

Jefferson Middle School

Local Control Accountability Plan

2015-2016 School Year



State Priorities
The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.
A. Conditions of Learning:
Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)
Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)
B. Pupil Outcomes:
Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)
C. Engagement:
Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEA's must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress towards goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities						
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP Year 1: 2014-15	LCAP Year2: 2015-16	LCAP Year 3: 2016-17							
In order to prepare for CA Assessment of Student Progress and Performance occurring as a field test beginning in the Spring of 2014, and to address the increased volume of computer devices needed. 1.) TUSD Technology Plan 2.) JMS Equipment inventory and Needs Assessment 3.) On-going monitoring of bandwidth capacity	1.1 Implement and support TUSD technology plan to include hardware, software and infrastructure in preparation for CA Assessment of Student Progress and Performance, as well as a plan for on-going effective implementation of classroom technology.	All	JMS	On-going through May 2014	Inventory equipment and needs of teacher and student use of technology for instructional purposes. Ensure all classrooms are equipped and supported with a laptop, projector, Elmo, and Red Cat to implement best-practices and curriculum	Increased teacher and student use of technology for instructional purposes Inventory and upgrade site computers, technological devices, and curricular support software as needed	Increased teacher and student use of technology for instructional purposes Inventory and upgrade site staff and student computers and software as needed	Basic						
The state of California's adoption of the Common Core State Standards and Next Generation Science Standards is the impetus for the need for TUSD to develop an implementation plan for Common Core State Standards in English/Language Arts and Mathematics and for the Next Generation Science Standards 1.) The annual data connected to Adequate Yearly Progress and Academic Performance Index in relation to the first CA Assessment of Student Progress and Performance – 2015 2.) Common benchmark assessment data beginning in the 2014-2015 3.) Professional Learning Community time	2.1 JMS will foster, support, and implement the TUSD focus of an effective and sustainable professional development model that maximizes the conditions of learning for all students, while implementing Common Core State Standards / Next Generation Science Standards and other performance standards for grades 6-8.	All	JMS	On-going Oct 2014 Ongoing thereafter 2x Monthly Quarterly Sept. 2015 - Quarterly thereafter Sept. 2014 – ongoing Nov. 2014 –May 2015	Ensure effective implementation of Common Core State Standards. Provide new teachers to JMS with CCS training (D3/A3, CMAST) Develop Department and Grade Level PLC Articulation and Cross-Articulation Time Develop and Implement Department Common Assessment Benchmarks Teaching Staff CCS PD, Training, and Conference Support Music and STEM Middle School Teacher PLC Cross-Articulation to support and develop STEAM Lessons and Opportunities in the Classroom	Ensure effective implementation of Common Core State Standards. In Addition and as an enhancement to Whole-Team PLC continue Department and Grade Level Articulation and Cross Articulation Times Implement Department Common Assessment Benchmarks Data Days – Department and Grade Level Data Analysis and Goal Setting: Federal-State-District-Site-Student dissemination Teaching Staff CCS PD, Training, and Conference Support Cont Music & STEM Teacher Cross Articulation w/ lesson and activity development. Music & STEM teachers to share learning's and activities with full site PLC Team	Ensure effective implementation of Common Core State Standards. Continue Department and Grade Level Articulation and Cross Articulation Times Implement Department Common Assessment Benchmarks Data Days for Department and Grade Level Data Analysis and Goal Setting funneled down by: 1.) Federal 2.) State 3.) District 4.) Site 5.) Grade Level 6.) Department, and 7.) Student dissemination Teaching Staff CCS PD, Training, and Conference Support Cont Music & STEM Teacher Cross Articulation with lesson and activity development. Music & STEM teachers to share learning's and activities with full site PLC Team	Implementation of State Standards						
