

School Year: **2024-25**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Adams Middle School (JAMS)	19-64980-6058531	5/30/2024	

## 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

JAMS will transition to a Title I Schoolwide Program School during the 2024-2025 school year.

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.

The John Adams Middle School (JAMS) instructional program follows a two-tiered approach that addresses both the academic and social-emotional needs of its students. The social-emotional curriculum is specifically designed to support the Local Control and Accountability Plan (LCAP) Goal #3, which focuses on creating a welcoming and safe school community. Additionally, this curriculum indirectly supports LCAP Goal #1, promoting college and career readiness, and Goal #2, assisting English Learners.

To address social-emotional learning (SEL), JAMS has three tiers of social emotional, and mental health support. We integrate mindfulness practices, Restorative Justice, and trauma-informed strategies into the curriculum. By implementing these practices, the school aims to foster a positive environment where students can connect and build empathy with one another. These efforts are designed to create a sense of belonging for all students. We will continue to provide counseling groups and with the help of the mental health counselor partner with mental health specialists to

provide services for our at-risk students. We need to focus on the teaching of explicit social-emotional learning skills (Tier I).

Our academic curriculum is aligned with the California Common Core State Standards. Through these Standards, we build a strong foundation for college and career readiness. Specifically, we focus on high-leverage standards that support learning for all students. We provide English language development (ELD) by addressing language acquisition in the context of State Standards. Students receive ELD support in their English Language Arts classes so they gain full access to the standards. ELLs also receive additional support during our Advisory Intervention.

Over the past two years, we have focused on differentiated instruction. All teachers support these efforts across the content areas. This year we will hone our focus to ensure well-designed lesson plans with clear content & language objectives, increase engagement and collaborative learning, and provide visible language support for students. We will continue to address the need for academic intervention through Reading Improvement classes and Reading, Writing, and Math Intervention during Advisory periods.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Our school community has participated in the Hanover Staff Climate Survey, California Healthy Kids Survey, Olweus Survey and LCAP Survey,

## Classroom Observations

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

Throughout the year, administrators, and coaches conduct informal observations. Based on these class visits, we have observed some coherent strengths and areas for growth. Areas of strength include close reading strategies across the curriculum; common academic language in Humanities and ELA; coherence across Humanities and ELA teachers in writing instruction and opportunities for student talk and collaboration.

We also have observed some growth opportunities. While we have gained consistency in vocabulary instruction and Close Reading strategies, we have observed a need to strengthen collaborative learning structures and provide opportunities for students to engage in academic discourse and problem-solving. Consequently, our SLT focus will be to ensure well-designed lesson plans with clear content & language objectives, increase collaborative learning and problem-solving and provide visible language support for students.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Students in grades 6-8 take the CAASPP assessment in ELA and Math, and students in grade 8 take the CAST (science test). English Language Learners take the ELPAC.

The English Language Arts performance indicator shows that, on average, all students are performing 30.6 points above the standard, with a slight increase of 0.8 points from the previous measurement, indicating a positive overall status. Several subgroups exhibit high proficiency, including White, African American, and students identifying as Two or More Races. While the Hispanic subgroup experienced a slight decline, it remains above the standard. The SED (Socioeconomically Disadvantaged) group is 9.6 points below the standard. English Language Learners and Students with Disabilities are 33.6 and 69.8 points below the standard, respectively.

The mathematics performance indicator shows that, on average, all students are performing 15.2 points below the standard, but there has been an improvement with an increase of 6.9 points from the previous measurement. All subgroups improved in the 2023-24 school year compared to the 2022-23 school year. The overall performance indicates positive progress. Several subgroups exhibit high proficiency, including White and students identifying as Two or More Races. However, several subgroups remain significantly below standard (African American 51.1 points below, English Language Learners 77.1 points below, Hispanic 45.4 points below, and SED 55.4 points below). The most significant need is that of our special education students who are 110.8 points below standard.

Students in grades 6-8 take the Star Reading and Star Math assessments, 3 times a year for progress monitoring. School-wide ELA Star Reading Proficiency is 63% and school-wide Math Star Proficiency is 38%. Information from these benchmark assessments helps to inform classroom practices and place students into Tier III intervention spaces as well as monitor their progress. Students in grades 6-8 participate in the District assessments (IABs) in Math. The results of the Math IAB is help to inform instruction and are used as part of the cycles of inquiry in PLCs. The District Interim Writing Assessment (DIWA) is twice a year. In the 24-25 school year, we will revert back to the ELA IAB but will continue with the JAMS writing assessment. The writing assessment is also used help to inform instruction and is used as part of the cycles of inquiry in PLCs as well as place students in tier III writing intervention. Overall, the goal of the IABs and the DIWA is to build a system of assessment that is predictive of CAASPP outcomes. Teachers also use a variety of informal and formal assessments such as student presentations, projects, quizzes, and tests to check for understanding and guide instruction. English Learners take the initial and summative annual ELPAC.

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

We will continue to use data from the benchmark assessments to monitor student progress, inform instruction and provide interventions for students. IABs and the writing assessment will be used as part of the cycles of inquiry in PLCs. We will begin to focus on engagement and collaborative structures and shifting the cognitive load to students while engaging them in structured talk.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at JAMS are highly qualified and have met CLAD requirements.

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

All teachers have access to instructional materials and have received training on their implementation.

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

Staff development during the 2023-2024 school year was focused on alignment with the CA state standards, our SLT Plan and district initiatives that support student achievement. We will continue our work by engaging in three Cycles of Inquiry in professional learning communities (PLC's) and facilitate learning rounds as we build collective teacher efficacy. Within these structures, we will support staff in improving Tier I and Tier II instruction as we provide them with professional development on differentiated instruction and frequently review district student data (Star Reading, Star Math, Math IAB's, district writing assessment) as well as common assessments developed in PLC's.

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

Our PD is planned and delivered by our SLT with the support and guidance of a district provided coach, a math coach and English Language Development lead.

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

Teachers plan in course alike PLC's three (3) times per month. Each session is held on Friday mornings for 90 minutes.

## Teaching and Learning

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

Curriculum is aligned to the California content standards. We use CDE adopted textbooks and supplemental materials to meet the needs of all learners.

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

John Adams Middle School exceeds the minimum number of instructional minutes required by the State of California.

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

The master schedule provides sufficient flexibility to support periods for intervention and teachers provide support during nutrition, lunch and after school. During Advisory, a core group of teachers, paraprofessionals, and instructional aids are intervening with students who have not mastered critical high-leverage skills in ELA and Math. Also during this time, a cohort of teachers is providing additional ELD focused on the California ELA/ELD Framework. In addition to our Advisory Interventions, we provide designated ELD in a push-in model within our ELA courses. We will continue to provide 4 Reading Improvement Classes including 2 Collaborative Reading classes (SPED and General Education students).

