

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Lawrence E. Jones Middle School

Rohnert Park CDS Code

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

11/17/21

12-14-2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

MISSION

Lawrence E. Jones Middle School is a diverse community of learners. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow.

VISION

The LJ Way
Discovery
Integrity
Perseverance
Service

School Description:

Lawrence E. Jones Middle School is a comprehensive middle school that serves 750 students, grades 6 thru 8. Academics, Arts, Athletics, and Expeditionary Learning are our focus. The LJMS school culture is built on or for cornerstones of integrity, perseverance, discovery, and service. Our teachers and staff work hard to provide the best educational experience for our students. Parent partnership is a high priority and is essential for student success. Lawrence E. Jones Middle School has a rich tradition of outstanding student achievement and we provide a sound, standards-based education, while promoting high moral character of all students.

LJMS follows California State and Cotati-Rohnert Park Unified District Guidelines. The school district has adopted contents standards and multiple measures assessments. These assessments allow teachers, students and parents to see where individuals are in reaching and/or Grade level standards. The measures will determine whether the student has successfully learned grade level standards. The results of these measures enable our teachers to identify and teach to your child's individual needs and strengths. Copies of the state content standards can be accessed via the district website.

COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to provide a well-rounded educational program that supports the learning and growth of the whole-student through coordination of local & federal funds and in alignment with the Cotati-Rohnert Park Unified School District's Local Control Accountability Plan.

Resource Inequities

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

Lawrence E Jones Middle School, in conjunction with Cotati-Rohnert Park Unified School District, will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California Content Standards and California Dashboard Indicators. School goals will influence the entire educational program and are directly aligned with the goals of the LCAP, specifically in the areas of student outcomes and student and parent engagement. Goals support school improvement on state Dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and other locally defined indicators.

Section 3 Educational Partners 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 2020-21 SPSA Annual Review and Update

Initial year of implementation

Involvement Process for the 2021-22 SPSA and Update

The LJMS PTSA, MSPABA, ExLPA and SSC meet monthly, ELAC meets 4 times annually, and all groups provide continual input and feedback in Lawrence E Jones Middle School's continuous cycle of improvement. The school site council evaluated the SPSA at our last meeting.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

We continued to implement Middle School High Five Literacy Strategies, No Red Ink, and to assess using the easyCBM benchmark assessments (3 times annually) to monitor student progress. Due to COVID we were unable to fully evaluate the efficacy of these tools.

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

The 2020-2021 school year afforded LJMS an additional \$40,174 in ESSER funds to address student learning loss due to COVID. This year's SPSA has been adjusted to account for the additional interventions, curriculum, and supplies that these funds support.

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.

LJMS will maintain this goal and add additional supports and interventions, outlined below, to support student achievement.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
easyCBM local benchmark assessment (reading)	11% of 6th grade students scored 'some' or 'high' risk on Fall 2021 easyCBM reading assessment. 16% of 7th grade students scored 'some' or 'high' risk on Fall 2021 easyCBM reading assessment. 23% of 8th grade students scored 'some' or 'high' risk on Fall 2021 easyCBM reading assessment	We need to increase achievement in ELA through targeted academic interventions/strategies (especially in 7th & 8th grades), to provide professional development for teachers in ELA Middle School High Five instruction, and to develop/implement site-based writing benchmarks, and increase student access to high interest texts in the library and classroom libraries. Goal to reduce "some risk" or "high risk" levels by 3% for each grade.

