual Actions/Services

AVID elective, AVID Excel, and AVID Explorer are all fully implemented and staffed by district funded teaching positions

District provided a full time Band teacher to all middle schools, we run 6 sections of different music classes

Budgeted Expenditures

District

District

Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Provide extra duty for counselors and college/career specialist and classified staff to provide parent workshops.	Not a funded action item in the approved budget	CSI	
2.4 Extra duty and/or guest teachers for AVID site coordinator to provide additional support in AVID strategies, site team planning, and instructional observations.	Not a funded action item in the approved budget	CSI	
2.5 Create a college and career going culture through school activities, events or experiences such as: 1) Career Day, etc) 2)Provide funding for acknowledgement and promoting student achievement including rewards, but not limited to (books, pencils, games, food, ribbons, medals, certificates, T-shirts), guest speakers, A-G promotion, for academic achievement, Honor Roll Activities and Honors Dessert Costs for students and family for 8th grade recognition.	Provided supplies and food for campus College and Career day with 20 presenters each presenting to 3 advisory classrooms. Purchased supplies to restock the school store as part of our campus PBIS reward system	Supplemental/Concentration 7500	3200
Provide enrichment opportunities for all students to increase student engagement and provide awareness for college career opportunities	Campus participated in the district college week activities	Title I	
2.7 Provide AVID tutors for AVID classes to close the achievement gap in AVID students.	Supplemented the existing tutor allocation provided by the district to contract a third AVID tutor for the second semester	CSI 2000	1960

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

With the provision of district funds, we were able to run a stand alone grade level elective for AVID in 6th, 7th, and 8th grade. We were also able to run a grade level AVID Excel class for each grade level for Long Term English Language Learners.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

ELPAC data for the 2023 administration shows that EL students made progress to reclassification at high rates. Eligible students were exited from EL based on Winter iReady diagnostics showing mastery within 1 grade level. 20 additional students are reclassifying based on 2023 ELPAC scores.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were no material differences between budgeted plans and actual expenditures. We were able to staff AVID tutors throughout the year and paid for a supplemental AVID tutor for the final Quarter.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

97% of EL students showed at least some growth on ELPAC from 2022 to 2023. 40% grew at least one level between 2022 to 2023 ELPAC scores. 2022 Dashboard data was Medium progress toward reclassification, and data seems to indicate we will maintain or improve in that category.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All: 8.0%
 EL: 8.0%
 SED: 8.0%
 SWD: 8.0%
 Hispanic: 8.0%

All: 10.0%
 EL: 10.0%
 SED: 10.0%
 SWD: 10.0%
 Hispanic: 10.0%

Actual Outcomes

Projected suspension rates of approximately 4%

Projected chronic absenteeism rates of approximately 10%

Actions/Services

Planned Actions/Services

3.1 Provide activities and protocols for improving attendance.

Actual Actions/Services

Budgeted Expenditures

District

Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Provide multitiered tools, strategies and supports to address school climate and culture.		District	
3.3 Implement AVID structure/strategies to support student learning.		District	
3.4 Incorporate strategies to ensure a safe and positive environment		District	
3.5 Additional Middle School counselor to provide support for students who have not met standard and will work on monitoring those students to gain increased academic achievement as well as socio-emotional support.		Title I 100526	105000
3.6 Provide a middle school facilitator		Supplemental/Concentration 143645	149000
Provide resources for addressing student connectedness to school and safety. (Speakers, Assemblies on bullying and harassment prevention, social-emotional resources, Safe and Drug-Free school prevention, addressing chronic absenteeism, Youth Mentorship Programs, etc) Purchase student rewards and incentives such a PBIS Store Rewards.		CSI 15000	15000
		Supplemental/Concentration 10000	750
		Mitigation of Learning Loss 10000	5400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 Provide activities and protocols for improving attendance and MTSS/PBIS initiatives			