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

All grades and subject materials are standards-based and JAMS is William's compliant.

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

NA

## Opportunity and Equal Educational Access

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

All English Learners will receive integrated ELD support across their core classes. Students will receive daily designated ELD support during their English Language Arts classes. This provides a more contextualized approach to EL support and while expanding EL access to core curriculum and electives. We have also funded additional bilingual instructional assistant time to better support our ELs.

Evidence-based educational practices to raise student achievement

JAMS' teachers utilize a number of research-based practices, which are shared through our use of PLCs to meet the needs of all students and close the achievement gaps. Professional development is aligned with SMMUSD initiatives, which are based on current educational research and in consultation with professional experts outside of SMMUSD.

Based on our annual data analysis, we are also focusing on improving collaboration among students and increasing engagement. This work is supported through our PD on late-start Fridays. These sessions will be facilitated by our Instructional Coaches and SLT members. We have also enhanced our Tier III intervention opportunities. Based on Star benchmarks, we have created targeted interventions in reading comprehension, evidence-based writing, phonics and grade-level-specific power standards in mathematics.

## Parental Engagement

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

We offer multiple parent education opportunities through our PTSA, ELAC, school mental health counselor and school counselors. These topics will include, resilience; technology and social media; LGBTQ awareness; controlled substance prevention, suicidal ideation, anxiety and depression; College and Career Readiness; growth mindset, books clubs, back to school anxiety; and, how to raise happy children.

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

Members of the SSC participate in the decision making process for the use of LCFF, Title I and Stretch Grant funding for professional development as part of the SPSA process. We also present and seek feedback from our ELAC and Latinx Parent Group on EL support.

### Funding

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

Parents have opportunities for Restorative Justice; Diversity, Equity and Inclusion; and a variety of parenting topics such as Parent Book Clubs and Reflective Parenting

Fiscal support (EPC)

The District provides ongoing support for fiscal management

## Educational Partner Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA was presented for an annual review to the following groups:

English Language Advisory Council (ELAC) 5/30/24  
School Leadership Team (SLT) 5/22/24  
School Site Council (SSC) 5/30/24

The SPSA goals, actions, and strategies were co-created in the School Site Council (SSC) meetings and then taken to the English Learner Advisory Committee (ELAC) for feedback. This process was iterative and spanned the past year. The School Leadership Team provided feedback and guidance, focusing on a common school goal of Engagement and Collaboration. The School Leadership team also recognizes the need to teach students explicit social emotional learning skills to begin to address behavioral concerns. The goals were formulated based on an analysis of climate surveys, academic achievement data, observations from learning rounds and teacher feedback.

The teams identified a need to equip students with foundational skills, addressing gaps in both academic learning and social-emotional skills. They concurred that providing opportunities for students to engage in academic discourse and participate in engaging activities was crucial for meeting student needs. All three groups highlighted the necessity for Math intervention. ELAC provided critical feedback emphasizing the need for interventions in reading and writing.

ELAC strongly advocated for the continuation of the push-in model for designated English Language Development (ELD). This involves scheduling English Learner (EL) students with a Language Arts teacher who collaborates closely with the ELD lead. The ELD lead co-teaches with the Language Arts teacher, providing targeted EL instruction within the classroom in small groups and monitoring their progress to ensure readiness for the English Language Proficiency Assessments for California (ELPAC). The ELD teacher may also support students in other core subjects and assist teachers in supporting EL students.

Both SSC and ELAC offered feedback on strategies for parent engagement, aiming to help parents assist their children in achieving academic and social-emotional goals.

## Resource Inequities

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

While our school exceeds County and State measures for academic achievement as measured by the CAASPP and local measures, we have continued to struggle to meet the needs of the following subgroups: English Learners, Socio-Economically Disadvantaged, African American, Hispanic and Students with Disabilities. These needs are driving our resource allocations and intervention efforts.

Specific resources needed to address these inequities are professional development and materials for designated ELD, culturally responsive and relevant pedagogy, and project-based learning. In addition, a school counselor will be hired to support students in our sub-groups around issues of mental health, parent engagement and attendance.

To address a sense of belonging and improve attendance we need to focus on teaching specific SEL skills as a tier I (all students) intervention. Specific resources are needed to address designated ELD, reading, math and writing intervention.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.12%	0%	%	1	0	
African American	10.11%	10.39%	10.52%	86	87	85
Asian	3.64%	3.35%	3.96%	31	28	32
Filipino	0.71%	0.84%	0.87%	6	7	7
Hispanic/Latino	48.77%	48.75%	49.26%	415	408	398
Pacific Islander	0.24%	0.12%	0.12%	2	1	1
White	30.08%	32.62%	32.43%	256	273	262
Multiple/No Response	6.35%	3.82%	2.85%	54	32	23
<b>Total Enrollment</b>				851	837	808

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	278	277	232
Grade 7	266	292	282
Grade 8	307	268	294
<b>Total Enrollment</b>	851	837	808

### Conclusions based on this data:

1. Demographic enrollment data shows a steady decline in over all enrollment. Our biggest decline was from the 20-21 school year to the 21-22 school year. The decline from the 21-22 to 22-23 school year was less significant.
2. We had experienced a downward trend in our African American (AA) population over the past three years. We are now at about 10% and maintaining.
3. We've experienced a decline in the "multiple/no response" category from 8.1 to 3.82%.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	72	73	69	7.40	8.5	8.5%
Fluent English Proficient (FEP)	202	199	195	23.4	23.7	24.1%
Reclassified Fluent English Proficient (RFEP)	22	24		22.9	30.6	

### Conclusions based on this data:

1. There has been a slight increase in the English Learner (EL) subgroup in the last three years.
2. A majority of our EL's are Hispanic. This population has maintained around 50% over time.
3. Reclassification rates have increased in the past three years with an average of 32.5% reclassification in the 22-23 school year.