<p>2018-2019 CAASPP assessment data</p>	<p>22.77% of students are "far below standard", 25.97% of students have "nearly met the standard" in the area of English Language Arts. This means that 51.26% of student have "met" or "exceeded" standards for ELA.</p>	<p>For the 2018-2019 school year, LJMS's overall result in ELA exceeded the California State Average, however, we still have significant room for growth, especially in the area of students that are nearly meeting ELA standards.</p>
<p>2018-2019 CAASPP assessment data</p>	<p>The percentage of students that meet or exceed ELA standards for each grade is as follows: 57.37% of 6th graders; 55.39% of 7th graders; 40.89% of 8th graders.</p>	<p>The percentage of students that meet or exceed ELA standards decreases with each subsequent grade. Student performance in 8th grade ELA is significantly lower than the others. LJMS must implement additional curricular supports and strategies to prevent academic performance decline amongst 8th graders in ELA.</p>

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
 LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
 LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 Reduce the percent of students nearly met by 3% by increasing the percent of students who have met or exceeded the standard.
 Reduce the percent of students near standard by 3% increasing the percent above for the Reading and Listening claim Key Areas.
 Reduce the number of students receiving Fs between progress report and trimester by 8%.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 51.26	Goal 58
English Learners (EL)	Actual 5.88	Goal 11
Students with Disabilities (SWD)	Actual 18.03	Goal 25
Other Student Groups Socioeconomically Disadvantaged	Actual 48.66	Goal 54

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Alignment of instruction with content standards: Alignment of curriculum, instruction, and materials to content and performance standards. Sequence and scope plans developed and implemented by core subject department for grades 6-8.	Content alignment, as well as department scope and sequence plans for ELA will maintained in the English department's shared drive. All departments will assess for an ELA & ELD standard for each unit.	Extra Duty	ESSER	7,000
			Books	ESSER	10,000
	Staff will meet to review student progress in ELA, to identify students in need of remediation, and to refine the curricular scope and sequence to meet student needs.	Student academic progress in English will be monitored by guidance counselors during each grading period via Power School Gradebook report. Solution team meetings/Student Study Team meetings. Academic contracts will be deployed as needed.			
	Students take 2 benchmarks/year that are aligned with common core state standards in English Language Arts	Students will participate in the ELA easyCBM three times annually. Student progress on the benchmark will be reviewed by department PLC teams to determine required interventions and supports to promote student skill mastery.			
	Students take sections of the Interim SBAC assessment to determine student strengths and weaknesses.	ELA SBAC results will reviewed by staff annually and used to inform curricular scope & sequence.			
	After school tutoring up	Attendance logs will be			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	to 3 days per week to support students access curriculum and homework.	kept to monitor the frequency of student access to tutorial.			
English Learners (EL)	All ELL students performing at the beginning, early intermediate or intermediate levels on the ELPAC shall be enrolled in an ELD support class.	Student progress will be monitored by guidance counselors & ELD service providers during each grading period via Power School grade reports. Solution team meetings/Student Study Team meetings. Academic contracts will be deployed as needed. ELL redesignation rate will be reviewed annually and cataloged in Power School SIS.	Subscription	ESSER	1,680
	All ELL students will receive sheltered instruction in their core curriculum (Math, English, History and Science) from teachers who are trained and authorized to provide such instruction.	ELPAC, SBAC, and grade level report reviews by guidance counselors and ELL team each trimester.			
	ELL assistants will work with students individually and in sheltered classes and ELD classes to support student learning.	Per ELPAC assessment level			
	Teachers offer lunchtime and after-school workshops/tutorials	Attendance logs will be kept to monitor the frequency of student access to tutorial.			
	EEL students will have access to 24 hour tutorial support through Paper Tutoring	Staff will monitor student access to Paper Tutoring through the teacher dashboard.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Subscription.				
Students with Disabilities (SWD)	Provide technology (hardware and software) that provides students access to their work, the internet and school website from anywhere on campus	Tech Services will assess students/staff technology needs on a weekly basis.			
Other Student Groups	<p>Improvement of instructional strategies and materials:</p> <p>Research-based educational practices to raise student achievement, with services provided by the regular program that enable underperforming students to receive support and meet standards. Such as thinking maps, Direct Interactive Instruction, Middle School High Five Literacy Strategies, and other.</p> <p>Staff development and professional collaboration:</p> <p>On Late Start Days staff has one hour to</p>	<p>Efficacy of instructional strategies and supports will be continuously reviewed throughout the year at LJMS Leadership Team meetings, Department Meetings, Grade level Team meetings, School Site Council meetings, and interdisciplinary PLC team meetings. Additional supports and professional development time will be allocated to areas identified for continued staff growth.</p> <p>Schedule of annual PLC meetings and PD Days. Resources and products of staff development and professional collaboration will be</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	collaborate in content and practice: LJMS Leadership Team, Department Meetings, Grade level Teams, School Site Council, interdisciplinary PLC teams	documented in the LJMS staff Google Drive.			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

