

School Year:

2023-24



# 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
Jack G. Desmond Middle School	20652430109694	05/18/2023	12/12/2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Homeless students and students with disabilities

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.

District Mission Statement  
We are deeply committed to 1) the highest student achievement, 2) an orderly learning environment, and 3) a financially sound and effective organization.

School Name  
Jack G. Desmond Middle School

School Mission Statement  
Jack G. Desmond Middle School's mission is to serve our students and community: ensuring the highest levels of academic, social, and emotional learning. We prepare students to make a positive and productive impact on society and model hard work, integrity, and compassion to create meaningful, dynamic relationships.

School Vision Statement  
Jack G. Desmond is a model middle school for academics, athletics, and activities that prepare students to become self-sufficient adults- where school pride is evident in all we do!

## 2023- 24 Plan Summary

Jack G. Desmond Middle School will continue to implement actions set in our School Plan for Student Achievement (SPSA) that have proven to be successful in supporting high levels of student achievement. Our goals include increasing academic achievement in English, English Language Development, and Mathematics. In conjunction with these goals, it is imperative that a positive school climate/culture be fostered and that students are offered an opportunity to participate in rich extracurricular experiences. Our three-year plan will focus on meeting set site goals and several critical actions. Additionally, the SPSA plan will be reviewed at least quarterly with all critical stakeholders. The SPSA will be revised and modified as feedback warrants. The goals and actions in this document are designed to support and drive student achievement aligned with research-based best practices.

Goal I: Increasing academic achievement in English Language Development, English Language Arts, and Math. Additionally, actions planned within each goal will include:

Action 1: Provide teacher release time, extra time, professional development conferences, travel and other training are to improve instructional delivery and design. Student advocate, Rental/lease non-Cap

Action 2: Purchase supplemental supplies & materials for at-risk students/library books and reference materials to support at-risk students/duplicating services

Action 3: Classified/Clerk extra-time translating and child care

Action 4: Field Trips/Entry fees/Transportation Contracted services. Extracurricular Academic learning opportunities

Other goals included that are indirectly related to achievement, but are also important to school climate and culture include:

Goal II: Safe and Healthy Environment for Learning and Work

Action 1: PBIS Outside contracted services

Action 2: Books and reference materials

Goal III: Improve Parent Involvement Programs

Action 1: Purchase supplemental supplies, books and reference materials, Duplicating/Print Shop, electronic, and mail parent communication. Light snacks for meetings and trainings

Action 2: Provide teacher/classified release time and extra time, Parent translation, preparation time for support support, and provide parent education nights

Goal IV: Increase and Improve Technology

Action 1: Purchase technology and supplemental materials. Repairs, hardware and software programs

Action 2: Purchase technology equipment

### SPSA HIGHLIGHT

Administration, department, and grade-level teams, along with District Academic Coaches will continue to refine our collaboration efforts through the implementation of Professional Learning Communities (PLCs) and our site focus on student engagement. PLC's will continue to review and

analyze student data, identify priority standards, pacing guides, create assessments, lesson plans, and interventions. The administration will provide professional development opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management (PBIS/Time to Teach/Kagan Structures), Scholastic Reading Inventory, Peer Observations/Instructional rounds, professional learning conducted by staff, technology (e.g. Illuminate/Google Classroom), and plans on supporting site-wide social-emotional learning (SEL) training. Technology devices will be incorporated into lesson design as students are all on a 1:1 ratio in all core subject areas (English, Social Science, Math, and Science). Additionally, technology support for certificated staff will also be provided as an area of self-identified need.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The district survey students, parents, and teachers through a yearly 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.

Classroom observations happen regularly. Our goal is each teacher is visited twice per week.

## 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)

PLCs, departments, and administration utilizes data from state and local assessments to modify instruction and improve student achievement.

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

Curriculum Design Teams (CDT) and Professional Learning Communities (PLCs) utilizes data to monitor student progress on curriculum-embedded assessments and modify instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff receives site based Professional Learning each quarter at a minimum. Additional PL is available as needed including off site training.

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

Teachers are sufficiently credentialed or the few that are not are supported through the Madera Induction Consortium process. Various opportunities are available to teachers for professional development. Our academic team also provides support.

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

Teachers collaborate through CDT and PLCs to align curricular materials including standards and assessments. Staff development is aligned with professional needs.

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

District instructional coaches support our teachers along side of administration. We will also begin utilizing PLC leads, department chairs, and Strategic Academic Planning members to support teachers.

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

Teachers have common prep each day to collaborate with subject-like courses. They also meet twice per week before school to collaborate.

## Teaching and Learning

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

Teachers collaborate through CDT and PLCs to align curricular materials including standards and assessments.

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

All content areas adhere to and go above the recommended 54,000 required minutes.

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

Desmond has been working and continues to work with the master schedule and bell schedule to provide students with intervention opportunities. For the upcoming school year the bell schedule has been created to provide teachers with daily PLC time, this will also allow students to receive support before school that can be provided by counselors, student advocated, and trained personnel.

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

Students have access to all required materials. Reading Intervention is now being offered to the general education and special education populations.

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

All students have access to standards-aligned core courses that are required.

## Opportunity and Equal Educational Access

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

Collaborative teaching, teacher assistants, and in-class interventions are available to support under performing students. We also have Student Advocates that are assigned to specific at risk students to monitor and support directly. Specifically for literacy, we have a Reading Lab course to support the development for literacy skills.

Evidence-based educational practices to raise student achievement

PLC collaboration specifically on assessing learning regularly to drive instruction. Student goal setting for local assessments (NWEA).

## Parental Engagement

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

The district has a department focused on solely providing support and materials to parents as needed. From the site, we provide a monthly newsletter with necessary resources and we have counselors and teachers that can help support as needed.

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)

Stakeholders provide input through various opportunities including but not limited to PTA, ELAC, DELAC, PAC, Community shareholder meetings, staff meetings, and survey.

## Funding

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

For the 2022-23 school year, Desmond has designated funds to continue the PBIS implementation on site. Another area of focus for the upcoming school year will be classroom management strategies and student engagement, creating highly engaging lessons and student recognition with awards for demonstrating the P5s. Also, Student Advocates working directly with at-risk students. Professional development and materials including technology to improve student achievement.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

## 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

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan included improving students' NWEA scores, California Assessment of Student Performance and Progress (CAASPP) proficiency, (school-wide and in all subgroups), as well as increasing English Language Proficiency Assessments for California (ELPAC) proficiency for all our English Learners. Assessment data was reviewed throughout the year. This included data from NWEA, CAASPP, ELPAC, and District Progress Assessments (CSA). A program review was done at each School Site Council (SSC) meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation. Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, and Parent-Teacher Association meetings. Information that is shared relates to how funds are being spent, test results for local and state assessments, as well as updates on our After School Program

as well a review of our annual Safety Plan presented by our Safety Committee. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings hosted at our site and during teacher's professional development early-out meetings as well as at our Local Control Accountability Plan (LCAP) feedback sessions. Additionally, surveys are sent to various stakeholders throughout the school year to collect feedback related to stakeholders' concerns or needs (e.g. students, teachers, and parents).

Feedback from stakeholders & assessment data was made available to School Site Council members to inform them on how best to evaluate and revise our SPSA. This included, but was not limited to:

- Introduction and discussion of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Training and discussion of the 8 State LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student EL data (monitoring, identification, reclassification, etc.
- Review of site technology needs.
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions, and expulsions.

Using the various resources, SSC revised areas of our SPSA when actions did not yield the intended outcomes we wanted to see and has added actions, where additional supports needed, have been identified.

## Resource Inequities

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

### GREATEST NEEDS

Our greatest needs include:

- An increased achievement in CAASPP for ELA and Math
- An increased achievement in NWEA for Reading and Math
- Increased reclassification rates/baseline data for ELPAC
- Increased performance on District Assessments (ELA/MATH)
- Increased literacy fluency & comprehension (RI & MAP)
- Increase professional learning and best practices in the area of PBIS/MTSS transition in support of the whole child.
- Increase parent engagement on campus and with staff; PIQE parenting groups.

Our Strategic Academic Plan (SAP) has changed a bit throughout this school year. Our site has been able to analyze our assessment and student perception data to determine areas that are needed in order to support growth in student achievement. After discussing our NWEA data and previous CAASPP data, it is evident that students enter our middle school and regress once they are with us. Given this data trend, our SAP team developed a strategic goal to focus on increasing student literacy to combat this concern. Student survey data (as well as performance data) demonstrate that students, as they transition to us, struggle to maintain their academic performance.

ELA: Areas that our ELA department must continue to focus on our reading and writing. Interactive reading activities must be devised. An increase in guidance in active reading and cross-curricular writing opportunities must be developed. Staff will continue to participate in professional learning

opportunities that will aim to support the implementation of best research-based practices linked to increasing student achievement.

**EL Support:** Through the support of our District academic Coaches, AVID Excel courses in conjunction with our designated and integrated ELD courses we will continue to aim to increase our number of EL reclassifications. Professional learning will continue to be provided on our Modules and the released English Language Development Standards in order to familiarize staff members with instructional strategies that will support student achievement.

**PBIS:** School-wide surveys continue to suggest that we need to continue to refine our PBIS framework. Professional development concerning the MTSS model and Universal Design for Learning is imperative if we are going to create a system of interventions that support struggling students. Moving forward, we are undergoing implementing practices that will support the whole child. There is also a need for continued professional learning in regards to our classroom management system and other PBIS interventions (e.g. Time To Teach (TTT), Restorative Justice, Safe School Ambassadors, Kagan Win-Win Discipline, etc.)

**Parent Involvement:** Desmond has increased opportunities to take advantage of funding and provide parent connections to our site. Pre-Pandemic Desmond hosted a middle school Family College Night for all middle schools and K-8's sites in our district. Other venues and workshops were facilitated by the Parent Institute of Quality and outsourced through our district's Parent Resource Center. These added opportunities provided parents with access to navigating and engaging with the learning institution and supporting their child. Workshops supported mental health, creating email accounts, using the Aeries portal, academic supports, and an informational meeting for parents as students transition to middle school from elementary school.

**Technology:** The infusion of technology into all our core departments and ELD courses have taken our students' access to resources to greater heights. All of our staff members are utilizing the Google Classroom platform and Google Suite. Professional learning will continue next year for both students and teachers as they further embed technology into their lesson design.

Performance concerns as they pertain to our subgroups (ELs, Socially Economically Disadvantaged, Students with Disabilities, Whites, African American, foster/homeless, and males).

As a means to address performance gaps at our school site we will:

- 1) Continue to work with our EL students during our integrated and designated ELD times.
- 2) Continue to support teachers in their classroom as we improve our ability to provide targeted Tiered interventions to all subgroups.
- 3) Address the quality of instruction in classrooms, both for initial instruction as well as during intervention.
- 4) Continue to provide collaboration time for teachers to analyze student assessment data and align pacing guides to account for the identification of essential standards as well as supporting standard review.
- 5) Continue to provide professional development in the areas of English/Math/ELD and PBIS/MTSS efforts.
- 6) Address the need for greater student engagement through defining the term, developing a metric, and analyzing feedback from the metric.