# 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	271	280	279	0	269	279	0	269	279	0.0	96.1	100.0
Grade 7	323	264	290	0	259	278	0	259	278	0.0	98.1	95.9
Grade 8	330	307	270	0	294	258	0	294	258	0.0	95.8	95.6
All Grades	924	851	839	0	822	815	0	822	815	0.0	96.6	97.1

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		2550.	2554.		25.28	29.03		36.80	30.47		20.82	25.45		17.10	15.05
Grade 7		2583.	2581.		20.85	25.90		48.26	38.49		17.76	20.50		13.13	15.11
Grade 8		2601.	2602.		29.59	24.42		35.71	44.57		18.71	20.16		15.99	10.85
All Grades	N/A	N/A	N/A		25.43	26.50		40.02	37.67		19.10	22.09		15.45	13.74

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		33.09	32.97		49.81	49.46		17.10	17.56		
Grade 7		25.10	23.38		65.25	63.67		9.65	12.95		
Grade 8		34.69	26.74		50.34	60.47		14.97	12.79		
All Grades		31.14	27.73		54.87	57.79		13.99	14.48		

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		19.33	20.43		58.36	55.91		22.30	23.66
Grade 7		26.25	27.70		58.30	56.47		15.44	15.83
Grade 8		25.17	22.87		56.46	63.18		18.37	13.95
All Grades		23.60	23.68		57.66	58.40		18.73	17.91

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		18.96	20.79		72.12	72.40		8.92	6.81
Grade 7		17.76	18.71		74.13	74.82		8.11	6.47
Grade 8		21.09	26.36		71.77	67.05		7.14	6.59
All Grades		19.34	21.84		72.63	71.53		8.03	6.63

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		25.65	29.39		63.94	63.08		10.41	7.53
Grade 7		27.41	28.78		66.41	59.35		6.18	11.87
Grade 8		28.91	31.40		61.22	61.24		9.86	7.36
All Grades		27.37	29.82		63.75	61.23		8.88	8.96

**Conclusions based on this data:**

1. There was a 97.1% participation rate that yields good data with 64% of students are either meeting or exceeding standard.
2. An area of growth is writing 18% of students are below standard.
3. An area of growth is reading where 14.5% of students are below standard.

# 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	271	280	279	0	269	278	0	269	278	0.0	96.1	99.6
Grade 7	323	264	289	0	259	279	0	259	279	0.0	98.1	96.5
Grade 8	330	307	270	0	291	259	0	290	259	0.0	94.8	95.9
All Grades	924	851	838	0	819	816	0	818	816	0.0	96.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2517.	2542.		17.84	29.50		20.07	21.22		30.48	22.66		31.60	26.62
Grade 7		2562.	2546.		22.78	21.51		27.03	21.51		29.34	32.97		20.85	24.01
Grade 8		2557.	2566.		23.45	22.39		16.21	18.53		25.52	32.43		34.83	26.64
All Grades	N/A	N/A	N/A		21.39	24.51		20.90	20.47		28.36	29.29		29.34	25.74

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		16.73	25.18		52.79	48.92		30.48	25.90	
Grade 7		27.03	22.94		51.74	51.61		21.24	25.45	
Grade 8		24.83	22.01		46.21	56.76		28.97	21.24	
All Grades		22.86	23.41		50.12	52.33		27.02	24.26	

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		15.61	21.22		56.88	50.00		27.51	28.78
Grade 7		19.69	19.35		57.14	61.29		23.17	19.35
Grade 8		21.03	22.01		54.83	53.67		24.14	24.32
All Grades		18.83	20.83		56.23	55.02		24.94	24.14

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		15.61	21.94		62.45	61.15		21.93	16.91
Grade 7		21.62	17.56		64.86	65.59		13.51	16.85
Grade 8		18.28	16.60		62.76	63.71		18.97	19.69
All Grades		18.46	18.75		63.33	63.48		18.22	17.77

**Conclusions based on this data:**

1. There was a 97.4% participation rate with 45% of our students are at "standard met" or "exceeds standard".
2. We need to focus on improving communicating reasoning and problem-solving and modeling data and analysis specifically in grade 8.
3. Overall increased 4% in student proficiency.

# 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	1604.1	1553.1	1557.6	1646.3	1573.3	1579.9	1561.2	1532.4	1534.8	26	33	22
7	1586.5	*	1557.3	1623.4	*	1566.0	1549.1	*	1548.0	23	10	20
8	1602.8	1554.4	1586.5	1631.4	1575.9	1617.8	1573.7	1532.5	1554.4	18	12	12
All Grades										67	55	54

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	76.92	39.39	36.36	19.23	39.39	54.55	3.85	15.15	9.09	0.00	6.06	0.00	26	33	22
7	60.87	*	50.00	13.04	*	20.00	26.09	*	20.00	0.00	*	10.00	23	*	20
8	55.56	41.67	58.33	27.78	16.67	8.33	16.67	25.00	25.00	0.00	16.67	8.33	18	12	12
All Grades	65.67	45.45	46.30	19.40	30.91	31.48	14.93	16.36	16.67	0.00	7.27	5.56	67	55	54

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	88.46	72.73	86.36	11.54	15.15	13.64	0.00	6.06	0.00	0.00	6.06	0.00	26	33	22
7	69.57	*	65.00	26.09	*	25.00	4.35	*	5.00	0.00	*	5.00	23	*	20
8	77.78	50.00	58.33	22.22	33.33	25.00	0.00	0.00	8.33	0.00	16.67	8.33	18	12	12
All Grades	79.10	70.91	72.22	19.40	18.18	20.37	1.49	3.64	3.70	0.00	7.27	3.70	67	55	54

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	26.92	6.06	0.00	30.77	27.27	40.91	34.62	54.55	40.91	7.69	12.12	18.18	26	33	22
7	8.70	*	5.00	43.48	*	55.00	26.09	*	20.00	21.74	*	20.00	23	*	20
8	16.67	0.00	16.67	38.89	25.00	33.33	33.33	41.67	33.33	11.11	33.33	16.67	18	12	12
All Grades	17.91	3.64	5.56	37.31	34.55	44.44	31.34	45.45	31.48	13.43	16.36	18.52	67	55	54

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	53.85	39.39	27.27	42.31	45.45	72.73	3.85	15.15	0.00	26	33	22
7	39.13	*	10.00	56.52	*	75.00	4.35	*	15.00	23	*	20
8	44.44	16.67	41.67	50.00	58.33	50.00	5.56	25.00	8.33	18	12	12
All Grades	46.27	30.91	24.07	49.25	54.55	68.52	4.48	14.55	7.41	67	55	54

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	100.00	83.87	100.00	0.00	9.68	0.00	0.00	6.45	0.00	26	31	22
7	91.30	*	95.00	8.70	*	5.00	0.00	*	0.00	23	*	20
8	100.00	83.33	75.00	0.00	16.67	16.67	0.00	0.00	8.33	18	12	12
All Grades	97.01	86.79	92.59	2.99	9.43	5.56	0.00	3.77	1.85	67	53	54

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	26.92	3.03	4.55	50.00	48.48	50.00	23.08	48.48	45.45	26	33	22
7	26.09	*	10.00	39.13	*	60.00	34.78	*	30.00	23	*	20
8	22.22	8.33	33.33	66.67	25.00	25.00	11.11	66.67	41.67	18	12	12
All Grades	25.37	3.64	12.96	50.75	49.09	48.15	23.88	47.27	38.89	67	55	54

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	38.46	19.35	36.36	57.69	74.19	63.64	3.85	6.45	0.00	26	31	22
7	4.35	*	35.00	91.30	*	60.00	4.35	*	5.00	23	*	20
8	5.56	0.00	8.33	94.44	83.33	83.33	0.00	16.67	8.33	18	12	12
All Grades	17.91	16.98	29.63	79.10	75.47	66.67	2.99	7.55	3.70	67	53	54

**Conclusions based on this data:**

1. ELPAC performance data shows a decrease in the number of students achieving a 4 on the ELPAC from 2020-21 to 2021-22.
2. There was a significant drop in the written language (17.91 to 3.64) and reading domain (25.37 to 3.64) from 2020-21 to 2021-22.
3. Students maintained in the writing and oral language domain from 2020-21 to 2021-22.