We continued to implement state-aligned content standards & GoMath Curriculum and Resources, and assess using the easyCBM benchmark assessments (3 times annually) to monitor student progress. Due to COVID we were unable to fully evaluate the efficacy of effectiveness.

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

The 2020-2021 school year afforded LJMS an additional \$40,174 in ESSER funds to address student learning loss due to COVID, thus, This year's SPSA has been adjusted to account for the additional interventions, curriculum, and supplies that these funds support.

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.

LJMS will maintain this goal and add additional supports and interventions, outlined below, to support student achievement.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
easyCBM local benchmark assessment (mathematics)	15% of 6th grade students scored 'some' or 'high' risk on Fall 2021 easyCBM math assessment. 23% of 7th grade students scored 'some' or 'high' risk on Fall 2021 easyCBM math assessment. 39% of 8th grade students scored 'some' or 'high' risk on Fall 2021 easyCBM math assessment	We need to substantially increase achievement in math through targeted academic interventions/strategies (especially in 8th grade mathematics), professional development for teachers in mathematics, development and implementation of site-based math benchmarks, and increased student access to remediation/supports. Much of this work will be focused on identifying areas impacted by learning loss due to Distance Learning during COVID and by refining curricular scope and sequence in

		<p>mathematics. Goal to reduce "some risk" or "high risk" levels by 3% for each grade.</p>
<p>2018-2019 CAASPP Data</p>	<p>31.42% of students are "far below standard/standard not met", 31.69% of students have "nearly met the standard" in the area of Mathematics. This means that 30.89% of student have "met" or "exceeded" standards for Mathematics.</p>	<p>For the 2018-2019 school year, LJMS's overall CAASPP results in Mathematics were 8.84% below the California State Average for similar schools. LJMS needs to implement additional strategies and supports to move students out of the "standard nearly met" range into the "standard met range.</p>
<p>2018-2019 CAASPP Data</p>	<p>The percentage of students that are in the "far below standard/standard not met" category for Mathematics for each grade are as follows: 31.28% of 6th graders; 34.23% of 7th graders; 46.77% of 8th graders.</p>	<p>The percentage of students that are not meeting standards in Mathematics sharply increases with each subsequent grade level. Student performance in 8th grade math is significantly lower than the others. LJMS must implement additional curricular supports and strategies to prevent academic performance decline amongst 8th graders in mathematics. Results indicate that students are struggle more as mathematics concepts shift from computational to conceptual.</p>

Subject: Math

LEA/LCAP:

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

- Goal #2** Increasing the percent of students who have met or exceeded the standard by 3%.
Increasing the percent for near and/or above for the Concepts & Procedures and Communicating Reasoning Claim Key Areas by 3%.
Reduce the number of students receiving D/F between progress report and trimester by 8%.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 30.89	Goal 36
English Learners (EL)	Actual 0	Goal 5
Students with Disabilities (SWD)	Actual 13.2	Goal 19
Other Student Groups Socioeconomically Disadvantaged	Actual 21.58	Goal 26