#### INCREASED OR IMPROVED SERVICES

The site will increase or improve services for all students by continuing the following practices:

- Site Department chairs will continue to have planning days with subject/grade-level teams
- Administration and academic coaches will collaborate with subject/grade-level teams



- Teams will review and analyze student achievement data to guide their collaborative efforts and identify priority standards
- Subject/grade level teams will plan/update RCD units/pacing guides, lesson plans, and lesson delivery
- Continued professional learning in the area of PBIS/MTSS
- Create efforts of bridging parent communication/education that will lead to supporting student achievement

In addition, certificated and classified staff will get scaffolded and ongoing training in the following areas when needed:

- Professional Learning Communities
- Student Engagement Strategies
- Classroom management training (Win-Win Discipline)
- New Teacher Desmond Site Orientation
- New Teacher Thinking Maps Training
- New Teacher Gang Awareness Training
- Educational Technology integration support-with Chromebook devices, SAMR model, Demos, Google Classroom, etc.
- Kagan Cooperative Learning Training
- Kagan Win-Win Discipline
- Sped Collaboration Assignment Planning and Development
- PBIS/RtI/MTSS training for all staff
- Restorative Justice training
- Safe School Ambassador Training
- ELD foundational concepts and data analysis, building teacher capacity in regards to ELD standards, the CELDT assessment, illuminate data system knowledge,

and ELPAC

- Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science)
- MAP & RI training
- CAASPP teacher training
- Graduate Profile
- AVID WICOR strategies
- Quarterly reflection on grading practices

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.38%	0.79%	2	3	6
African American	1.1%	1.02%	1.05%	9	8	8
Asian	0.4%	0.76%	0.53%	3	6	4
Filipino	%	%	0%		0	0
Hispanic/Latino	94.1%	94.79%	92.38%	799	746	703
Pacific Islander	0.1%	%	0%	1	0	0
White	4.0%	2.92%	4.2%	34	23	32
Multiple/No Response	0.1%	0.13%	0.79%	1	1	6
<b>Total Enrollment</b>				849	787	761

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	431	351	401
Grade 8	418	436	360
<b>Total Enrollment</b>	849	787	761

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	201	161	159	23.7%	20.5%	20.9%
Fluent English Proficient (FEP)	331	326	283	39.0%	41.4%	37.2%
Reclassified Fluent English Proficient (RFEP)	7			3.5%		

# 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 Scores			% of Enrolled 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
Grade 7	433	351	404	0	348	399	0	348	399	0.0	99.1	98.8
Grade 8	417	424	360	0	424	356	0	423	356	0.0	100.0	98.9
All Grades	850	775	764	0	772	755	0	771	755	0.0	99.6	98.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2524.	2515.		7.47	6.02		31.90	31.08		29.89	30.58		30.75	32.33
Grade 8		2541.	2507.		6.62	6.46		32.15	23.31		32.62	27.53		28.61	42.70
All Grades	N/A	N/A	N/A		7.00	6.23		32.04	27.42		31.39	29.14		29.57	37.22

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 7		11.49	7.77		63.51	61.90		25.00	30.33	
Grade 8		11.82	7.58		62.65	51.69		25.53	40.73	
All Grades		11.67	7.68		63.04	57.09		25.29	35.23	

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 7		13.22	11.78		57.47	57.14		29.31	31.08
Grade 8		6.15	7.87		60.05	49.72		33.81	42.42
All Grades		9.34	9.93		58.88	53.64		31.78	36.42

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		8.05	9.77		78.45	73.93		13.51	16.29
<b>Grade 8</b>		11.58	8.71		76.12	72.19		12.29	19.10
<b>All Grades</b>		9.99	9.27		77.17	73.11		12.84	17.62

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		15.80	13.28		64.94	65.66		19.25	21.05
<b>Grade 8</b>		17.26	11.24		69.98	64.61		12.77	24.16
<b>All Grades</b>		16.60	12.32		67.70	65.17		15.69	22.52

# 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 Scores			% of Enrolled 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
Grade 7	433	350	404	0	345	399	0	345	397	0.0	98.6	98.8
Grade 8	417	426	361	0	425	358	0	425	358	0.0	99.8	99.2
All Grades	850	776	765	0	770	757	0	770	755	0.0	99.2	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2449.	2455.		2.03	5.29		6.96	7.05		27.83	23.17		63.19	64.48
Grade 8		2469.	2454.		3.53	2.79		8.47	6.42		22.59	21.23		65.41	69.55
All Grades	N/A	N/A	N/A		2.86	4.11		7.79	6.75		24.94	22.25		64.42	66.89

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 7		2.03	4.53		37.10	31.23		60.87	64.23
Grade 8		4.00	2.52		38.59	31.93		57.41	65.55
All Grades		3.12	3.58		37.92	31.56		58.96	64.85

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 7		3.19	6.30		47.54	46.35		49.28	47.36
Grade 8		4.71	5.03		52.94	44.41		42.35	50.56
All Grades		4.03	5.70		50.52	45.43		45.45	48.87

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		2.03	4.79		59.13	57.43		38.84	37.78
<b>Grade 8</b>		3.53	3.63		59.29	52.51		37.18	43.85
<b>All Grades</b>		2.86	4.24		59.22	55.10		37.92	40.66

# 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
7	1540.3	1537.2	1541.4	1546.6	1527.6	1547.5	1533.5	1546.3	1534.8	88	73	87
8	1552.8	1562.3	1562.3	1567.6	1557.0	1577.7	1537.3	1567.2	1546.4	100	79	71
All Grades										188	152	158

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
7	17.65	13.70	17.24	49.41	49.32	41.38	25.88	31.51	32.18	7.06	5.48	9.20	85	73	87
8	23.47	18.99	20.00	36.73	59.49	55.71	31.63	21.52	20.00	8.16	0.00	4.29	98	79	70
All Grades	20.77	16.45	18.47	42.62	54.61	47.77	28.96	26.32	26.75	7.65	2.63	7.01	183	152	157

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
7	30.59	24.66	39.08	49.41	54.79	44.83	15.29	16.44	14.94	4.71	4.11	1.15	85	73	87
8	39.80	32.91	51.43	40.82	54.43	41.43	16.33	11.39	4.29	3.06	1.27	2.86	98	79	70
All Grades	35.52	28.95	44.59	44.81	54.61	43.31	15.85	13.82	10.19	3.83	2.63	1.91	183	152	157

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
7	3.53	8.22	6.90	21.18	28.77	21.84	51.76	49.32	47.13	23.53	13.70	24.14	85	73	87
8	5.10	15.19	4.29	23.47	31.65	25.71	43.88	46.84	51.43	27.55	6.33	18.57	98	79	70
All Grades	4.37	11.84	5.73	22.40	30.26	23.57	47.54	48.03	49.04	25.68	9.87	21.66	183	152	157



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
7	11.76	6.94	14.94	78.82	80.56	74.71	9.41	12.50	10.34	85	72	87
8	22.45	18.99	12.86	66.33	72.15	80.00	11.22	8.86	7.14	98	79	70
All Grades	17.49	13.25	14.01	72.13	76.16	77.07	10.38	10.60	8.92	183	151	157

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
7	70.37	57.53	66.67	28.40	38.36	33.33	1.23	4.11	0.00	81	73	87
8	61.80	46.15	81.43	33.71	52.56	18.57	4.49	1.28	0.00	89	78	70
All Grades	65.88	51.66	73.25	31.18	45.70	26.75	2.94	2.65	0.00	170	151	157

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
7	9.52	13.70	11.49	42.86	60.27	37.93	47.62	26.03	50.57	84	73	87
8	15.31	24.05	10.00	30.61	44.30	47.14	54.08	31.65	42.86	98	79	70
All Grades	12.64	19.08	10.83	36.26	51.97	42.04	51.10	28.95	47.13	182	152	157

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
7	3.53	10.96	13.79	91.76	86.30	78.16	4.71	2.74	8.05	85	73	87
8	2.04	3.85	8.57	88.78	93.59	85.71	9.18	2.56	5.71	98	78	70
All Grades	2.73	7.28	11.46	90.16	90.07	81.53	7.10	2.65	7.01	183	151	157

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>787</b>	<b>94.2</b>	<b>20.5</b>	<b>0.6</b>
Total Number of Students enrolled in Jack G. Desmond Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	161	20.5
Foster Youth	5	0.6
Homeless	30	3.8
Socioeconomically Disadvantaged	741	94.2
Students with Disabilities	65	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.0
American Indian	3	0.4
Asian	6	0.8
Filipino		
Hispanic	746	94.8
Two or More Races	1	0.1
Pacific Islander		
White	23	2.9

**Conclusions based on this data:**

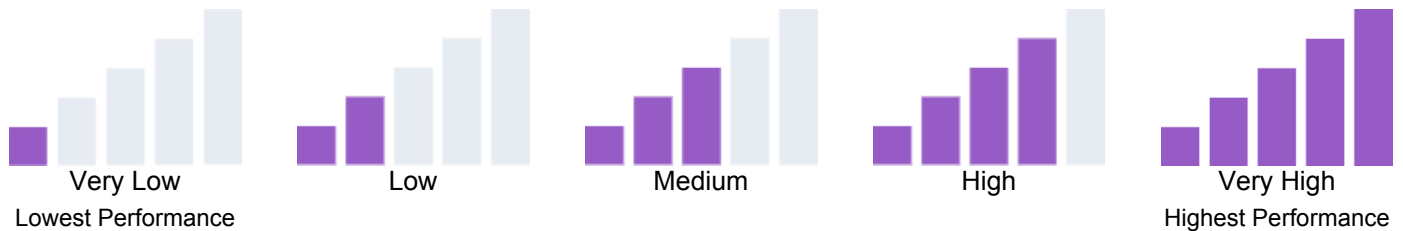
1. The vast majority of our students are poor.
2. Nearly 1 in 5 are currently still designated as English Language Learners.
3. Nearly 1 in 10 are designated as receiving Special Education Services.