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>837</b>	<b>39.1</b>	<b>8.7</b>	<b>0.2</b>
Total Number of Students enrolled in John Adams Middle School (JAMS).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	8.7
Foster Youth	2	0.2
Homeless	5	0.6
Socioeconomically Disadvantaged	327	39.1
Students with Disabilities	109	13

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	87	10.4
Asian	28	3.3
Filipino	7	0.8
Hispanic	408	48.7
Two or More Races	32	3.8
Pacific Islander	1	0.1
White	273	32.6

### Conclusions based on this data:

1. The school has a diverse population of students in terms of ethnicity.
2. Almost 42% our students identify as socioeconomically disadvantaged.

- 
- 
3. The school has a 13% population of students identified with a disability.

# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. There is an increase in chronic absenteeism. There is a need for attendance intervention.
2. There is high performance in English Language Arts, Math and accelerated growth in English Learner Progress
3. The conditions and climate are fair with a decrease in the suspension rate.



# School and Student Performance Data

## Academic Performance English Language Arts

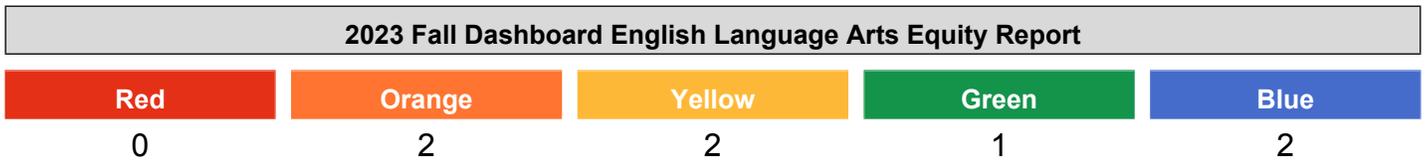
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 30.6 points above standard Maintained +0.8 points 800 Students	<b>English Learners</b>  Orange 33.6 points below standard Decreased -10.2 points 121 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 9.6 points below standard Increased +6.3 points 343 Students	<b>Students with Disabilities</b>  Orange 69.8 points below standard Maintained +2.5 points 109 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 13.2 points above standard Increased Significantly +22.8 points 86 Students	 No Performance Color 0 Students	92.4 points above standard Increased +10.8 points 26 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 points above standard Decreased -3.4 points 395 Students	 Green 41.1 points above standard Decreased Significantly - 34.8 points 31 Students	Less than 11 Students 1 Student	 Blue 69.6 points above standard Increased +3.9 points 257 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.2 points below standard Decreased -4.1 points 45 Students	0.7 points below standard Decreased -13.6 points 76 Students	35.4 points above standard Maintained +1.6 points 542 Students

**Conclusions based on this data:**

1. Overall, we have maintained growth in ELA with significant gains in the African American population where they increased by 22.8 pts. There was an increase in SED as well
2. We have maintained growth with students with disability but showed a slight decrease in the Hispanic subgroup.
3. We saw a slight decrease in current and reclassified English Language Learners and need to focus on bringing them up to standard.

# School and Student Performance Data

## Academic Performance Mathematics

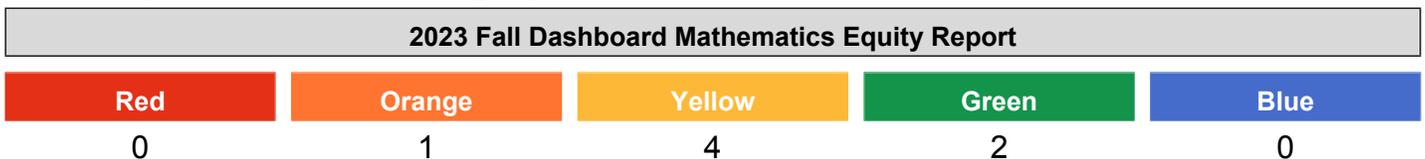
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 15.2 points below standard Increased +6.9 points 796 Students	<b>English Learners</b>  Yellow 77.1 points below standard Increased +7 points 121 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 55.4 points below standard Increased Significantly +17.8 points 341 Students	<b>Students with Disabilities</b>  Orange 110.8 points below standard Increased Significantly +21.2 points 108 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 51.1 points below standard Increased Significantly +21.2 points 86 Students	 No Performance Color 0 Students	51.5 points above standard Increased +10.2 points 26 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.4 points below standard Increased +6.8 points 394 Students	 Green 0.6 points above standard Decreased Significantly - 44.3 points 31 Students	Less than 11 Students 1 Student	 Green 32.2 points above standard Increased +9.6 points 254 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.6 points below standard Increased Significantly +22.1 points 45 Students	50.7 points below standard Maintained -1.8 points 76 Students	7.3 points below standard Increased +5.9 points 538 Students

#### Conclusions based on this data:

1. We saw an increase in all subgroups (ELs, SED, Sw/D, AA and Hispanic with the most significant growth in our Sw/D, AA and EL groups. We need to commit resources and build teacher capacity to show an increase in these areas and demonstrate a closing of the achievement/opportunity gap.
2. Although we saw an increase in all subgroups they are all below standard. We must continue to build teacher capacity and improve in Tier I and Tier II instruction.
3. Scores for current ELs increased but are still below standard. There is a need to be more deliberate about integrated and designated ELD in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

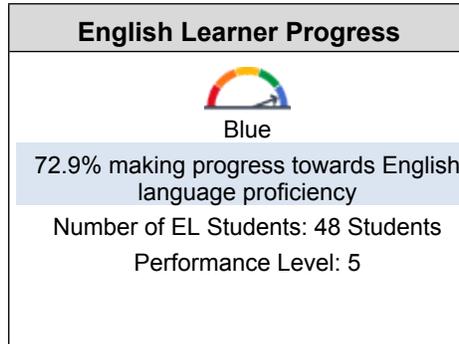
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	7	9	25