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Alignment of curriculum, instruction, and materials to content and performance standards. Sequence and scope plans developed and implemented by core subject department for grades 6-8. Includes the implementation of GoMath Curriculum and Resources	Content alignment, as well as department scope and sequence plans for Math will be maintained in the Mathematics department's shared drive.			
	Students take 3 benchmarks/year that are aligned with common core state standards in Math	Students will participate in the Math easyCBM three times annually. Student progress on the benchmark will be reviewed by department PLC teams to determine required interventions and supports to promote student skill mastery.			
	Students take sections of the Interim SBAC assessment to determine student strengths, weaknesses, and curricular needs	Math SBAC results will be reviewed by staff annually and used to inform curricular scope & sequence.			
	After school tutoring up to 3 days per week to support students access curriculum and homework.	Attendance logs will be kept to monitor the frequency of student access to tutorial.			
	Student academic progress monitoring in math per grading period.	Student academic progress in Math will be monitored by guidance counselors during each grading period via Power School Gradebook report. Solution team meetings/Student Study Team meetings. Academic contracts			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		will be deployed as needed.			
English Learners (EL)	All ELL students performing at the beginning, early intermediate or intermediate levels on the ELPAC shall be enrolled in an ELD support class.	Student progress will be monitored by guidance counselors & Math teachers during each grading period via Power School gradebook report. Solution team meetings/Student Study Team meetings. Academic contracts will be deployed as needed.			
	All ELL students will receive sheltered instruction in their core curriculum (Math, English, History and Science) from teachers who are trained and authorized to provide such instruction.	Per ELPAC, SBAC, and grade criteria required			
	ELL assistants will work with students individually and in sheltered classes and ELD classes to support student learning.	Per ELPAC designation level			
	Teachers offer lunchtime and after-school workshops/tutorial to provide students additional support.	Attendance logs will be kept to monitor the frequency of student access to tutorial.			
	ELL students will have access to 24hour tutorial support through Paper Tutoring Subscription.	Staff will monitor student access to Paper Tutoring through the teacher dashboard.			
Students with Disabilities (SWD)	Provide technology (hardware and software) that provides students access to their	Tech Services will assess and address student technology			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	work, the internet and school website from anywhere on campus	needs on a weekly basis			
Other Student Groups					

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is an area of need, thus a goal has been developed for this section.

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

The 2020-2021 school year afforded LJMS an additional \$40,174 in ESSER funds to address student learning loss due to COVID, thus, This year's SPSA has been adjusted to account for the additional interventions, curriculum, and supplies that these funds support.

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.

LJMS will be adding this goal and add the additional supports and interventions, outlined below, to support student college & career readiness. School growth in the area is aimed to facilitate a more successful student transition into high school and post-secondary opportunities.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
student enrollment in electives wheel courses (including art, drama, culinary, speech/debate, AVID, and environmental science)	Student participation in electives wheel courses declined beginning the 2020-2021 school year when EL & IEP students requiring designated supports were required take a specialized service class in place of their elective (~75 students). Students in Expeditionary learning are also prevented from enrolling in electives wheel courses, as they must participate in the Expeditionary learning elective (~250 students).	We need to explore alternative academic schedules (ie. a 7 period day or access to supplemental college & career opportunities) to allow students the time within the school day to access designated services and supports in addition to college and career preparedness offered through the electives course wheel.

Subject: College & Career Readiness / Equity

LEA/LCAP: LCAP Goal 2: Implement a broad course of study that meets ALL students' needs and interests and prepares them for college and career.

Goal #3 To become college and career ready, students will interact with content across disciplines, genres, cultures, and eras. Students will study literary and cultural knowledge, references, and images; will evaluate intricate arguments; and build the capacity to surmount the challenges posed within complex real-world tasks. Curriculum and content pursued in electives/enrichment courses will align with College and Career Readiness (CCR) anchor standards. LJMS will work to increase student participation in this coursework to 45% of all enrolled students. The purpose of this goal is to provide comparably high rates of participation in college and post-secondary preparation for all student groups.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups Socioeconomically Disadvantaged	Actual	Goal
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>\$16,494 ESSER funds to be provided to the enrichment department (department courses include Art, Culinary, Drama, AVID, Environmental Studies) to purchase supplies, provided enrichment opportunities, and to update department technology.</p>	<p>Student participation in enrichment classes and extra-curricular activities. Electives class participation will be tracked through Power School attendance.</p> <p>Clubs and curriculums will be displayed on the LIMS school-wide Google calendar.</p> <p>All ESSER expenditures will be accounted for in Parallels School Budget Program.</p>	Materials & Supplies	ESSER	16,494
	Provide students will information about post secondary college & career options through a career fair.	Student services & guidance counselors will organize and track college & career fair presenters and grade-level attendees.			
	Provide students with opportunities to explore real world applications of the skills acquired in their enrichment classes (field trips, clubs, lab activities, leadership activities, college & career technical institution visits).	<p>All campus visitors/presenters will register at the LIMS office.</p> <p>All field trip request forms will be submitted to the office and will document college & career standards that they address</p> <p>Data from California Healthy Kids Survey will be used to measure student perception of students believing what they learn at school is helping them outside of school.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Provide ELL students and parents with information and supports regarding preparing ELL students for successful transition to high school, college, and career.	ELAC will host bilingual representatives from the Rancho Cotate High School counseling Team/College and Career Center to share the services and supports that are available to support parents and ELLs in high school and the students' post-secondary college and career goals.			
Students with Disabilities (SWD)	Students with disabilities will be provided information about access to specialized services and supports that are available to facilitate a successful transition to high school, college, and career.	Students will be invited to high school transition IEP meetings. Students & parents will be invited to SCOE's College and Career Transition Fair			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					
Graduation Rate (GR)					