# School and Student Performance Data

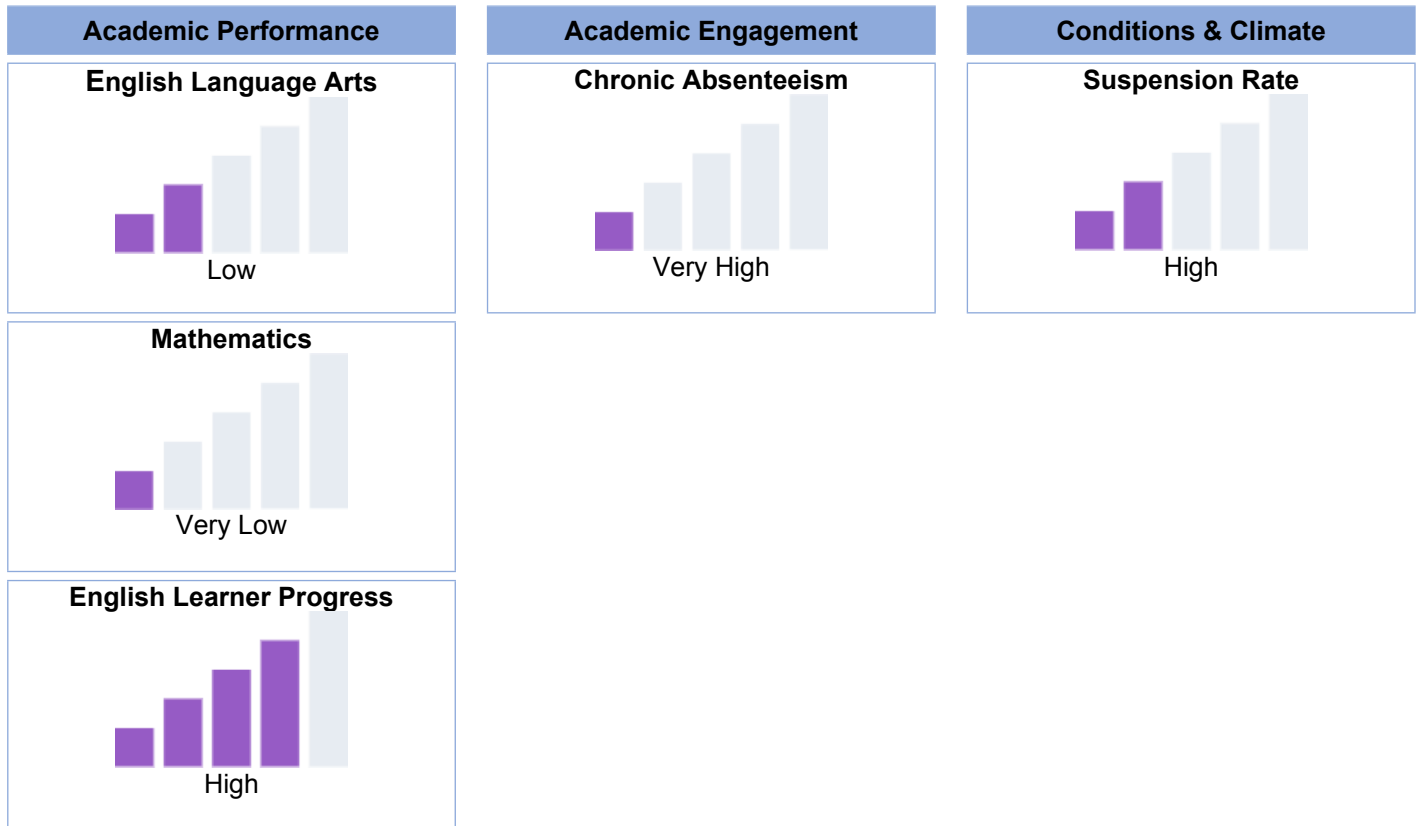
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- English Language Arts: Declined 6.4 points
- Math: Increased 9.9 points.
- Chronically absent increased: 0.8% whereas our Suspension rate declined by 5.5%.

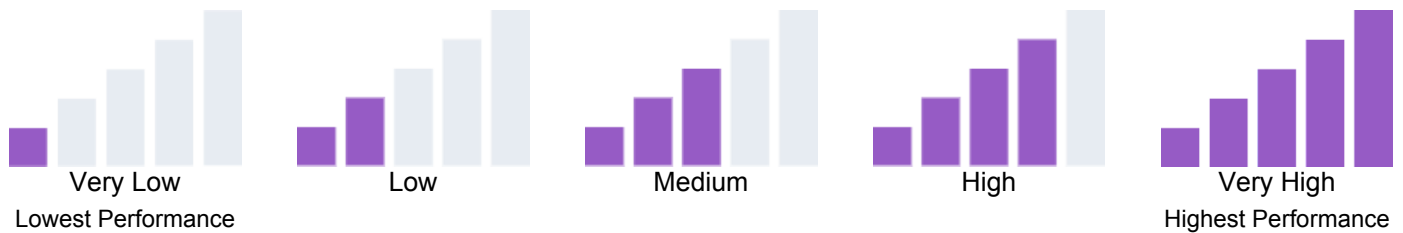


# School and Student Performance Data

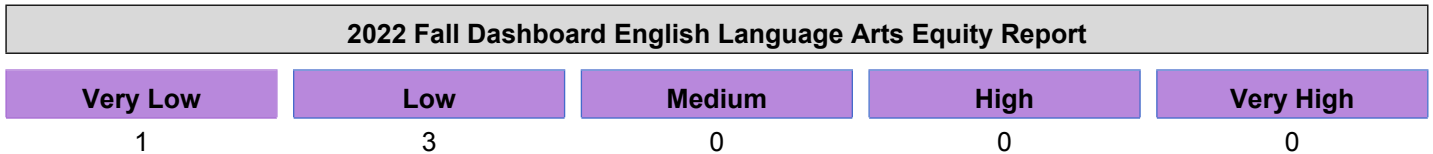
## Academic Performance English Language Arts

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

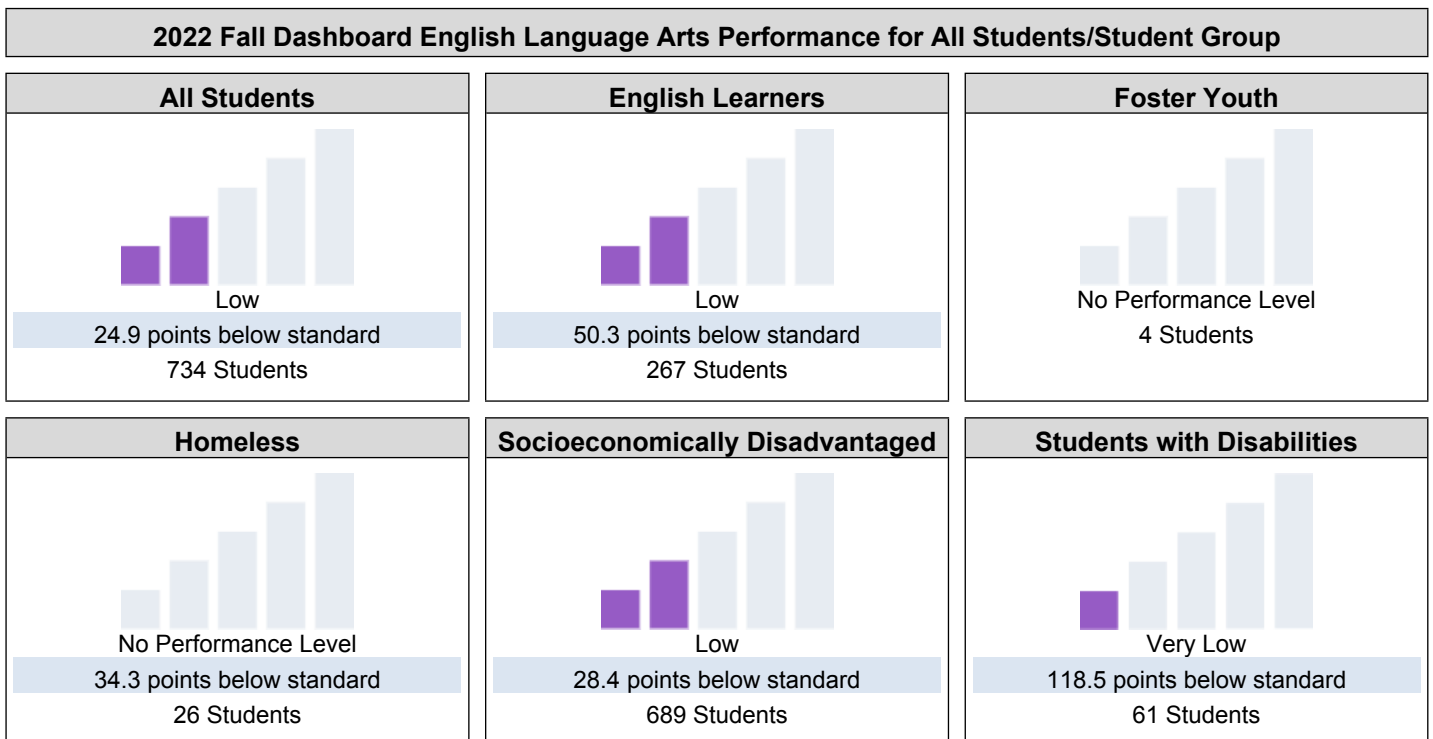
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



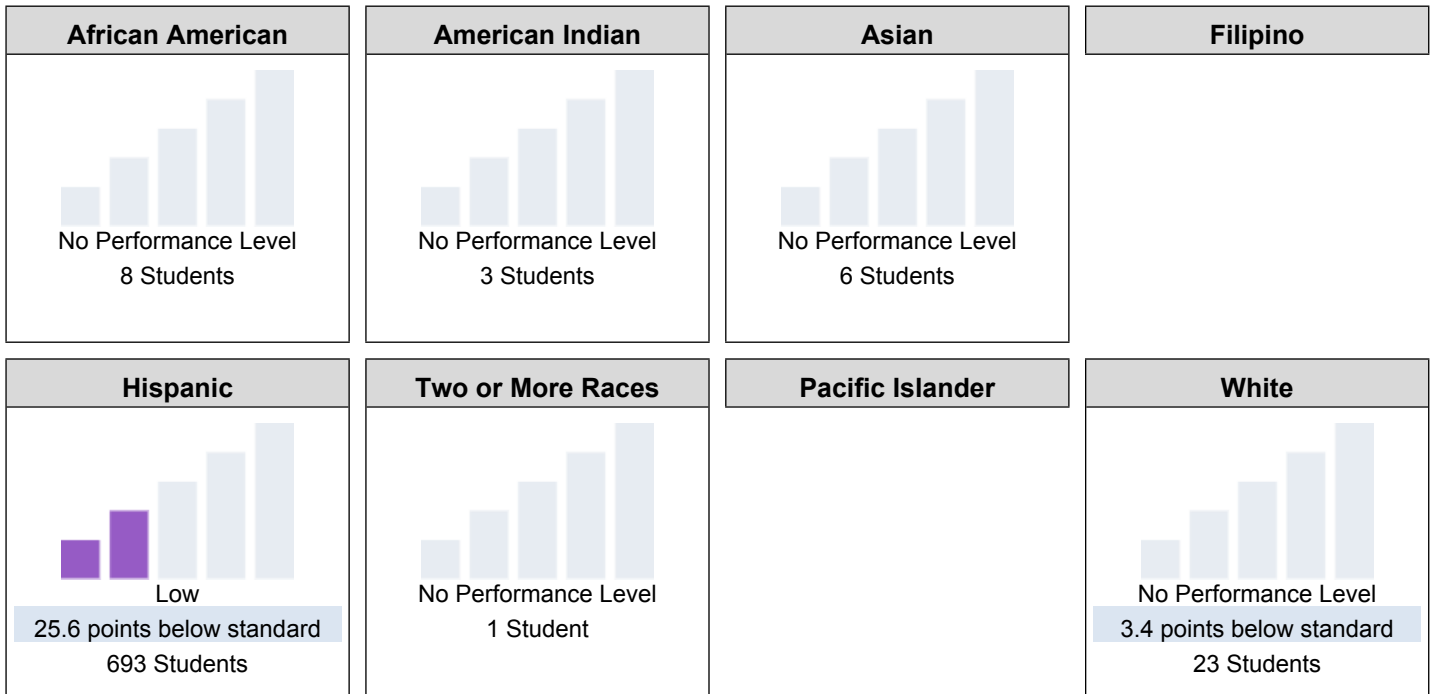
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
95.2 points below standard 140 Students	0.9 points below standard 127 Students	35.2 points below standard 278 Students