#### Conclusions based on this data:

1. The majority of EL students are responding to the designated ELD instruction in a co-teaching model.
2. Only 6% of students decreased one level which means they need more targeted support and monitoring. Students will be placed in an ELD cohort to receive support. We will also serve EL students during Advisory Intervention.
3. 33% either maintained their ELPI level and 52% progressed at least one level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

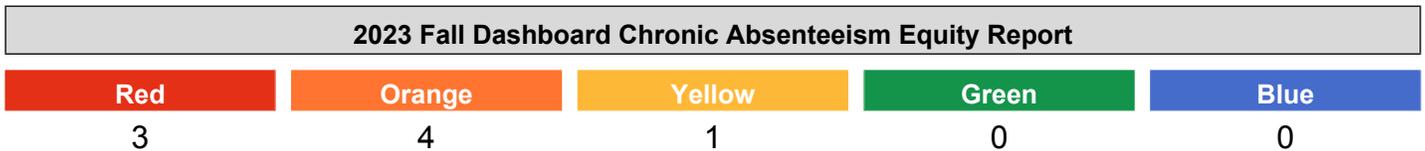
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>18.8% Chronically Absent</p> <p>Increased 1.6</p> <p>856 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>20.8% Chronically Absent</p> <p>Increased 7.8</p> <p>77 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>22.9% Chronically Absent</p> <p>Declined -1.4</p> <p>371 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>27% Chronically Absent</p> <p>Declined -1.2</p> <p>122 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 22.6% Chronically Absent Increased 6.1 93 Students	 No Performance Color 0 Students	 Yellow 12.5% Chronically Absent Declined -5.7 32 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.7% Chronically Absent Maintained 0.2 414 Students	 Orange 6.1% Chronically Absent Increased 2.4 33 Students	Less than 11 Students 1 Student	 Orange 15.2% Chronically Absent Increased 2.7 276 Students

**Conclusions based on this data:**

1. We had an overall increase in the number of students chronically absent (22.6% chronically absent; 6.1% increase).
2. ELs and the AA subgroup increased in absenteeism.
3. Socioeconomically Disadvantaged and Students with Disabilities absenteeism decreased.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

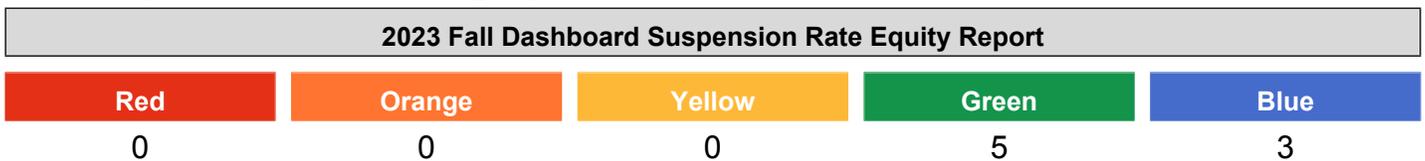
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2% suspended at least one day Declined -2.9 861 Students	<b>English Learners</b>  Blue 0% suspended at least one day Declined -5.2 78 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Green 2.7% suspended at least one day Declined Significantly -5.9 374 Students	<b>Students with Disabilities</b>  Green 5.6% suspended at least one day Declined -5.6 124 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 4.3% suspended at least one day Declined -4.4 94 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 33 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.2% suspended at least one day Declined Significantly -4.1 417 Students	 Blue 0% suspended at least one day Declined -1.8 33 Students	Less than 11 Students 1 Student	 Green 1.4% suspended at least one day Declined -1.2 276 Students

**Conclusions based on this data:**

1. There is an overall decrease in suspension rates.
2. All subgroups show a decline in the number of suspension with all suspension rates below 5.6%.
3. There is a disproportionate number of students with disabilities with suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Boosting Academic Achievement through Student Engagement and Collaborative Learning

## LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

## Goal 1

By the end of the academic year, we will enhance student engagement and collaborative learning by incorporating structured communication and flexible grouping strategies in at least 80% of classroom lessons. This will lead to an increase in overall CAASPP scores by 4% in Math and 2% in ELA. Furthermore, the percentage of LatinX students who score at standards "nearly/not met" will decrease by 3%, and by 6% for African American students in Math and ELA. These outcomes will be achieved by increasing student engagement, shifting the cognitive load to students, and promoting more student talk through structured protocols and flexible grouping strategies. Student engagement and collaboration are pivotal for achieving the specified academic goals because they enhance learning outcomes, improve performance, develop essential skills, increase motivation, provide a structured learning environment, and address diverse student needs. These strategies are especially critical for supporting underperforming groups and promoting overall educational equity.

## Identified Need

The English Language Arts performance indicator shows that, on average, all students are performing 30.6 points above the standard, with a slight increase of 0.8 points from the previous measurement, indicating a positive overall status. Several subgroups exhibit high proficiency, including White, African American, and students identifying as Two or More Races. While the Hispanic subgroup experienced a slight decline, it remains above the standard. The SED (Socioeconomically Disadvantaged) group is 9.6 points below the standard. English Language Learners and Students with Disabilities are 33.6 and 69.8 points below the standard, respectively.

The Mathematics performance indicator shows that, on average, all students are performing 15.2 points below the standard, but there has been an improvement with an increase of 6.9 points from the previous measurement. All subgroups improved in the 2023-24 school year compared to the 2022-23 school year. The overall performance indicates positive progress. Several subgroups exhibit high proficiency, including White and students identifying as Two or More Races. However, several subgroups remain significantly below standard (African American 51.1 points below, English Language Learners 77.1 points below, Hispanic 45.4 points below, and SED 55.4 points below). The most significant need is that of our special education students who are 110.8 points below standard.