In order to increase the overall achievement and address student diversity, identify and engage all students within the general and targeted populations to access a more rigorous curriculum. 1.) Class rosters and demographic data for course placement 2.) Master schedules 3.) Support Staff Placement 4.) Site Achievement data	3.1 Ensure all students, including those in the targeted populations and other significant underperforming subgroups, are successful in a rigorous curriculum including participation in compact courses and student leadership support programs.	All	JMS	Spring 2015 with On-going Progress Monitoring Quarterly Common Assessments Semester Sept. 2014 – Ongoing Thereafter Spring 2015 – Ongoing Thereafter	Establish student baseline course placement procedures. Establish Department and Grade Level Quarterly Common Assessments to track progress and flexible intervention grouping Increased number of students obtaining Honor Roll requirements Increased number of participants in the iLead program, Program Choice, and CJIF academic support and leadership development programs Implement Achieve 3000 Implement Weekly Tutorial Schedule to meet the needs of not only ELL Students, but all Students in need of academic or social-emotional support and/or enrichment	Increased number of students successfully completing Hyper Contact Math Courses Increased number of students obtaining Honor Roll requirements Continue Implementation and Tracking of Department and Grade Level Quarterly Common Assessments Increased number of students obtaining Honor Roll requirements Increased number of participants successfully completing the iLead program, Program Choice, and CJIF academic support and leadership development programs Continue Implementation of Achieve 3000 Monitor and Analyze Quarterly Data from Weekly Tutorial Schedule to meet the needs of all Students in need of academic or social-emotional support and/or enrichment	Increased number of students successfully completing Hyper Contact Math Courses Increased number of students obtaining Honor Roll requirements Continue Implementation and Tracking of Department and Grade Level Quarterly Common Assessments Increased number of students obtaining Honor Roll requirements Increased number of participants successfully completing the iLead program, Program Choice, and CJIF academic support and leadership development programs Continue Implementation of Achieve 3000 Implement bi-Weekly Tutorial Schedule, if needed	Course Access						
JMS will execute with fidelity the TUSD CCS implementation plan in English Language Arts and Math. 1.) Annual data connected to Adequate Yearly Progress & Academic Performance Index in relation to the first CA Assessment of Student Progress & Performance – 2015 2.) Common benchmark data 14-15	4.1 Common Core State Standards full implementation begins in the 2014-2015 school year in 6-8 English Language Arts and math, as well as literacy in science, social studies and career technical subjects.	All	JMS	Summer 2015	Achievement of all students including the targeted student population will improve through TUSD academic skills-based summer and jumpstart pilot programs.	All students including the targeted student population student achievement will improve through TUSD academic skills-based summer and jumpstart pilot expanded programs.	All students including the targeted student population student achievement will improve through TUSD academic skills-based summer and jumpstart pilot expanded programs.	Student Achievement						