**Conclusions based on this data:**

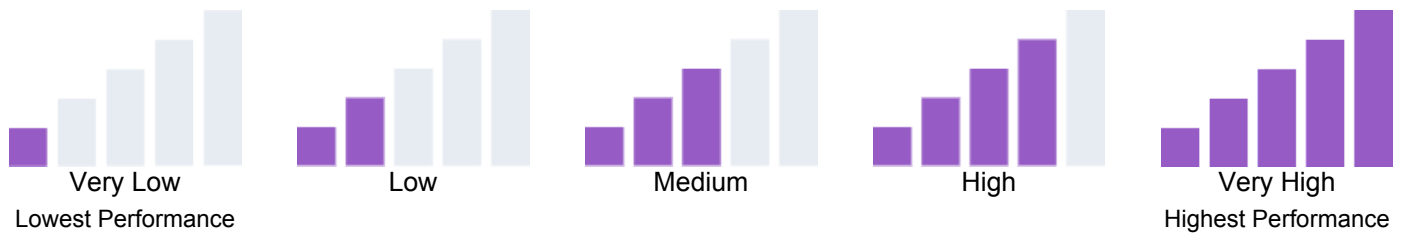
- All subgroups except students with disabilities decreased and current English Learners declined.
- Students recently reclassified maintained their progress, but did not grow.

# School and Student Performance Data

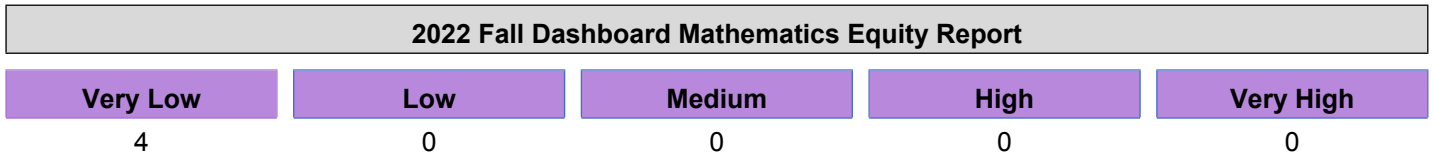
## Academic Performance Mathematics

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

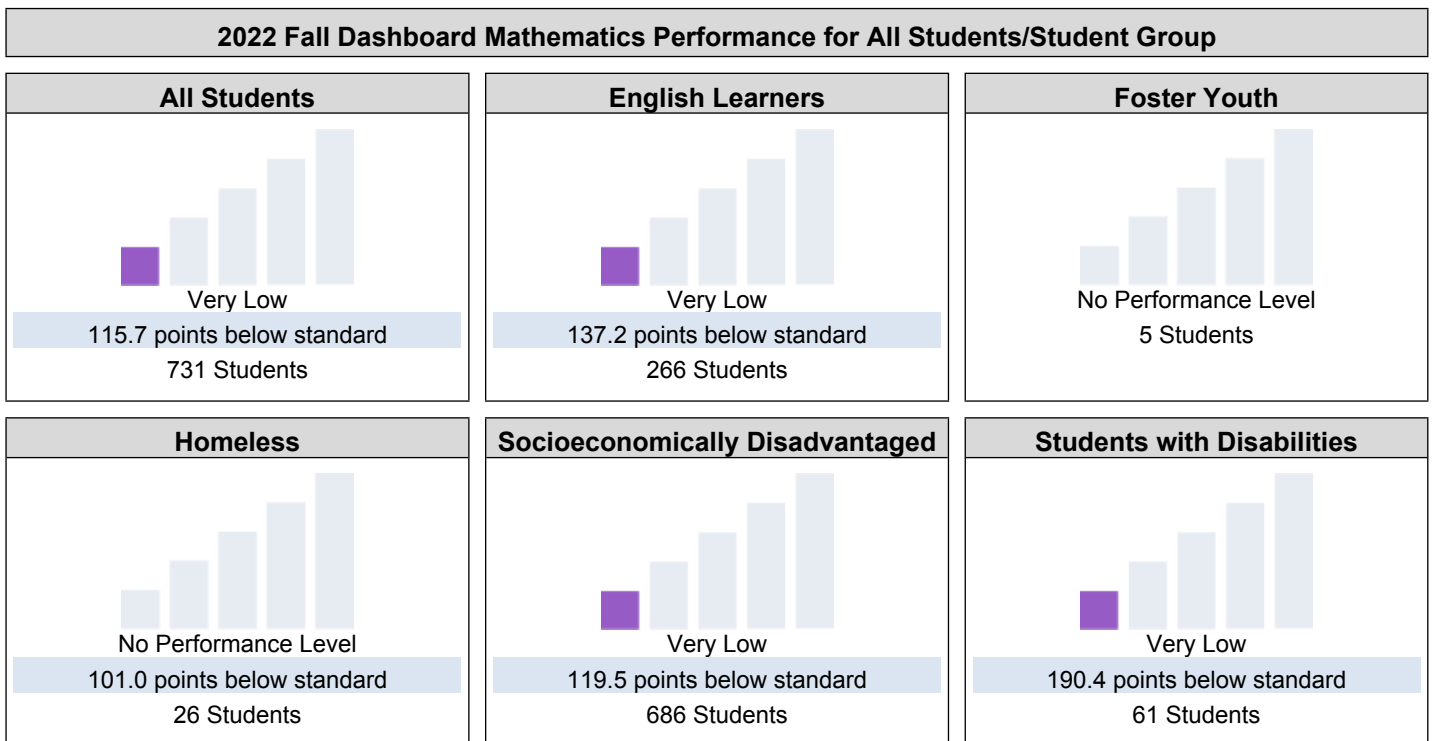
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

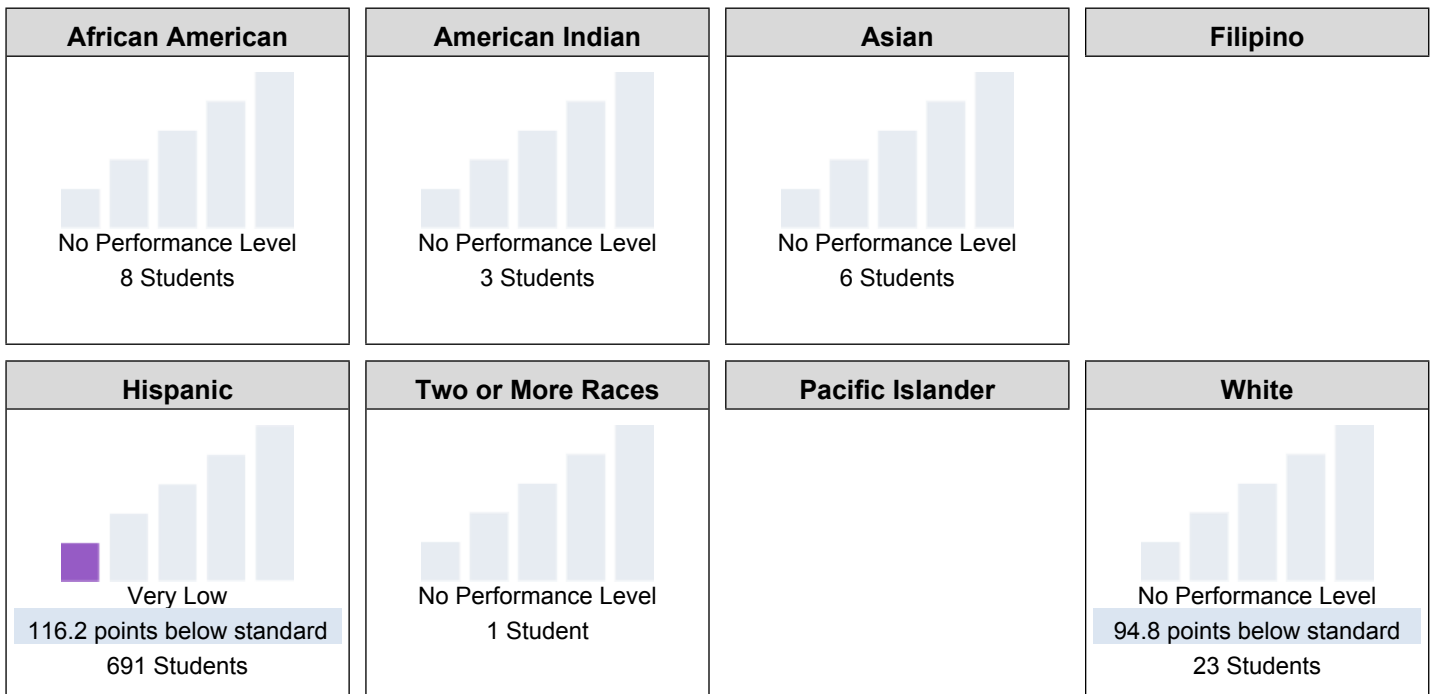


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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





### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">175.3 points below standard</p> <p>139 Students</p>	<p style="background-color: #e6f2ff;">95.6 points below standard</p> <p>127 Students</p>	<p style="background-color: #e6f2ff;">128.1 points below standard</p> <p>277 Students</p>

**Conclusions based on this data:**

1. Our Homeless and White subgroups declined.
2. English Learners, Reclassified, low socio economically disadvantaged, students with disabilities, Hispanic students, and English only subgroups all increased.