Building capacity in teachers around engagement and student collaboration, while addressing gaps in knowledge, will directly target these needs. By utilizing structured communication and flexible grouping strategies, we can enhance student learning experiences and close achievement gaps. Title I funds will be allocated to provide professional development for teachers and engage them in learning rounds, ensuring they have the necessary skills and resources to implement these strategies effectively, thereby improving outcomes for all subgroups, especially those significantly below the standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading Assessment	<p>School-wide ELA Star Reading Proficiency: 63%            Exceeded: 23%            Met: 39%            Nearly Met: 24%            Not Met: 13 %</p>	<p>Goal 1a: Reading Comprehension - there will be a decrease in students scoring in the nearly met and not met by 10%. Overall reading proficiency will increase to 75% as measured by the STAR Reading Assessments administered in the Fall (2024) and Spring (2025).</p> <p>For our AA, EL, SED, and SWD students performing below proficiency: 90% of targeted JAMS students will demonstrate an increase of a performance band on the Star Reading Assessments from the Fall 2024 to Spring 2025 administration.</p>
Middle School Writing Assessment	<p># of students scoring a 1 on the writing assessment</p>	<p>Goal 1b: Writing- all students will demonstrate an increase in making evidence-based claims, as measured by the district common writing assessments administered in the Fall (2024) and Spring (2025)</p> <p>For our AA, EL, SED and SWD students performing below proficiency: 80% of targeted JAMS students will demonstrate an increase in proficiency in making evidence-based claims, as measured by the district common writing assessments administered in the Fall (2024) and Spring (2025)</p>
Star Math Assessment	<p>School-wide Math Star Proficiency: 38%</p>	<p>Goal 1c: Mathematics- there will be a decrease in students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Exceeded: 21% Met: 17% Nearly Met: 31% Not Met: 32%	scoring in the nearly met and not met by 10%. Overall math proficiency will increase to 65% as measured by the Star Math Assessments administered in the Fall 2024 and Spring 2025.  For our AA, EL, SED, and SWD students performing below proficiency: 90% of targeted JAMS students will demonstrate an increase of a performance band on the Star Math Assessments from the Fall 2024 to Spring 2025 administration.

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

### Strategy/Activity 1

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

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

Increase student engagement and collaboration

#### Strategy/Activity

All teachers will receive PD on engagement strategies, increasing student structured talk, and flexible grouping. All core teachers will participate in two Learning Rounds. The Fall and Spring Learning Rounds will focus on engagement and collaboration strategies that increase student talk. Teachers prioritize power standards in ELA and Math and develop common assessments to progress and monitor levels of mastery as they engage in cycles of inquiry.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,500

#### Source(s)

District LCAP Funds  
 1000-1999: Certificated Personnel Salaries  
 SLT meeting time to work on goal 1

4,000

District LCAP Funds  
 1000-1999: Certificated Personnel Salaries  
 Substitute Coverage for Learning Rounds

2000	Title I 4000-4999: Books And Supplies Professional books & supplies to support PLC learning rounds & SLT goals
------	--

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

Instructional Math Coach to provide direct support and capacity building with teachers and collective teacher efficacy. Subs for collaboration and conferences.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
100,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
2000	Title I 4000-4999: Books And Supplies Delta Math
1000	District LCAP Funds 1000-1999: Certificated Personnel Salaries Math PLC and intervention planning time

**Strategy/Activity 3**

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

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

Critical thinking and project based learning for all students - focus on AVID, music, Science and Engineering (Digital Dragon)

**Strategy/Activity**

Science Magnet Seminars  
  
Instructional materials across all departments  
  
AVID Tutors for academic support  
  
Music Clinicians  
  
Instructional materials-Science  
  
Teacher supplies

## Publication of Cross Currents (Student Anthology)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
47000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Science Seminars-Teacher hourly and benefits
28,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Teacher supplies-\$500 per certificated staff
12,000	Title I 1000-1999: Certificated Personnel Salaries Teacher conferences and collaboration
1000	Site Formula Funds 4000-4999: Books And Supplies Cross Currents Publication
5400	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Music Clinicians
	4000-4999: Books And Supplies AVID Tutors - no cost associated (district funded)
1200	Site Formula Funds 4000-4999: Books And Supplies General supplies
4100	Site Formula Funds 4000-4999: Books And Supplies Gizmos - Science Instructional Materials
25000	Title I 5800: Professional/Consulting Services And Operating Expenditures App Academy-Digital Dragon
19000	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures App Academy-Digital Dragon

### Strategy/Activity 4

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

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

Support students reading below grade level with Tier III reading intervention

**Strategy/Activity**

4 Sections of Reading Improvement for those scoring a 1 on the STAR Reading Assessment. 2 general education classes; 2 collaborative reading classes  
Continue Independent Reading (IR) program in grades 6-8. Purchase additional high-interest leveled and build virtual classroom libraries.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
80,000	Title I 1000-1999: Certificated Personnel Salaries 4 additional sections for reading interventions
77,000	Title I 1000-1999: Certificated Personnel Salaries Reading Co-Teacher
8200	Title I 4000-4999: Books And Supplies Infercabulary
4900	Title I 4000-4999: Books And Supplies Stari Reading
3000	Title I 1000-1999: Certificated Personnel Salaries Hourly teacher pay for reading intervention materials

**Strategy/Activity 5**

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

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

Implement a systemic intervention during Advisory on high leverage/enduring skills in Math, Reading and Writing - Students not achieving mastery (Based on Star Math, Reading and JAMS Writing Assessment with a focus on our lowest performing students.

**Strategy/Activity**

Advisory workshop interventions in evidence-based writing; reading comprehension and fluency; phonics and math power standards.  
Advisory workshop interventions in evidence-based writing based on the JAMS Writing Assessment.  
Use teacher during Advisory  
Use LLI intervention materials  
Use Dreambox, Delta Math, Desmos, and Kahn Academy

Use a backward flow map to identify pre-requisite skills where gaps exist

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	District LCAP Funds 4000-4999: Books And Supplies writing assessment norming and intervention planning
2000	Title I 4000-4999: Books And Supplies Math Intervention Materials

### Strategy/Activity 6

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

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

All students

#### Strategy/Activity

Continue to grow classroom libraries  
Increase number of diverse and culturally sustaining books in the school library

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Restricted Lottery 4000-4999: Books And Supplies Books for the library
3000	Restricted Lottery 4000-4999: Books And Supplies Classroom Libraries

### Strategy/Activity 7

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

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

all students

#### Strategy/Activity

Conferences for site administration around academic engagement and systems thinking

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12000

Source(s)

Title I

5800: Professional/Consulting Services And Operating Expenditures conferences

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### ANALYSIS

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

Our reading, writing, and math intervention programs have yielded significant success with our most struggling students. We are currently focusing on addressing gaps in Tier III interventions while simultaneously delivering grade-level content and offering Tier II support within the classroom. Our commitment to differentiated instruction has earned us recognition as a California Distinguished School, reflecting notable achievements in reading and math, and notable growth for our English Learners. We need to decrease teacher talk, increase student talk, and increase engagement and collaboration to shift the cognitive load to students while supporting their efforts.

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

The focus on engagement and collaboration will be a new goal for the 24-25 school year.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Learner Proficiency, Growth and Reclassification

## LEA/LCAP Goal

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

## Goal 2

To equip English Language Learners with the language skills and vocabulary needed to excel in academic content across disciplines. By the end of the 2024-2025 school year, teachers will proficiently deliver integrated ELD instruction, increasing the percentage of ELL students scoring "met" or "exceeds" on the CAASPP by 5%.