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

LJMS has implemented Cornerstones Education, restorative practices, PBIS, SART meetings, solution team meetings and has added a community liaison to the staff to strengthen partnerships with students & parents. Thus far, these strategies have increased student feeling of safety at school.

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

Student behavior and social-emotional needs have significantly increased upon returning to school after Distance Learning due to COVID. Students note a marked increase in anxiety, depression, academic stress, and emotional dysregulation. As a result, a portion of LJMS's ESSER funds have been allocated towards additional interventions, curriculum, and supplies that these funds support.

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.

LJMS will focus on raising achievement in the areas of engagement, attendance, and student conduct in subgroups, as well as school-wide. LJMS will implement social emotional learning curriculum and professional development for staff and training for parents in social emotional areas.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard	9.1% of students are chronically absent.	LJMS will provide students and parents with social-emotional learning and supports to develop pro-social school attendance behaviors. LJMS will work with community support agencies to identify and remove barriers that are preventing students from regularly attending school.
CDE School Dashboard	12.5% of socioeconomically disadvantaged students are chronically absent.	Build systems and routines to engage and partner with families around attendance and student engagement. Utilize daily communication systems to inform parents of attendance issues in a form and language that families can access. Utilize family engagement liaison to assist with communication systems and fostering family partnerships.
CDE School Dashboard	26.6% of students with disabilities are chronically absent.	LJMS will work in conjunction with IEP case managers and community support agencies to identify and remove barriers that are preventing student with disabilities from regularly attending school. LJMS will implement PBIS rewards for students that show positive changes in attendance behaviors.

Subject: Attendance/PBIS

LEA/LCAP: Goal 3: Create and maintain optimum learning and working environments for students and staff.

Goal #4 To improve student attendance in all sub categories by 1%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 95.3%	Goal 96%	Actual 9.1%	Goal 8.1%
English Learners (EL)	Actual N/A%	Goal 96%	Actual 9.4%	Goal 8.4%