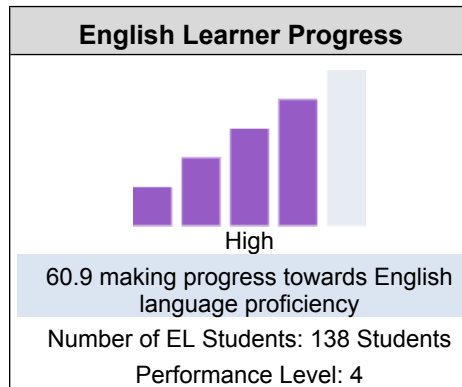
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.3%	26.8%	0.0%	60.9%

#### Conclusions based on this data:

1. Our ELs are performing below state averages.
2. While the majority of ELs are performing at Level 3 (12.3%) and Level 4 (51%), a significant percentage (37%) are underperforming at Level 1 and Level 2.
3. Statewide, a higher percentage of ELs score in the Level 4 bracket (30.6%); however only 12.3% score in that bracket at Desmond.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

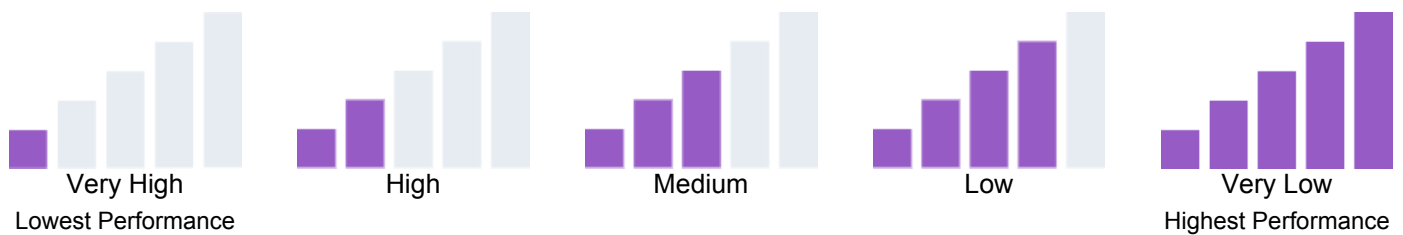
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# School and Student Performance Data

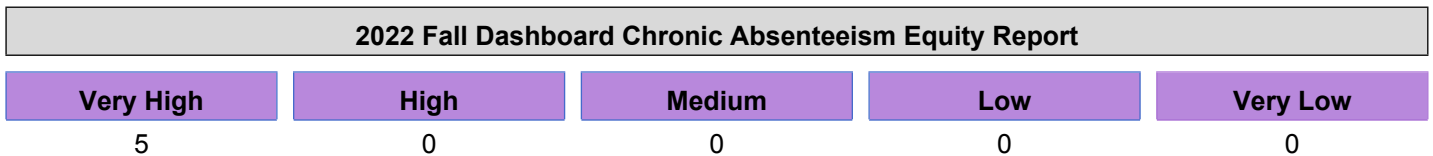
## Academic Engagement Chronic Absenteeism

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

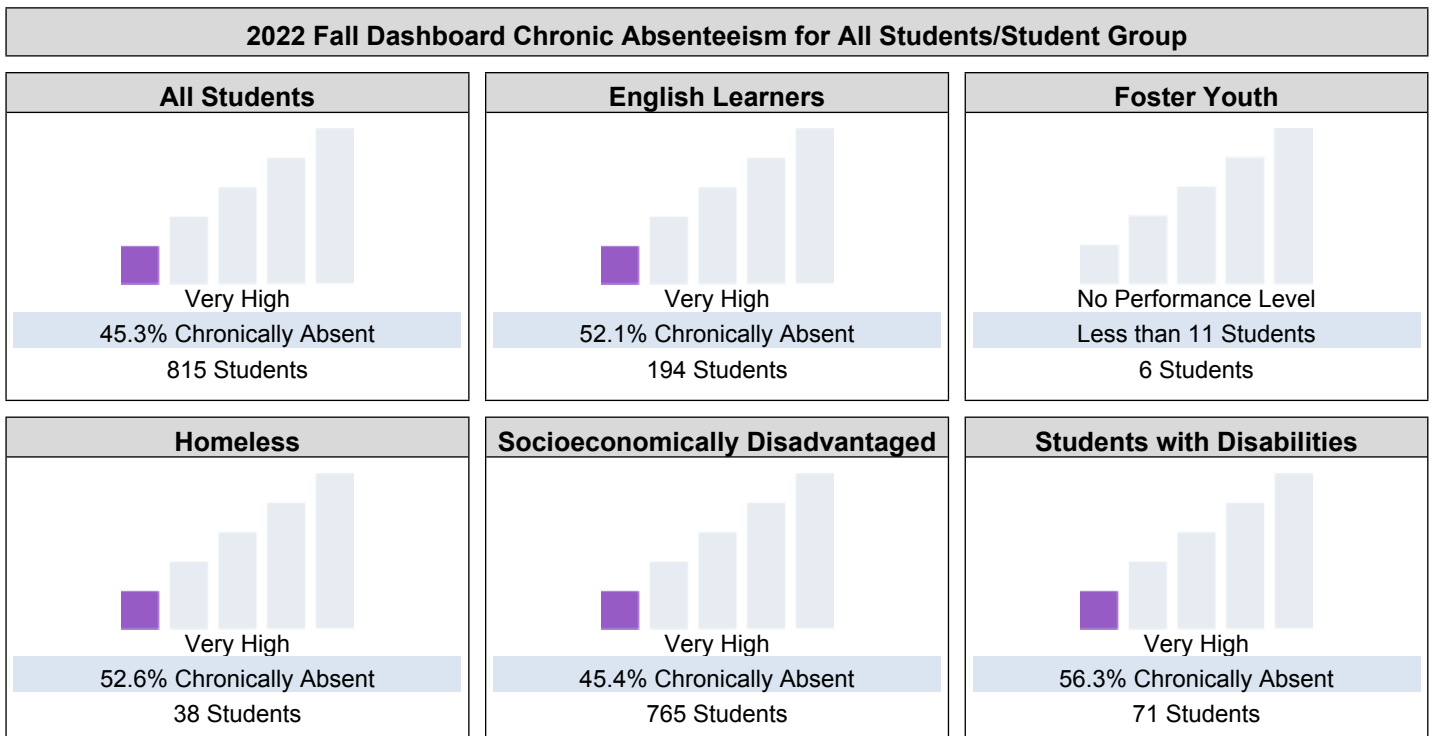
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



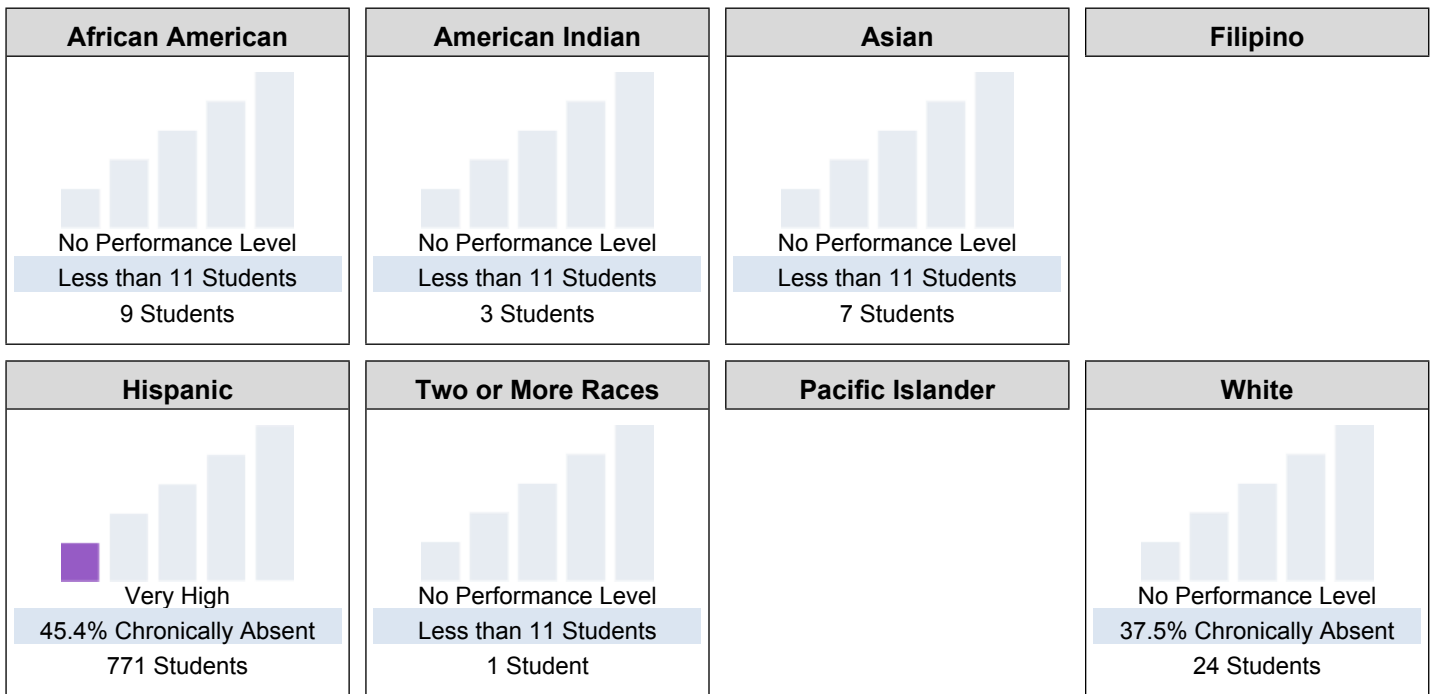
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Our Chronic Absenteeism rate increased by 0.8%.
2. Students who are considered homeless had the largest increase by 9.3%.