## Identified Need

English Language Learners show significant growth but are still behind in English Language Arts (ELA) and Math.

In ELA, the performance indicator reveals that, on average, all students are performing 30.6 points above the standard. This indicates a positive overall status. However, English Language Learners are still 33.6 points below the standard. In Math, the performance indicator shows that, on average, all students are performing 15.2 points below the standard. Despite this, there has been an improvement of 6.9 points from the previous measurement. All subgroups, including English Language Learners, improved in the 2023-24 school year compared to the 2022-23 school year, indicating positive progress overall. Nonetheless, English Language Learners remain 77.1 points below the standard.

We focus on building teachers' capacity around Language Standards and integrating these standards into their lesson plans to support English Language Learners. This approach aims to equip English Language Learners with the language skills and vocabulary needed to excel in academic content across disciplines. We will continue our co-teaching model to provide integrated and designated EL support in Language Arts classes and help students prepare for and pass the ELPAC. Title I funds will be allocated to support this goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	EL Performance in ELA: 33.6 points below standard in 22-23 Overall School Performance in ELA: 30.6 above standard 2022-2023 EL Performance in Math: 77.1 points below standard in 22-23	Based on the 2022-23 CAASPP data, 90% of English Learners will increase their scale score as measured by the CAASPP ELA and Mathematics results for 2024-2025. for ELA and Mathematics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall School Performance in Math: 15.2 points below in 2022-2023	
ELPAC	73.6% of English Learners increased one language acquisition level based on the ELPAC	Based on the 2022-23 ELPAC data, 90% of English Learners will increase their score by one level as measured on the ELPAC by 2024-2025.

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

### Strategy/Activity 1

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

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

English Learners

#### Strategy/Activity

Provide support for lowest area of achievement on the ELCAP

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2500

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Listenwise license

### Strategy/Activity 2

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

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

English Learners

#### Strategy/Activity

Professional Development on how to support RFEP's through integrated ELD support

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

	None Specified ELD Program Lead will facilitate trainings in September and January on Language Standards
1000	District LCAP Funds 1000-1999: Certificated Personnel Salaries SLT meeting time to work on goal 2

**Strategy/Activity 3**

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

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

ELs and other groups

Strategy/Activity

Provide professional development on Integrated ELD support in all classrooms including tier III academic vocabulary for Science

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	None Specified ELD Program Lead
3600	Site Formula Funds 4000-4999: Books And Supplies Brain Pop for Science

**Strategy/Activity 4**

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

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

Provide daily designated ELD support to all EL's

Strategy/Activity

ELD teacher pushes into ELA classes to provided contextualized and designated ELD.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	1000-1999: Certificated Personnel Salaries Co-teacher for ELD classes - No associate costs

3000

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
CABE conference

### Strategy/Activity 5

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

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

All students w/focus on helping ELs, low SES and struggling students

#### Strategy/Activity

Certificated teachers support students in library Monday-Thursday for one hour/day; Recruit target students through ELAC and through ELD Program Lead

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Parent-Teacher Association (PTA)  
1000-1999: Certificated Personnel Salaries  
Afterschool Library support

5000

Title I  
1000-1999: Certificated Personnel Salaries  
Afterschool Library support

### Strategy/Activity 6

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

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

EL students

#### Strategy/Activity

Hold transition meetings with EL's and families in the Summer (District Ed Services Coordinator, site administrator and ELD Program Lead) to support a positive transition to the middle school

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified  
Facilitated by EL Prgram Lead and  
Administrator

### Strategy/Activity 7

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

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

English Learners

Strategy/Activity

Implement a systemic intervention during Advisory on high leverage/enduring skills in Math (academic language) and ELA and preparation for the ELPAC by ELD Program Lead

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Classified hourly for training and planning

**Strategy/Activity 8**

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

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

Enhance Tier I and Tier II instruction for our ELs.

Strategy/Activity

Provide additional Bilingual Instructional Assistant Time and EL interventions

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

15000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Push in EL intervention

0

None Specified  
EL Evidence Based Writing Interventions during Advisory-No associate costs

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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

## **ANALYSIS**

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

This is a continuing goal but now we are focusing on teachers integrating Language Standards and objectives into their lesson plans. Our commitment to the work with our ELs has earned us recognition as a California Distinguished School, reflecting notable achievements in reading and math, and accelerated growth for our English Learners. We have found great success in having a co-teacher supporting our cohort of ELs in Language Arts and Humanities classes and will continue with our co-teaching practice and advisory support.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improving Attendance and School Culture through Social-Emotional Support

## LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

## Goal 3

The school aims to improve its climate by reducing chronic absenteeism, supporting student mental health, fostering connectedness, and addressing behavior issues through social-emotional learning.

## Identified Need

At JAMS, we aim to foster a kind, connected, and compassionate school culture. However, we're facing a few significant challenges. Chronic absenteeism affects 18.8% of our students, there's a strong need for Tier I, II, and III attendance, social emotional and mental health support. Specifically, we need to focus on Tier I Social Emotional Support to equip students with self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. Together the goal is to impact school culture and also address behavior issues.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	18.8% chronic absenteeism	Reduce the chronic absenteeism rate from 18.8% to below 14%
Behavior & Responsible Decision Making (SEL)	Overall increase in teacher referrals for low level behavior infractions. Build capacity in students in conflict resolution through peer mediation	Decrease reported behavioral incidents and bullying by 10% and build teacher and student capacity in conflict resolution
Parent Education & Engagement	Strengthen Parent Education and Engagement to Support Student Well-being, attendance and Academic Success	Host at least four engagement and connection events per school year, such as reflective parenting workshops, academic information nights, book clubs, and coffee with the counselors.
CA Healthy Kids Survey	Increase a sense of belonging	decrease chronic absenteeism by increasing a sense of belonging
Mental Health Referrals	high percentage of students with Tier III services	improve tier I mental health and SEL supports to decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		number of students receiving tier III interventions
CA Healthy Kids Survey	decrease controlled substance use by students	provide controlled substance education and reduce use of controlled substances

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

### Strategy/Activity 1

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

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

Students that are chronically absent.

#### Strategy/Activity

Early Warning System: Implement a system to identify and support students at risk of chronic absenteeism.

Parental Involvement: Establish communication with families to discuss attendance barriers and collaborate on solutions.