Students with Disabilities (SWD)	Actual N/A%	Goal 96%	Actual 25.6%	Goal 24.6%
Other Student Groups SED	Actual %	Goal %	Actual 12.5%	Goal 11.5%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 7.2%	Goal 6.9%
English Learners (EL)	Actual 6.3%	Goal 6.0%
Students with Disabilities (SWD)	Actual 19%	Goal 18.7%
Other Student Groups SED	Actual 8.9%	Goal 8.6%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Social Emotional Learning Opportunities will be provided through and umbrella of the following supports:</p> <p>Second Step Lessons - to increase student engagement with staff and students</p> <p>Cornerstone Lessons - to develop student life skills</p> <p>Digital Citizenship lessons - to improve student behavior while using technology</p> <p>Satchel Social Emotional Learning platform - screener and lessons</p> <p>Implementation of school-wide PBIS behavior matrix and reinforcement of positive school behaviors</p> <p>Implementation of Solution Teams and Peer Helper to address conflict and bullying issues, with the use and implementation of the StopIt App.</p> <p>Implementation of Restorative Justice approach for student recovery of misbehavior, such as restorative circles, SOMO circles, and other opportunities for students to reflect on</p>	<p>Staff will assess student need for social emotional learning, Cornerstone education, and PBIS strategies at each monthly staff meeting. Staff will develop lesson plans to support student development in areas of need.</p> <p>Power School Incident Management and SWIS behavior data</p> <p>Student, Staff, & Parent Survey results from California Healthy Kids Survey regarding student engagement & climate.</p> <p>StopIt application Incident log tracking.</p> <p>JagPaw Nominations and weekly student awards.</p>			
			Materials & Supplies	ESSER	1,500
			Equipment	ESSER	3,500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	their behavior and set goals for improvement.				
	Use of Power School Incident Management and SWIS to document and track student behavior data	Administrators and the PBIS team will review Power School Incident Management and SWIS behavior data on a monthly basis to identify areas of growth & need.			
	Student, Staff, & Parent Surveys (including, but not limited to, Youth Truth, Healthy Kids)	Student, Staff, & Parent Survey results from California Healthy Kids Survey regarding student engagement & climate.			
	Provide opportunities to recognize and honor LJMS students success (Four Cornerstones and Student Recognition Honor Assemblies), rallies, school spirit days/events, Merit Program (behavior) & global diversity	Student Services personnel will monitor student academic awards and achievements each trimester via Power School grade book & GPA reports. Students will receive trimester awards.			
	Safe School Ambassador Program to maintain positive culture among pupils	Attendance records from Safe School Ambassador Program meetings held monthly attended by admin.			
English Learners (EL)	Provide ELL parents and students full participation in school community councils, programs, presentations, and activities within LJMS and to provide parent access to communications in English & Spanish.	ELL parent participation in ELAC, DELAC, SSC, ExLPA, MSPABA, LJMSABC, PTSA. ELL Parent completion of School Generated Surveys (including Youth Truth Survey & Parent Interest Survey)			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		District provided bilingual services/supports			
Students with Disabilities (SWD)					
Other Student Groups	Refer at risk students to SENECA's Keeping Kids In School mentorship program	SENECA mentor case management & student participation in meetings.			
	Student participation in school, district, county, state, national and international academic competitions, such as but not limited to: Extracurricular Team Sports & Competitions, Speech and Debate, Spelling Bee, Robotics, Band Class Performances, North	Club/team mentors and coaches will monitor student participation in extra-curricular activities.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Bay Science Challenge, LJMS Writing Contest				
	Lunchtime clubs and activities, organized by the students and supervised by staff.	Club/team mentors and coaches will monitor student participation in extra-curricular activities.			
	ASB committees will evaluate need to provide the LJMS student body with enrichment and academic recognition opportunities through weekly announcements and school-wide activities.	ASB class coursework & participation			

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is the initial implementation year for LJMS.

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

This is the initial implementation year for LJMS.

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.

This is the initial implementation year for LJMS.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
2020-2021 results of "Family Submitted" Youth Truth Survey responses (*note survey was taken when school was closed due to COVID/Distance Learning)	37% of respondents noted that they feel engaged in Lawrence E. Jones Middle School.	Parents are seeking more ways to be involved at LJMS. Parents would like to be informed of opportunities for involvement in the LJMS Community.
2020-2021 results of "Family Submitted" Youth Truth Survey responses (*note survey was taken when school was closed due to COVID/Distance Learning)	36% of respondents noted that they feel empowered to pay a meaningful role in decision making at Lawrence E. Jones Middle School.	Parents are seeking more ways to be involved in decision making LJMS. Parents would like to be informed of opportunities for involvement in LJMS parent groups, decision making bodies, and other means of sharing their ideas so that they feel they have the means to provide input into decisions made at the site.