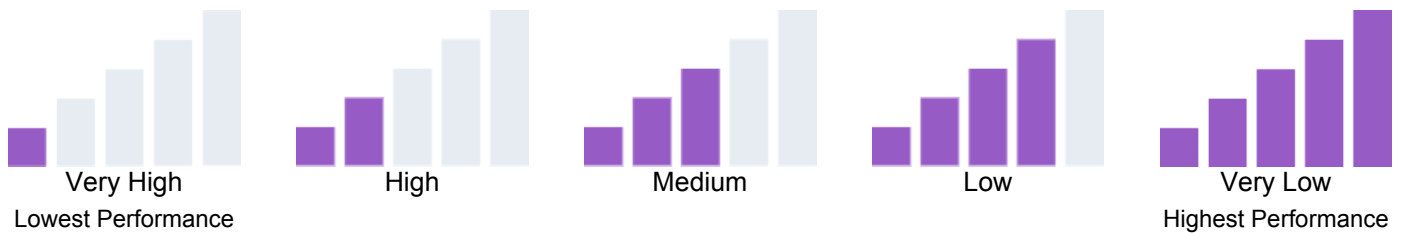


# School and Student Performance Data

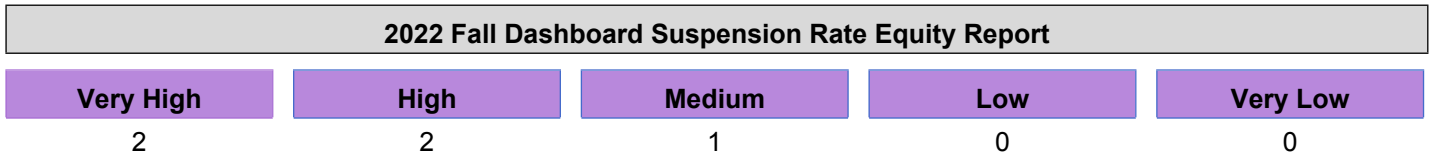
## Conditions & Climate Suspension Rate

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

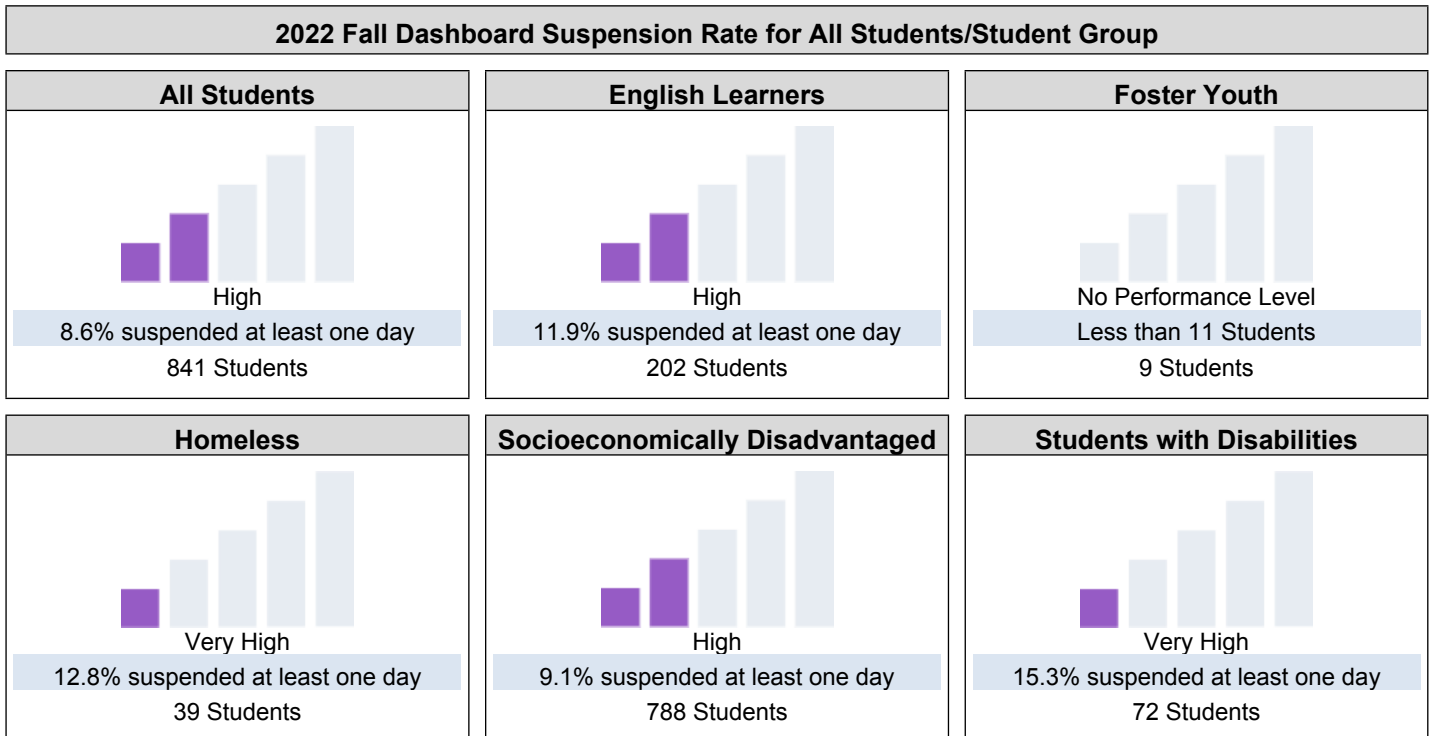
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



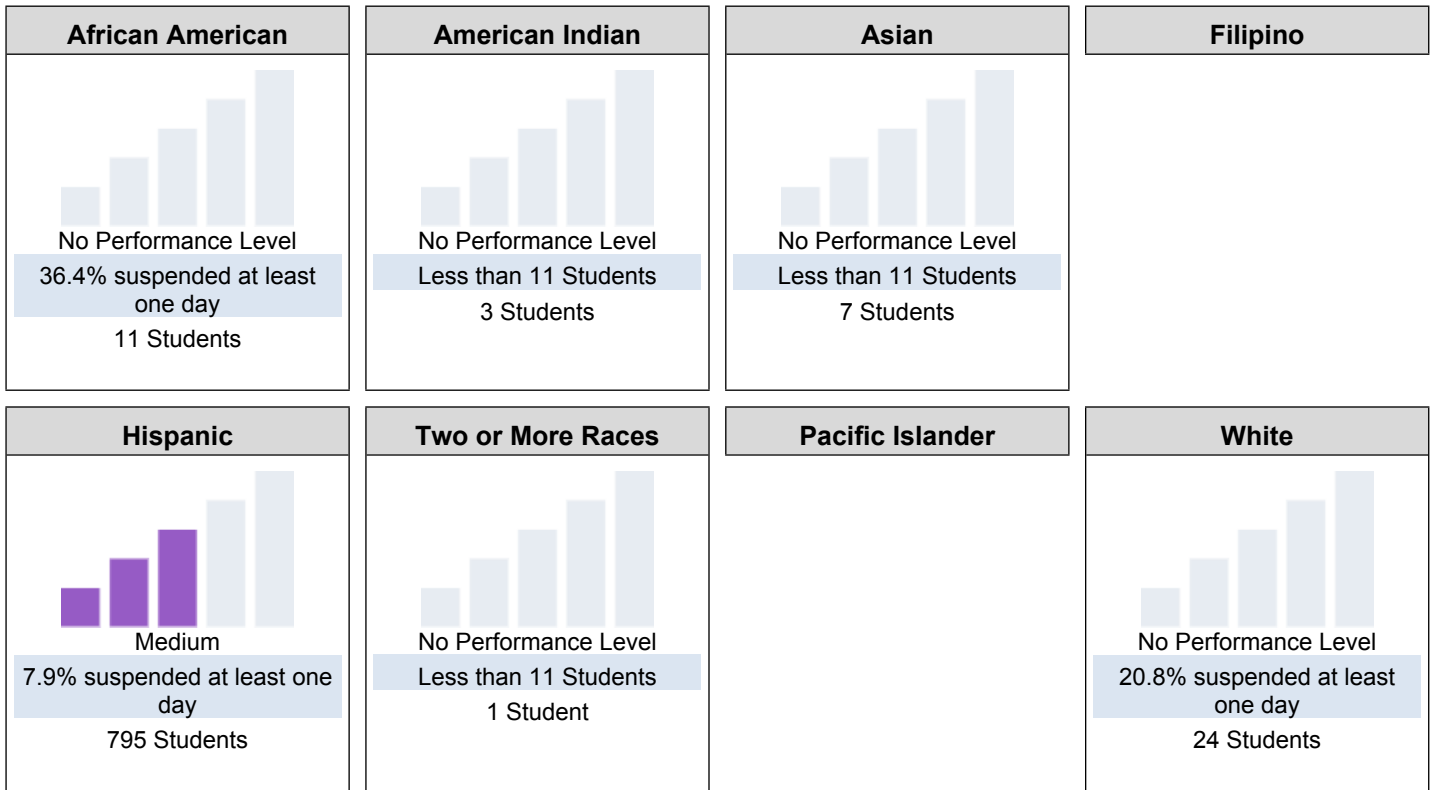
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Both our Homeless (+1.7%) and Students with Disabilities (+1.1%) increased in their suspension rates.
2. Our suspension rate of 14% is significantly higher than the state average last year of 3.5%.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Provide early supports for children and their families before beginning school

## Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1, 5, & 6

Demonstrate equity before equality, providing resources based on student needs

## Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	California Dashboard 2018-2019 = 17.5% Suspension Rate 2019-2020 = 6.7% Suspension Rate 2020-2021= .2 % Suspension Rate 2021-2022 = 8.7% Suspension rate	Projected for 2021-2022 = 7% Projected for 2022-2023 = 5% Projected for 2023-2024 = 3.5%
Expulsion Rate	California Dashboard *2018-2019 = 1.24 % Expulsion rate *2019-2020 = .32 %	Projected for 2021-2022 = .5% Projected for 2022-2023 = .5% Projected for 2023-2024 = .5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Expulsion rate *2020-2021 = 0% Expulsion rate 2021-2022 = 1.43% Expulsion rate	
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 12.9% Chronic Absenteeism Rates *2019-2020 = ? % Chronic Absenteeism Rates *2020-2021 = 6% Chronic Absenteeism Rates 2021-2022 = 45.3% Chronic Absenteeism Rates	Projected for 2021-2022 = 10% Projected for 2022-2023 = 8% Projected for 2023-2024 = 7%
7th-8th Grade School Climate Favorable	Climate Favorable 39% (742 student responses) 2022-2023 School Safety 53%, School Climate 37%, School Belonging 40%, School Engagement 21%	The survey was modified so results cannot be compared at this time. Projected for 2023-2024 School Safety 65%, School Climate 50%, School Belonging 55%, School Engagement 40%

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

#### Strategy/Activity:

- Planned: Outside Contractor/PBIS Team will: Continue implementation of PBIS. We will receive support training through PD with Dr. Hannigan. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support/MTSS Outside Contractors Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. See Goal 1 Action 3

### 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	Outside Contracted Services 5800 (Title I)
3000	Rental/Leases/Non-Cap 5600 (Title I)

### Strategy/Activity 2

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

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

All

#### Strategy/Activity

Planned: Books & Reference Materials • Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. • Utilize the district's print shop service to provide materials for student use as well as for parent education. • Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. • Purchase materials and supplies to support character education.

### 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)
1450	Books & Reference Material 4200 (Title I)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Tier 1 school-wide continued to be refined. Tier 2 and 3 interventions were monitored throughout the school year. Funding for PBIS continued.

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

See Goal 3

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.

See Goal 3

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7  
Provide a high-quality education with aligned curriculum & teaching

## Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	<p>2021-2022 Percent of Students who Met or Exceeded ELA Standard</p> <p>Overall: 35% Grade 7: 38% Grade 8: 38%</p> <p>2022-2023 Percent of Students that Met or Exceeded ELA Standard</p> <p>Overall: Grade 7: 38% Grade 8: 29%</p>	<p>2022-2023 Percent of Students who will Meet or Exceed ELA Standard</p> <p>Overall: 38 Grade 7: 41% Grade 8: 34%</p> <p>2023-2024 Overall: 45 Grade 7: 48% Grade 8: 42%</p>
Local Interim Assessment Reading (NWEA)	Percentage of students who met their BEST Growth Goal.	NWEA Reading BEST Growth Target

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2021-2022 Fall to Spring: 28.89%</p> <p>Percentage of students who met their BEST Growth Goal in Reading</p> <p>2022-2023 Fall to Spring: 33%</p>	<p>Fall 2021/2022: 20.97%</p> <p>Fall 2022/2023: 40.65%</p> <p>Fall 2023/2024: 60.32%</p> <p>Fall 2024/2025: 80%</p>
CAASPP SBAC Math	<p>2021-2022 Percent of Students who Met or Exceeded ELA Standard</p> <p>Overall: 8%</p> <p>Grade 7: 8%</p> <p>Grade 8: 11%</p> <p>2022-2023 Percent of Students that Met or Exceeded Math Standard</p> <p>Overall: Grade 7: 12%</p> <p>Grade 8: 9%</p>	<p>2022-2023 Percent of Students who will Meet or Exceed ELA Standard</p> <p>Overall: 13%</p> <p>Grade 7:25%</p> <p>Grade 8:30%</p> <p>2023-2024 Grade 15%</p> <p>Grade 15%</p>
Local Interim Assessment Math (NWEA)	<p>Percentage of students who met their BEST Growth Goal.</p> <p>2021-2022 Fall to Spring 19.37%</p> <p>Percentage of students who met their BEST Growth Goal in Math</p> <p>2022-2023 Fall to Spring: 25</p>	<p>Percentage of students who will meet their BEST Growth Goal.</p> <p>2022-2023 Fall to Spring: 32.41%</p> <p>2023-2024 Fall to Spring: 56.2%</p> <p>2024-2025 Fall to Spring: 80%</p>
English Learner Progress (ELPAC)	<p>2021-2022 Percent of students that scored a Level 4: 16.78%</p> <p>2022-2023: 18%</p>	<p>Goal: 30% Percent of students that score a Level 4 on 2022-2023 ELPAC:</p> <p>2023-2024:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Goal: 40% Percent of students that score a Level 4 on 2023-2024 ELPAC:
Reclassification Rate	2021-2022 Reclassified Students: 29  2022-2023: 25	2022-2023:30 2023-2024:35 2024-2025:40
Title 1 Parent Meeting	120 2019-2020 ? 2020-2021 400 2021-2022  2022-2023	300 2022-2023  2023-2024 200
Back-to-school Attendance	150 2019-2020 ? 2020-2021 350 2021-2022  2022-2023	300 2022-2023  2023-2024 350
SSC	14 2019-2020 ? 2020-2021 14 2021-2022  2022-2023	15 2022-2023  2023-2024 15
ELAC	15 2019-2020 ? 2020-2021 40 2021-2022	50 2022-2023  2023-2024 50