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We anticipate exceeding the target outcome set for suspension rate. We anticipate meeting target outcome set for chronic absenteeism rate.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We have seen significant progress with the rate of suspension and recidivism among the majority of students. The Solution Center continues to be an effective support tool, and the counseling department provided extra support for conflict mediation and social emotional awareness.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were some increases in staffing costs over the projections based on a district raise for all staff. We came in under budget for incentive supplies due to some ordered items not clearing district guidelines. The cost of our guest speaker was lower than the amount approved by the School Site Council.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Due to the loss of the CSI budget, there will need to be some revisions to categorical funds with the intention of maintaining effective programs and staffing.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Through the use of scaffolded interventions, quarterly use of iReady Diagnostic data measures and instruction progress monitoring, the average distance from standard in ELA and Math (CAASPP) will decrease by 15 points respectively based on the results of the Spring 2023 CAASPP administration as evidenced by the California School Dashboard.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All: -82.3 EL: -96.9 SED: -82.7 SWD: -145.9 Hispanic: -80.9	All: -30.7 EL: -35.7 SED: -30.9 SWD: -51.9 Hispanic: -30.3	All: -83.4 EL: -94.9 SED: -83.2 SWD: -162.6 Hispanic: -85.7	All: -83.4 EL: -94.9 SED: -83.2 SWD: -162.6 Hispanic: -85.7
Academic Indicator Math: Distance from Standard	All: -120.7 EL: -133.1 SED: -121.2 SWD: -193.8	All: -56.9 EL: -61.1 SED: -57.0 SWD: -81.2	All: -155.4 EL: -161.4 SED: -155.5 SWD: -225.1	All: -100 EL: -100 SED: -100 SWD: -150

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	Hispanic:-119.0	Hispanic:-56.4	Hispanic:-157.1	Hispanic: -100
Iready Reading Diagnostic All students (all) English Learners (EL) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) Hispanic	Winter Diagnostic Baseline (January 2020): All: 78% red, 11%yellow, 11% Green EL: 96% red, 3% yellow, 1% green SED: 78% red, 12% yellow, 10% green SWD: 98% red, 2% yellow, 02% green Hispanic: 78% red, 11% yellow, 10% green	2021-22 All: 56% students 2+ grade levels behind (9% growth) *considerations for 20-21 scores related to distance learning/hybrid	2022-23 All: 62% students 2+ grade levels behind	2023-24 All: 50% students 2+ grade levels behind (12% growth goal)
Iready Math Diagnostic All students (all) English Learners (EL) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) Hispanic	Winter Diagnostic Baseline (January 2020) All: 72% red, 21% yellow, 7% green EL: 87% red, 11% yellow, 2% green SED: 72% red, 21% yellow, 7% green SWD: 98% red, 2% yellow 0% green Hispanic: 72% red, 21% yellow, 7% green	2021-22 All: 56% students 2+ grade levels behind (6% growth) *considerations for 20-21 scores related to distance learning/hybrid	2022-23 All: 65% students 2+ grade levels behind	2023-24 All: 50% students 2+ grade levels behind (15% growth goal)

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs

District

District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District
District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.

District
Centralized Services

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Title I Centralized Services
Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services
Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District
District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services
Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services
Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services

Centralized Services

Action 11

Grade level and/or Department teams to conduct data analysis, align curricular mapping, discuss best teaching strategies that improve instruction for students not meeting standard, and provide interventions within the school day. Teachers to observe best teaching practices and participate in peer mentoring/coaching. (Limit to 2 days per department, no more than 5 teachers on release)

Action 12

Extra duty for leadership/Tier I team to facilitate collaborative teams to participate in evaluation and development of school activities and instructional program including 1 summer planning day and 10 Tier 1 Leadership Team meetings at the hourly rate.

Action 13

Conferences and workshops supporting professional learning for staff to increase student success and gap closing for students not meeting grade level standards in core content areas. Consultants, Conferences and workshops to increase student success in school.

Title I

6500

Supplemental/Concentration

8000

Action 14

Provide support for early literacy and continued support for students below grade level to include extended day/week intervention to tutor students.

Title I

Centralized Services

Action 15

Provide support for students who have not met standards instructional support to teachers, progress monitoring, parent contact, and maintaining of compliance documentation.