Subject: Parent Engagement

LEA/LCAP: Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal #5 Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Involvement of staff, parents and community:</p> <p>School Website/Teacher Webpages</p> <p>Inform parents of student progress by notifying them of progress reports, report cards, missing assignment report, and phone calls home.</p> <p>Use school auto-dialer to notify parents of school events and announce in Spanish and English</p> <p>Digital school sign regularly updated with school events regularly in English and Spanish</p> <p>Events for students and parents: August Jump Start and Orientation, ExL parent night, Parent Nights, Back to School Night, Showcase/Open House, Guest Speakers, Parenting Seminars.</p> <p>Parent Groups: School Site Council—data analysis, ELAC--English</p>	<p>Communication confirmation through PowerSchool SIS message sender application</p> <p>Parent attendance/participation in school related events and committees will be monitored by site administrators.</p> <p>Community Liaison will document and track communication & outreach home</p> <p>Parent responses to California Youth Truth Survey</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Language Advisory Committee, PTSA-- Parent, teacher, Student Association, ExLPA--Expeditionary Learning Parent Association, LJMSABC-LJMS Athletic Boosters Club, MSPABA--Lawrence Jones Music Booster Association</p> <p>Student & Family access to bilingual Engagement Liaison</p> <p>Parent Surveys (including California Youth Truth Survey)</p>				
English Learners (EL)	<p>Student & Family access to bilingual Engagement Liaison</p> <p>Student news letters and written information sent home in English & Spanish</p> <p>Use school auto-dialer/emailer to notify parents of school events and announce in Spanish and English</p>	<p>Communication confirmation through PowerSchool SIS message sender application</p> <p>Parent attendance/participation in school related events and committees will be monitored by site administrators.</p> <p>Community Liaison will document and track</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Digital school sign regularly updated with school events regularly in English and Spanish Access to translating services at school presentations	communication & outreach home			
Students with Disabilities (SWD)					
Other Student Groups Habitual Truants	Review Truant Students with tardies between 2nd - 6th period (adjust schedule, parent meetings, student meeting) A2A truancy monitoring	Truancy letter communication confirmation through PowerSchool SIS message sender application A2A parent letters			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Parent Meeting SART/SARB Meetings - meet with parents regarding attendance and goals for improvements</p> <p>Student Study Team (SST), Solution Team Meetings, or Parent meetings with counselor or teacher to areas academic or behavior needs of the student</p>	SART/SARB Meeting attendance logs & signed attendance contracts			

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
ESSER	40,174	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$0
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$0
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$40,174.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$40,174

Total of State and local programs that the school is including in the schoolwide program: \$40,174

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Lawrence E. Jones Middle School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Issi Shirvanian Term: 2021-2022 XParent Community Member	1. Name: Melissa Quinn Principal
2. Name: Ed Casey Term: 2021-2022 XParent Community Member	2. Name: Chris Correa Term: 2021-2022 Teacher
3. Name: Maricella Ibarra Term: 2021-2022 XParent Community Member	3. Name: Rebecca Cronin Term: 2021-2022 Teacher
4. Name: Owen Ashley Term: 2021-2022 Student	4. Name: Term: Teacher
5. Name: Kenzie Uwins Johnson Term: 2021-2022 Student	5. Name: Term: Teacher
6. Name: Bailey DeGraffenreid Term: 2021-2022 Student	6. Name: Term: Other School Staff

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Lawrence E. Jones Middle School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Issi Shirvanian Term: 2021-2022 XParent Community Member	1. Name: Melissa Quinn Principal
2. Name: Ed Casey Term: 2021-2022 XParent Community Member	2. Name: Chris Correa Term: 2021-2022 Teacher
3. Name: Maricella Ibarra Term: 2021-2022 XParent Community Member	3. Name: Rebecca Cronin Term: 2021-2022 Teacher
4. Name: Owen Ashley Term: 2021-2022 Parent Community Member	4. Name: Term: Teacher
5. Name: Kenzie Uwins Johnson Term: 2021-2022 Parent Community Member	5. Name: Term: Teacher
6. Name: Bailey DeGraffenreid Term: 2021-2022 Parent Community Member	6. Name: Term: Other School Staff