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023	
Open House	? 2019-2020 ? 2020-2021 150 2021-2022  2022-2023	200 2022-2023  2023-2024 300

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

### Strategy/Activity 1

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

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

All

#### Strategy/Activity

Planned:

Provide teacher release time, extra time and Travel and Conference:

- \* Observe high impact CCCS lessons.
- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* Time for testing, scheduling, and compiling information about students.
- \* Provide after school tutoring for students.
- \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Intervention Specialist:

To empower students to create a healthy academic, behavior and social performance. .

Monitor the progress of identified “at-risk” students

Review progress and missing assignments with students on a weekly or bi weekly basis.

Provide students with a packet of missing assignments, current grades/GPA and attendance.

Organize and schedule meetings with parents and students and relevant staff

Establish progress and work with teachers to ensure implementation

Provide academic and behavioral support

Shadow students in class

Conduct home visits

Small group and individual 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)	Source(s)
20000	Certificated Extra Time 1190 (Title I)
3000	Certificated Subs 1125 (Title I)
22500	Travel & Conference 5200 (Title I)
64833.67	Cert. Pupil Support 1200 (Title I)
700	Rental/Leases/Non-Cap 5600 (Title I)

### Strategy/Activity 2

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

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

AI

#### Strategy/Activity

Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. \* Purchase materials to improve performance on Smarter Balanced assessment. \* Utilize the district's print shop service to provide materials for student use as well as for parent education. \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. \* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. \* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

### 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)
19940.33	Instructional Supplies 4310 (Title I)
500	Duplicating/Print shop 5715 (Title I)

### Strategy/Activity 3

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

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

All

Strategy/Activity

Planned: (Classified/Clerk Extra-Time) \* After-school tutoring for Struggling Students \* After-school Enrichment for Identified Students \* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. \*Translating and Child care Planned: Provide teacher/classified release time and extra time: \* Provide parent translation – oral and written. \* Provide preparation time for parent support. \* Provide parent education nights

**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)
400	Clerk/Office 2400 (Title I)
1500	Clerk/Office Extra time 2490 (Title I)

**Strategy/Activity 4**

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

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

All

Strategy/Activity

Planned: Field Trips/Entry Fees/Transportation Contracted Services: Field Trips and entrance/conference fees Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Field Trips 5716 (Parent Ed)
3000	Entry Fees 5808 (Title I)

**Strategy/Activity 5**

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

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

All

### Strategy/Activity

Planned: Purchase technology and supplemental materials: • Purchase technology to support technology goal. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. Spend as funds become available Planned: Technology equipment \* Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Comp. Hardware under \$500 4385 (Parent Ed)
1000	Comp. Hardware \$500-\$5,000 4485 (Title I)
1000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

### Strategy/Activity 6

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

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

All

### Strategy/Activity

Planned: School Plan for Student Achievement (SPSA) Page 40 of 78 Jack G. Desmond Middle School Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings: \* Purchase materials to support parent involvement. \* Utilize the district's print shop service to provide materials for parent communication. \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Transportation 5716 Field Trips, Professional Development, University visits, and other educational experiences. Field Trips and entrance/conference fees Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

### 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)
471	Supplies 4300 (Parent Ed)
1200	Other classified 2990 (Parent Ed)

300

Other classified 2990 (Parent Ed)

200

Cert. Pupil Support 1200 (Parent Ed)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

### Strategy/Activity 1

Certificated Release Time (subs) 1125,  
Certificated Extra Time 1190,

What were the activities implemented?

Observed high-impact lessons.

- Adjusted pacing guides, common planning, disaggregated data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Planned, facilitated, and attended scheduled meetings for struggling, at-risk, or Special Education students to discuss academic progress and identify next steps.
- Allowed for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Allowed time for testing, scheduling, and compiling information about students.
- Provided after-school tutoring or other interventions for students.
- Provided teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Provided professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
- Utilized highly effective, immediately usable professional development across content areas to build literacy and content

What was not implemented that was in the 2022-23 site plan?

Professional development opportunities were provided through our site. However, the district funded extra planning and specific training.

What was the overall effectiveness? Training varied by the provider. The opportunity for additional planning time was beneficial.

Intervention Specialist 2200 (Title I),

What were the activities implemented?

They empowered students to create healthy academic, behavior, and social choices. They monitored the progress of identified “at-risk” students. Also, they reviewed progress and missing assignments with students on a weekly or bi-weekly basis. They provided students with a packet of missing assignments, current grades/GPA, and attendance. They also held SEL groups to help students develop healthy skills as it relates to mental health concerns along with study skills.

What was not implemented that was in the 2022-23 site plan? Intervention Specialist was utilized.

What was the overall effectiveness? intervention Specialist supported "at-risk" students.

Rental/Leases/Non-Cap 5600 (Title I) This action was not funded.

#### Strategy/Activity 2

Supplemental Instructional Supplies (4310) Duplicating / Printshop (5715)

What were the activities implemented?

DMS purchased books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. We utilized the district's print shop service to provide materials for student use as well as for parent education. When needed, we purchased materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. With our Title I funds we purchased materials and supplies to support the implementation of advanced thinking skills. We also purchased materials and supplies to support character education and PBIS.

What was not implemented that was in the 2021-22 site plan? COVID funds were utilized to purchase some instructional supplies.

What was the overall effectiveness? These supplies supported student needs while at home in distance learning.

#### Strategy/Activity 3 Clerk/Office Extra time 2490 (Title I)

What were the activities implemented?

Assist in making phone calls for attendance and other responsibilities to support families and students.

What was not implemented that was in the 2022-23 site plan? Tasks were implemented What was the overall effectiveness? Office staff was able to support the needs of the students and support the functions of the office.

#### Strategy/Activity 4 Field Trip and Entry Fees

What were the activities implemented?

These funds provided staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

What was not implemented that was in the 2022-23 site plan? Field trip opportunities were provided. District office funded some opportunities due to grant funding.

What was the overall effectiveness?

All participants found the opportunities beneficial.

#### Strategy/Activity 5 None

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

#### Strategy/Activity 1

Certificated Release Time (subs), 1125

Allocation: \$ 3000.00 Estimated Actuals: \$1534.50

Was there a difference? 1465,50

Why or Why not was there a difference?: Funds will still be utilized through May and June 2023

Certificated Extra Time, 1190

Allocation: \$ 20,000.00 Estimated Actuals: \$ 8520.30

Was there a difference? 11,479.70

Why or Why not was there a difference?: Funds will still be utilized through May and June 2023

Travel and Conference, 5200 Allocation: \$ 17,521.00 Estimated Actuals: \$ 3425.00 Was there a difference? \$14,096.00 Why or Why not was there a difference?: Funds will still be utilized through May and June 2023

Intervention Specialist 1200 (Title I), Allocation: \$ 44,192.00 Estimated Actuals: \$ 44,192.00 Was there a difference? 0.00 Why or Why not was there a difference?: Expended all funds.

Rental/Leases/Non-Cap 5600 (Title I) Allocation: \$ 700 Estimated Actuals: \$ 700 Was there a difference? 0 Why or Why not was there a difference?: Expended all funds.

Strategy/Activity 2

Supplemental Instructional Supplies

Duplicating / Printshop - 5715 Allocation: \$ 500.00 Estimated Actuals: \$ 500.00 Was there a difference? 0 Why or Why not was there a difference?: Expended all funds

Strategy/Activity 3

Clerk/Office Extra time 2490 (Title I) Allocation: \$ 1503.00 Estimated Actuals: \$ 1503.00 Was there a difference? 0 Why or Why not was there a difference?: Expended all funds

Strategy/Activity 4

5716 & 5808 Field Trip and Entry Fees Allocation: \$ 1000.00 Estimated Actuals: \$ 1000.00 Was there a difference? 0 . Why or Why not was there a difference?: Expended all funds

Strategy/Activity 5 None

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.

Strategy/Activity 1

Certificated Release Time (subs), Certificated Extra Time, Travel and Conference, Student Advocate 2200 (Title I), Rental/Leases/Non-Cap 5600 (Title I) Keep. We will continue to keep funding these to support our students who are at risk. Our site will support language and literacy development by providing training and support for teachers with the implementation of ELD standards and principles into the curriculum. All teachers will receive additional supports through PLs from district coaches and outside trainers which have been followed up by and supported with coaching cycles. There will be increased support through Department/PLC meetings and planning days. We will continue to develop and implement literacy and numeracy skills school-wide. We will attend virtual conferences to support online learning.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Strategy/Activity 2

Supplemental Instructional Supplies and Duplicating / Printshop Keep. Funds remained for instructional supplies. We did not purchase items because of the school closure.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Strategy/Activity 3

Clerk/Office Extra time 2490 (Title I) Keep. We will keep this to support the needs of our students, parents, and community.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Strategy/Activity 4

Field Trip and Entry Fees Keep. Keep. The budget will be adjusted since we are not projected to attend off-site events

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Strategy/Activity 5 None



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8  
Recruit and retain highly qualified staff

## Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Unfunded (Title I)

### Strategy/Activity 2

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	Unfunded (Title I)
	Unfunded (Title I)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Incentives & supports for employees to continuously improve performance

## Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# 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	\$151,995
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,995.00

## 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 (\$)
------------------	-----------------

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

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 (\$)
Books & Reference Material 4200 (Title I)	\$1,450.00
Cert. Pupil Support 1200 (Parent Ed)	\$200.00
Cert. Pupil Support 1200 (Title I)	\$64,833.67
Certificated Extra Time 1190 (Title I)	\$20,000.00
Certificated Subs 1125 (Title I)	\$3,000.00
Clerk/Office 2400 (Title I)	\$400.00
Clerk/Office Extra time 2490 (Title I)	\$1,500.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$1,000.00
Comp. Hardware under \$500 4385 (Parent Ed)	\$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$1,000.00
Duplicating/Print shop 5715 (Title I)	\$500.00
Entry Fees 5808 (Title I)	\$3,000.00
Field Trips 5716 (Parent Ed)	\$1,000.00

Instructional Supplies 4310 (Title I)	\$19,940.33
Other classified 2990 (Parent Ed)	\$1,500.00
Outside Contracted Services 5800 (Title I)	\$5,000.00
Rental/Leases/Non-Cap 5600 (Title I)	\$3,700.00
Supplies 4300 (Parent Ed)	\$471.00
Travel & Conference 5200 (Title I)	\$22,500.00

Subtotal of state or local funds included for this school: \$151,995.00

Total of federal, state, and/or local funds for this school: \$151,995.00

# School Site Council Membership

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

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

Name of Members	Role
Carry Gasset	Principal
Julie Prandini	Classroom Teacher
Reina Carrera	Classroom Teacher
Joseph Tarkman	Classroom Teacher
Jennifer Toschi	Classroom Teacher
Tanya Lozano	Other School Staff
Diana Arvizu	Parent or Community Member
Elisa Ramirez	Parent or Community Member
Michelle Villacis	Parent or Community Member
Jordyn Dampeer	Secondary Student
Melany Alendar	Secondary Student
Dianna Santiago	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/30/2023.