Action 16

Purchase additional library books, materials, and equipment 2. Purchase student planners, Cornell Note printing, and binder materials to promote student organization for self administration/monitoring. 3. Purchase additional materials, supplies, software, equipment and other instructional accommodations (cost of duplication and printing services) 4. Provide technology subscriptions to online instructional support media to enhance instruction in all curricular areas. 5. Use Institutional Memberships & Subscriptions to staff journals for professional development to enhance instructional expertise from national organizations for core content areas, middle school association, staff development, and technology organizations. 6. Purchase additional technology equipment (Examples: computers/ chromebooks/ LFDs/ Chargers/ Headsets)

Title I
12441
Supplemental/Concentration
5843

Action 17

In order to increase parental involvement and understanding of the educational process, literacy development, and ELD reclassification requirements, provide parent educational programs, engagement opportunities, and information sessions such as PIQE/CABE and ELD Parent Night, including necessary supplies, meals, and child care for parent programs.

Title I
12500

Action 18

Provide professional learning opportunities, professional development workshops, consultants, training, and conferences to support best teaching practices, professional learning communities, and analysis of student data in order to work effectively with students not meeting grade-level standards.

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Action 19

Certificated Instructional Coach will be paid one hour beyond DSUSD contract time in addition to hours propred prior to the beginning of the school year.

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Action 20

Provide extra duty for certificated and/or classified staff to help coordinate, attend and provide oral and written communication at parent meetings and events.

Supplemental/Concentration

3469

Action 21

Professional development and team planning days for grade level and/or ELD, ELA and Math teams to conduct data analysis, align curricular mapping, discuss best teaching strategies that improve instruction for students not meeting standard, and providing interventions within the school day. All classroom teachers to observe best teaching practices and participate in peer mentoring/coaching. Lesson study design to support development of best practices, data analysis and response to students not meeting grade level standards. ELPAC specialists and guest teachers.

Action 22

Provide counselors with extra hours (prior to and after the school year) to analyze student data of students who have not met standards to determine appropriate academic interventions and develop and adjust the campus master schedule to accommodate the needs of all students.

Supplemental/Concentration

3988

Action 23

Provide tutoring for students to close the gap for students not meeting grade level standards

Action 24

Provide an Certificated At Will instructional specialist targeting student achievement, attendance, and assessment coordinator.

Action 25

Provide Certificated At Will reading specialists to target students 2 or more grade levels below EL's, and LTEL's

Supplemental/Concentration

43749

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Cultivate a future minded campus culture that prepares all students for success in high school and beyond.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Provide career focused elective courses that serve as pathways to high school CTE programs				Robotics/Coding - 3 sections Computer Applications/Technology - 6 Sections Commercial Art - 3 sections Digital Art/Broadcasting - 2 sections
Number of AVID electives and AVID Excel in the master schedule	AVID Excel- 6th grade(one section) AVID elective 6, 7 and 8 one section -(each grade level)	AVID Excel - one section per grade level AVID Explorer - 6 sections AVID elective - one section per grade level	AVID Excel - one section per grade level AVID Explorer - 6 sections AVID elective - one section per grade level	AVID Excel - 6 sections AVID Explorer - 6 sections AVID elective - one section per grade level

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

Action 1

Create a college and career going culture through school activities, events or experiences.

District
District

Action 2

Provide enrichment opportunities for all students.

District
District

Action 3

Implement AVID structures/strategies to enhance student learning.

District

Action 4

Create a college and career going culture through school activities, events or experiences such as: 1) Career Day, etc) 2) Provide funding for acknowledgement and promoting student achievement including rewards, but not limited to (books, pencils, games, food, ribbons, medals, certificates, T-shirts), guest speakers, A-G promotion, for academic achievement, Honor Roll Activities and Honors Dessert Costs for students and family for 8th grade recognition.

Supplemental/Concentration

2000

Action 5

Provide enrichment opportunities for all students to increase student engagement and provide awareness for college career opportunities

Action 6

Provide AVID tutors for AVID classes to close the achievement gap in AVID students.