Attendance Incentives: Develop reward programs that encourage regular attendance, such as recognition ceremonies, privileges, or small rewards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Supplies for attendance incentives
0	None Specified LACOE PPSC licensed interns to help with attendance outreach - no cost associated
500	Title I 4000-4999: Books And Supplies Parent Education on absenteeism - no cost associated; admin will provide parent education

### Strategy/Activity 2

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

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

All students and staff

### Strategy/Activity

SEL Curriculum (Second Step): Integrate a comprehensive SEL curriculum that includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Teacher Training: Train teachers to deliver SEL effectively and respond to behavior issues with empathy and understanding.

Mindfulness and SEL support for individual students and mindfulness training for teachers

Restorative Justice Training for Staff

National Center for Safe and Supportive School (NCS3) ongoing professional development

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	District LCAP Funds 1000-1999: Certificated Personnel Salaries PD time for SEL implementation
0	None Specified Restorative Justice Training for Staff (Part of District Contract with Rob Howard)
4000	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Mindful Circles, SEL and Staff Support
16000	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Mindful Circles, SEL and Staff Support
0	5000-5999: Services And Other Operating Expenditures NCS3 PD provided by district staff and NCS3 grant

### Strategy/Activity 3

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

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

All parents

### Strategy/Activity

Parent Education on the importance of attendance, mindfulness, technology use, LGBTQ

Awareness, drug and alcohol prevention, Suicide and Depression and Back to School Anxiety.

Parent engagement and connection events such as Reflective Parenting, Academic information, Book clubs and coffee with the counselors.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries Childcare for parent meetings
2000	Title I 5000-5999: Services And Other Operating Expenditures ELAC meetings & Cafecito (Coffee w/the principal)
1000	Title I 4000-4999: Books And Supplies Parent Engagement Events including books
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Parenting Services Reflective Parenting and other Parent Ed
250	Title I 5000-5999: Services And Other Operating Expenditures Rites of Passage

**Strategy/Activity 4**

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

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

Students who opt in, are recommended by a counselor or parent

**Strategy/Activity**

Counseling groups to support academics, social emotional learning, school transitions and creating a positive school experience (tier II)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	1000-1999: Certificated Personnel Salaries Academic Counseling groups and SEL/mental health groups run by interns - no cost associated

## Strategy/Activity 5

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

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

Students who are struggling and/or request services to address mental health and social emotional issues

### Strategy/Activity

Individual Counseling and onsite Bilingual Mental Health Counselor (tier III)  
Mental Health Counselor coordinates all mental health services on campus  
Parenting groups & Book clubs & Parent Mental Health Supports

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

100000

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Mental Health Counselor

4000

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
NCS3 Conference and Training for Mental  
health counselor

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

Provide the opportunity for students to reveal their gifts and connect with others (students and staff) with similar interests through Enrichment Clubs (tier I) - increase sense of belonging

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2500

#### Source(s)

Stretch Grant (Ed Foundation)  
0000: Unrestricted  
Teacher sponsored enrichment clubs

5000

Title I  
5000-5999: Services And Other Operating  
Expenditures

Dragon Days and JAMS Fun Day events to celebrate student academic and social gains & build sense of belonging

### Strategy/Activity 7

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

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

all students and staff

#### Strategy/Activity

Community events to support Mental Health Awareness and Social Emotional Learning including supporting staff well-being

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I  
4000-4999: Books And Supplies  
supplies and services

### Strategy/Activity 8

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

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

Support students with trauma or substance use

#### Strategy/Activity

Building leadership capacity- Beat the Odds  
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

5800: Professional/Consulting Services And  
Operating Expenditures  
CBITS for students - no cost associated part of  
NCS3

1000

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Beat the Odds

0

5800: Professional/Consulting Services And  
Operating Expenditures  
Controlled Substance Counseling for students

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### ANALYSIS

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

These are new goal areas based on the Healthy Kids survey, attendance data, an increase in disciplinary referrals and need for the teaching of explicit social emotional learning skills.

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

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$636,400.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$474,600.00

Subtotal of additional federal funds included for this school: \$474,600.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District LCAP Funds	\$20,000.00
Parent-Teacher Association (PTA)	\$33,000.00
Restricted Lottery	\$9,000.00
Site Formula Funds	\$62,300.00
Stretch Grant (Ed Foundation)	\$37,500.00

Subtotal of state or local funds included for this school: \$161,800.00

Total of federal, state, and/or local funds for this school: \$636,400.00

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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American Book Drive	1,939.57	1,939.57
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Katherine Caulfield Newall	Parent or Community Member
Su-Lyn Combs	Parent or Community Member
Charity Burton	Parent or Community Member
Jennifer Metcalfe	Parent or Community Member
Martha Chacon	Principal
Anne Watts	Other School Staff
Nancy Gutierrez	Other School Staff
Laurel Cohn	Secondary Student
Valerie Nario	Classroom Teacher
Zakiya	Parent or Community Member
Stefanie Schwartz	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/30/2024.

Attested:

	Principal, Martha Chacon on May 30, 2024
	SSC Chairperson, Katherine Newall on May 30, 2024

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



Santa Monica-Malibu Unified School District  
Educational Services Department  
John Adams Middle School (JAMS)

**PARENT AND FAMILY ENGAGEMENT POLICY**

John Adams Middle School (JAMS) has developed a written parent and family engagement policy with input from parents.

John Adams Middle School developed a written Title I parent and family engagement policy with input from Title I parents. The school developed the policy with parent input. Input is collected at spring meetings of English Learner Advisory Council (ELAC), School Site Council (SSC), and Title I Family meetings to develop the plan for the upcoming school year. The plan is adopted by the SSC as part of the annual SPSA adoption process

It has distributed the policy to all parents and guardians.

The policy is distributed each fall via blackboard, the first Principal's weekly newsletter (hardcopies provided upon request) and placed in the online registration documents. It is also posted for ongoing viewing on the website, and available in the school office.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

The school provides support for parental involvement activities requested by parents.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by John Adams Middle School (JAMS) on 04/25/2024 12:00 am and will be in effect for the period of 06/12/2025 12:00 am1 a.

The school will distribute the policy to all parents of students on, or before: 08/24/2024 12:00 am.

Name of Authorized Official: Martha Chacon

Signature of Authorized Official here:

Date Approved: 04/25/2024





Santa Monica-Malibu Unified School District  
Educational Services Department  
John Adams Middle School (JAMS)

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2024-2025

John Adams Middle School (JAMS) distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

Provide parents with frequent reports on their child’s progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and to observe classroom activities.

How does the school address this?

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

This Compact was adopted by the John Adams Middle School (JAMS) on 04/25/2024 4:30pm, and will be in effect for the period of 6/12/2025.

The school will distribute the Compact to all parents and family members of students participating on, or before:08/24/2024 12:00 am.

Name of Authorized Official: Martha Chacon, Principal

Signature of Authorized Official here:

Date Approved: 04/25/2024