Attested:



Principal, Carry Gasset on 3/30/23



SSC Chairperson, Reina Carrera on 3/30/23

# 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](#)

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

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[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**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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

# Budget By Expenditures

## Jack G. Desmond Middle School

**Funding Source: Books & Reference Material 4200 (Title I)      \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,450.00		Planned: Books & Reference Materials • Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. • Utilize the district’s print shop service to provide materials for student use as well as for parent education. • Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. • Purchase materials and supplies to support character education.

Books & Reference Material 4200 (Title I) Total Expenditures:      \$1,450.00

Books & Reference Material 4200 (Title I) Allocation Balance:      \$0.00

**Funding Source: Cert. Pupil Support 1200 (Parent Ed)      \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Jack G. Desmond Middle School

\$200.00

Planned: School Plan for Student Achievement (SPSA) Page 40 of 78 Jack G. Desmond Middle School Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings: \* Purchase materials to support parent involvement. \* Utilize the district's print shop service to provide materials for parent communication. \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Transportation 5716 Field Trips, Professional Development, University visits, and other educational experiences. Field Trips and entrance/conference fees Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

Cert. Pupil Support 1200 (Parent Ed) Total Expenditures: \$200.00

Cert. Pupil Support 1200 (Parent Ed) Allocation Balance: \$0.00

**Funding Source: Cert. Pupil Support 1200 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Jack G. Desmond Middle School

\$64,833.67

## Planned:

Provide teacher release time, extra time and Travel and Conference:

- \* Observe high impact CCCS lessons.
- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* Time for testing, scheduling, and compiling information about students.
- \* Provide after school tutoring for students.
- \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

## Intervention Specialist:

To empower students to create a healthy academic, behavior and social performance. .

- Monitor the progress of identified "at-risk" students
- Review progress and missing assignments with students on a weekly or bi weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA and attendance.
- Organize and schedule meetings with parents and students and relevant staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

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Cert. Pupil Support 1200 (Title I) Total Expenditures: \$64,833.67

Cert. Pupil Support 1200 (Title I) Allocation Balance: \$0.00

# Jack G. Desmond Middle School

**Funding Source: Certificated Extra Time 1190 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$20,000.00		<p>Planned:            Provide teacher release time, extra time and Travel and Conference:            * Observe high impact CCCS lessons.            * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.            * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.            * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.            * Time for testing, scheduling, and compiling information about students.            * Provide after school tutoring for students.            * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</p> <p>Intervention Specialist:            To empower students to create a healthy academic, behavior and social performance. .            Monitor the progress of identified "at-risk" students            Review progress and missing assignments with students on a weekly or bi weekly basis.            Provide students with a packet of missing assignments, current grades/GPA and attendance.            Organize and schedule meetings with parents and students and relevant staff            Establish progress and work with teachers to ensure implementation            Provide academic and behavioral support            Shadow students in class            Conduct home visits            Small group and individual interventions</p>

# Jack G. Desmond Middle School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$20,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

**Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Jack G. Desmond Middle School

\$3,000.00

Planned:

Provide teacher release time, extra time and Travel and Conference:

- \* Observe high impact CCCS lessons.
- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* Time for testing, scheduling, and compiling information about students.
- \* Provide after school tutoring for students.
- \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Intervention Specialist:

To empower students to create a healthy academic, behavior and social performance. .

- Monitor the progress of identified "at-risk" students
- Review progress and missing assignments with students on a weekly or bi weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA and attendance.
- Organize and schedule meetings with parents and students and relevant staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

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Certificated Subs 1125 (Title I) Total Expenditures: \$3,000.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

# Jack G. Desmond Middle School

## Funding Source: Clerk/Office 2400 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$400.00		Planned: (Classified/Clerk Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights

Clerk/Office 2400 (Title I) Total Expenditures: \$400.00

Clerk/Office 2400 (Title I) Allocation Balance: \$0.00

## Funding Source: Clerk/Office Extra time 2490 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,500.00		Planned: (Classified/Clerk Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights

Clerk/Office Extra time 2490 (Title I) Total Expenditures: \$1,500.00

Clerk/Office Extra time 2490 (Title I) Allocation Balance: \$0.00

## Jack G. Desmond Middle School

**Funding Source: Comp. Hardware \$500-\$5,000 4485 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Purchase technology and supplemental materials: • Purchase technology to support technology goal. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. Spend as funds become available Planned: Technology equipment * Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$1,000.00

Comp. Hardware \$500-\$5,000 4485 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware under \$500 4385 (Parent Ed) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Jack G. Desmond Middle School

\$1,000.00

Planned: Purchase technology and supplemental materials: • Purchase technology to support technology goal. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. Spend as funds become available Planned: Technology equipment \* Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware under \$500 4385 (Parent Ed) Total Expenditures: \$1,000.00

Comp. Hardware under \$500 4385 (Parent Ed) Allocation Balance: \$0.00

## Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Purchase technology and supplemental materials: • Purchase technology to support technology goal. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. Spend as funds become available Planned: Technology equipment * Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

## Jack G. Desmond Middle School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	\$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	\$0.00

### Funding Source: Duplicating/Print shop 5715 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$500.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

### Funding Source: Entry Fees 5808 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Jack G. Desmond Middle School

\$3,000.00

Planned: Field Trips/Entry Fees/Transportation Contracted Services: Field Trips and entrance/conference fees Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Entry Fees 5808 (Title I) Total Expenditures: \$3,000.00

Entry Fees 5808 (Title I) Allocation Balance: \$0.00

### Funding Source: Field Trips 5716 (Parent Ed)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Field Trips/Entry Fees/Transportation Contracted Services: Field Trips and entrance/conference fees Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Field Trips 5716 (Parent Ed) Total Expenditures: \$1,000.00

Field Trips 5716 (Parent Ed) Allocation Balance: \$0.00

### Funding Source: Instructional Supplies 4310 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Jack G. Desmond Middle School

\$19,940.33

Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. \* Purchase materials to improve performance on Smarter Balanced assessment. \* Utilize the district's print shop service to provide materials for student use as well as for parent education. \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. \* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. \* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Instructional Supplies 4310 (Title I) Total Expenditures: \$19,940.33

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

**Funding Source: Other classified 2990 (Parent Ed) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Jack G. Desmond Middle School

\$1,200.00

Planned: School Plan for Student Achievement (SPSA) Page 40 of 78 Jack G. Desmond Middle School Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings: \* Purchase materials to support parent involvement. \* Utilize the district's print shop service to provide materials for parent communication. \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Transporation 5716 Field Trips, Professional Development, University visits, and other educational experiences. Field Trips and entrance/conference fees Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

\$300.00

Planned: School Plan for Student Achievement (SPSA) Page 40 of 78 Jack G. Desmond Middle School Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings: \* Purchase materials to support parent involvement. \* Utilize the district's print shop service to provide materials for parent communication. \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Transporation 5716 Field Trips, Professional Development, University visits, and other educational experiences. Field Trips and entrance/conference fees Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

Other classified 2990 (Parent Ed) Total Expenditures: \$1,500.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00



## Jack G. Desmond Middle School

**Funding Source: Outside Contracted Services 5800 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		<p>Strategy/Activity:  Planned: Outside Contractor/PBIS Team will: • Continue implementation of PBIS. We will receive support training through PD with Dr. Hannigan. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. • Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support/MTSS • Outside Contractors Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development &amp; math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. See Goal 1 Action 3</p>

Outside Contracted Services 5800 (Title I) Total Expenditures: \$5,000.00

Outside Contracted Services 5800 (Title I) Allocation Balance: \$0.00

**Funding Source: Rental/Leases/Non-Cap 5600 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$3,000.00

Strategy/Activity:

Planned: Outside Contractor/PBIS Team will: • Continue implementation of PBIS. We will receive support training through PD with Dr. Hannigan. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. • Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support/MTSS • Outside Contractors Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. See Goal 1 Action 3

# Jack G. Desmond Middle School

\$700.00

Planned:  
 Provide teacher release time, extra time and Travel and Conference:  
 \* Observe high impact CCCS lessons.  
 \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.  
 \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.  
 \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.  
 \* Time for testing, scheduling, and compiling information about students.  
 \* Provide after school tutoring for students.  
 \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Intervention Specialist:  
 To empower students to create a healthy academic, behavior and social performance. .  
 Monitor the progress of identified "at-risk" students  
 Review progress and missing assignments with students on a weekly or bi weekly basis.  
 Provide students with a packet of missing assignments, current grades/GPA and attendance.  
 Organize and schedule meetings with parents and students and relevant staff  
 Establish progress and work with teachers to ensure implementation  
 Provide academic and behavioral support  
 Shadow students in class  
 Conduct home visits  
 Small group and individual interventions

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Rental/Leases/Non-Cap 5600 (Title I) Total Expenditures: \$3,700.00

Rental/Leases/Non-Cap 5600 (Title I) Allocation Balance: \$0.00

# Jack G. Desmond Middle School

**Funding Source: Supplies 4300 (Parent Ed)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$471.00		Planned: School Plan for Student Achievement (SPSA) Page 40 of 78 Jack G. Desmond Middle School Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Transporation 5716 Field Trips, Professional Development, University visits, and other educational experiences. Field Trips and entrance/conference fees Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

Supplies 4300 (Parent Ed) Total Expenditures: \$471.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

**Funding Source: Travel & Conference 5200 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Jack G. Desmond Middle School

\$22,500.00

**Planned:**

Provide teacher release time, extra time and Travel and Conference:

- \* Observe high impact CCCS lessons.
- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* Time for testing, scheduling, and compiling information about students.
- \* Provide after school tutoring for students.
- \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

**Intervention Specialist:**

To empower students to create a healthy academic, behavior and social performance. .

- Monitor the progress of identified "at-risk" students
- Review progress and missing assignments with students on a weekly or bi weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA and attendance.
- Organize and schedule meetings with parents and students and relevant staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

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Travel & Conference 5200 (Title I) Total Expenditures: \$22,500.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

## Jack G. Desmond Middle School

Jack G. Desmond Middle School Total Expenditures: \$151,995.00