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Strengthen student, family, and community connectedness to campus.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	All: 15.8% EL: 16.6% SED: 15.1% SWD: 24.5% Hispanic: 15.4%	All: 10.6% EL: 10.8% SED: 10.3% SWD: 13.5% Hispanic: 10.4% *Considerations for 20-21 scores related to distance learning/hybrid	All: 7.3% EL: 8.7% SED: 7.4% SWD: 7.4% Hispanic: 7.4%	All: 3.5% EL: 3.5% SED: 3.5% SWD: 3.5% Hispanic: 3.5%
Chronic Absenteeism All Students (All) English Learners (EL)	All: 21.5% EL: 19.6% SED: 21.7% SWD: 27.6%	All: 13.9% EL: 13.2% SED: 13.9% SWD: 15.8%	All: 44.9% EL: 47.9% SED: 45.1% SWD: 57.7%	All: 10.0% EL: 10.0% SED: 10.0% SWD: 10.0%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Socioeconomically Disadvantaged (SED) Students with Disabilities (SED) Hispanic	Hispanic: 20.5%	Hispanic: 13.5% *Considerations for 20-21 scores related to distance learning/hybrid	Hispanic: 45.4%	Hispanic: 10.0%

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

Action 1

Provide activities and protocols for improving attendance

District
District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District
District

Action 3

Incorporate strategies to ensure a safe and positive environment

District
District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

Elementary Schools - 1 FTE Counselor
Middle School Counselors - maintain ratio at 500:1
High School Counselors - maintain ratio at 400:1
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

District
District

Action 5

Additional Middle School counselor to provide support for students who have not met standard and will work on monitoring those students to gain increased academic achievement as well as socio-emotional support.

Title I

110149

Action 6

Provide a middle school facilitator

Supplemental/Concentration

140449

Action 7

Provide resources for addressing student connectedness to school and safety. (Speakers, Assemblies on bullying and harassment prevention, social-emotional resources, Safe and Drug-Free school prevention, addressing chronic absenteeism, Youth Mentorship Programs, etc) Purchase student rewards and incentives such as PBIS Store Rewards.

Supplemental/Concentration

5500

Action 8

Provide additional office support to communicate with bilingual parents and facilitate discipline meetings and paperwork processing.

Action 9

Provide funding to increase School Site Monitor to 3.75 hours in order to provide additional student support and campus supervision.

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Identified Need

Through the use of targeted interventions, scaffolded supports, and individualized student accommodations, Students with Disabilities will demonstrate annual typical growth and reduce average distance from standard on state assessments at a rate consistent with their non-disabled peers.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
ELA CAASPP Distance from Standard	n/a	All Students: -83.4 distance from standard English Learners: -94.9 distance from standard Hispanic: -85.7 distance from standard Socioeconomically Disadvantaged: -83.2 distance from standard Students with Disabilities: -162.6 distance from standard	Spring 2023 Projections All Students: -65 distance from standard English Learners: -75 distance from standard Hispanic: -65 distance from standard Socioeconomically Disadvantaged: -65 distance from standard Students with Disabilities: -100 distance from standard	Spring 2024 Targets All Students: -50 distance from standard English Learners: -60 distance from standard Hispanic: -50 distance from standard Socioeconomically Disadvantaged: -50 distance from standard Students with Disabilities: -85 distance from standard
Winter iReady Reading Diagnostic	n/a		All Students: 95% median progress to annual typical growth	Winter 2024 Targets 95% median progress to annual typical growth

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			English Learners: 100% median progress to annual typical growth Students with Disabilities: 100% median progress to annual typical growth	English Learners: 100% median progress to annual typical growth Students with Disabilities: 100% median progress to annual typical growth
Math CAASPP Distance from Standard	n/a	All Students: -155.4 distance from standard English Learners: -161.4 distance from standard Hispanic: -157.1 distance from standard Socioeconomically Disadvantaged: -155.5 distance from standard Students with Disabilities: -225.1 distance from standard	Spring 2023 Projections All Students: -125 distance from standard English Learners: -130 distance from standard Hispanic: -125 distance from standard Socioeconomically Disadvantaged: -125 distance from standard Students with Disabilities: -175 distance from standard	Spring 2024 Targets All Students: -110 distance from standard English Learners: -115 distance from standard Hispanic: -110 distance from standard Socioeconomically Disadvantaged: -125 distance from standard Students with Disabilities: -160 distance from standard
Winter iReady Math Diagnostic	n/a		All Students: 75% median progress to annual typical growth English Learners: 75% median progress to annual typical growth Students with Disabilities: 75% median progress to annual typical growth	Winter 2024 Targets All Students: 75% median progress to annual typical growth English Learners: 75% median progress to annual typical growth Students with Disabilities: 75% median progress to annual typical growth

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

Action 1

Provide professional development to include targeted support for students with disabilities

District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

Action 3

Increase parent engagement for students with disabilities.

District

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 must be aligned with the Consolidated Application.

School Goal #1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/2023-6/5/2024	8,322	8,322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/2023-6/5/2024	9,493	9,493	Title I
		Total Estimated Cost: 9,493		
District Math Project Facilitator	8/15/2023-6/5/2024	9,982	9,982	Title I
		Total Estimated Cost: 9,982		
Site Instructional Coach	8/15/2023-6/5/2024	71,701	71,701	Title I
		Total Estimated Cost: 71,701		
Preschool to Elementary Transition	8/15/2023-6/5/2024	7,581	7,581	Title I
		Total Estimated Cost: 7,581		
Budget Support	8/15/2023-6/5/2024	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/2023-6/5/2024	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/2023-6/5/2024	7,719	7,719	Title I
		Total Estimated Cost: 7,719		

School Goal #1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Foster and McKinney-Vento Liason	8/15/2023-6/5/2024	3,114	3,114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 131,137

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals. Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs. For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$141,590.00	No
	\$	No
Total amount of federal categorical funds allocated to this school.	\$141,590.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$212,998.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$212,998.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$354,588.00	

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
English Learner Advisory Committee	
District/School Liaison Team for schools in Program Improvement	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	
District/School Liaison Team for schools in Program Improvement	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 25, 2023.

Attested:

Catherine Burling

Typed name of school principal

Signature of school principal

Date

Kristen Bossi

Typed name of SSC chairperson

Signature of SSC chairperson

Date



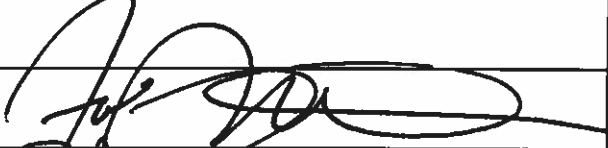

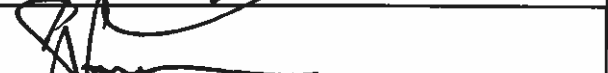
School Site Council Membership

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Catherine Burling	X				
Jaime Lopez		X			
Kristen Bossi		X			
Stephen Valenzuela		X			
Frederick Muhleman		X			
Irma Ramirez			X		
Gerardo Saldivar				X	
Oralia Saldivar				X	
Adriana Gonzalez				X	
Cassandra Herrera					X
Dulce Salgado					X
Yaretzi Saldivar					X
Numbers of members of each category:	1	4	1	3	3

Thomas Jefferson Middle School School Site Council SPSA APPROVAL

DATE: May 25, 2023

Name	School Association	Signature
Kristen Bossi	<i>Teacher</i>	
Catherine Burling	<i>Principal</i>	
Adriana Gonzalez	<i>Parent</i>	
Cassandra Herrera	<i>Student</i>	<i>Cassandra Herrera</i>
Jamie Lopez	<i>Teacher</i>	
Frederick Muhleman	<i>Teacher</i>	
Stephen Valenzuela	<i>Teacher</i>	
Irma Ramirez	<i>Classified</i>	<i>Irma Ramirez</i>
Yaretzi Saldivar	<i>Student</i>	<i>Yaretzi Saldivar</i>
Oralia Saldivar	<i>Parent</i>	<i>Oralia Saldivar</i>
Gerardo Saldivar Mejia	<i>Parent</i>	<i>Gerardo Saldivar</i>
Dulce Salgado	<i>Student</i>	<i>Dulce S</i>
Ashaley Zepeda	<i>Student</i>	

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Select from:	
English Learner Advisory Committee	
District/School Liaison Team for schools in Program Improvement	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	
District/School Liaison Team for schools in Program Improvement	<i>Gerardo Saldana</i>

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Attested:

Catherine Burling
Typed name of school principal

[Signature]
Signature of school principal

5/25/23
Date

Kristen Bossi
Typed name of SSC chairperson

[Signature]
Signature of SSC chairperson

5/25/23
Date