Identified Need and Metric	Goals			Annual update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities						
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JMS will implement the Next Generation Science Standards (NGSS) following with fidelity the TUSD implementation plan. 1.) Next Generation Science Standards & STEAM will be Assessed utilizing professional Development time.	4.2 JMS will begin the implementation process of Next Generation Science Standards and Science and Engineering Practices adopted by the State Board of Education in September 2013	All	JMS	Bi-Monthly	Staff trained to implement NGSS via CMAST Science Teacher Professional Development support via conference and Training opportunities	Evaluate NGSS progress via TUSD implementation plan & JMS success at NGSS and CCS implementation as it relates to student performance. Science Teacher Professional Development support via Conference and Training Opportunities Evaluate Science Support Materials and Lab Needs. Equip Labs with Supplemental and Support Science Materials to support implementation and enhancement of NGSS	Continue implementation of NGSS using TUSD plan as it relates to student performance. Science Teacher Professional Development support via conference and Training opportunities	Student Achievement						
JMS is committed to our English Learner achievement. 1.) CELDT Assessment of Student Progress and Performance -aligned Interim Assessment outcomes 2.) English Language Arts Pre and Post Assessment data 3.) Guided Reading Running Record level data (Pre and Post) 4.) Tutorial Student Support 5.) Intervention Student Support	4.3 All English Learners students will improve by one level of proficiency in English Language Arts for grade 6-8, as indicated by performance on interim the CELDT, TUSD common assessments, English Language Arts Pre and Post Assessments, and Guided Reading Running Record performance levels.	English Learner	JMS	Fall 2014 September 2014 October 2014 October 2014 Fall 2014 Spring 2015 Annually Annually	Establish and Monitor English Learner achievement baseline for CA Assessment of Student Progress and Performance. Implement Achieve 3000 After-school Intervention Disseminate and Analyze ELL Student Guided Reading results. - PLC Department Development of Scaffolding within Lessons –Department PLC Increased Textual, and Functional Guided Reading books to incorporate a balance of CCS fiction and non-fiction access, content, and materials Implement Weekly Tutorial Schedule to meet the needs of not only ELL Students, but all Students in need of academic or social-emotional support and/or enrichment EL students increase by one CELDT proficiency level each school year. Increased number of EL Students re-designated	Increased English Learner student proficiency percent on CA Assessment of Student Progress and Performance. Continue implementation of Achieve 3000 Intervention Disseminate and Analyze ELL Student Guided Reading results. - PLC Department Development of Scaffolding within Lessons –Department PLC Implement online Guided Reading Support for both school and home utilization, aligned to Fountas and Pinnell– Raz Kids Monitor and Analyze Quarterly Data from Weekly Tutorial Schedule to meet the needs of ELL Students in need of academic or social-emotional support and/or enrichment EL students increase by one CELDT proficiency level each school year. Increased number, & monitor, of EL Students re-designated	Increased English Learner student proficiency percent on CA Assessment of Student Progress and Performance. Continue implementation of Achieve 3000 Intervention Disseminate and Analyze ELL Student Guided Reading results. - PLC Department Development of Scaffolding within Lessons –Department PLC Continue Guided Reading and Supplemental Support via a increased variety of genre materials and online programs. Implement bi-Weekly Tutorial Schedule, if needed EL students increase by one CELDT proficiency level each school year. Increased number, & monitor, of EL Students re-designated	Student Achievement						
JMS remains committed to our ELL Students Achievement. 1.) Annual CA English Language Development Test data (CELDT) 2.) Redesignation criteria (CELDT, Grades, Running Record level, Teacher input)	4.4 Increase/Improve the percentage of students who advance one or more ELL level moving toward Redesignation as fluent, and increase/improve the percentage of students who redesignate as Fluent English Proficient.	English Learners	JMS	Semester Annually	Increased percentage of English Learner students advancing one or more level in 2013-14 to Redesignation as fluent to improve by 2%. Increase English Learner students redesignate as Fluent English Proficient in 13-14 to improve by 2% or greater in 14-15	Increase percent of English Learner students advancing one or more level in 2014-15 to Redesignation as fluent to improve by 2% or greater Increase percent of English Learner students redesignate as Fluent English Proficient in 2014-15 to improve by 2% or greater	Increase percent of English Learner students advancing one or more level in 2015-16 to Redesignation as fluent to improve by 2% or greater Increase percent of English Learner students redesignate as Fluent English Proficient in 2015-16 to improve by 2% or greater	Other Student Outcomes						
Due to an overall TUSD achievement gap with English Learner student performance, JMS will continue the focus to improve English Learner proficiency. 1.) CA English Language Development Test 2.) Guided Reading Student Lexile Levels	4.5 Utilizing the CELDT, JMS will reach the federal end target Annual Measurable Achievement Objective #1 goal of 57.5% (2013) of students making adequate progress in English proficiency (JMS achieved 72% proficient and above). Target for Annual Measurable Achievement Objective #2 will be met for grades with applicable data as it becomes available using new criteria.	English Learners	JMS	Ongoing	Increase CA English Language Development Test performance in Annual Measurable Achievement Objective #1 from 72% by at least 3% to reach three-quarters, 75%, of our students as proficient and above.	Increase English Learner student performance on CA English Language Development Test .	Increase English Learner student performance on CA English Language Development Test.	Student Achievement and Other Student Outcomes						

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JMS is committed to Supporting and Increasing our Economically Disadvantaged Students', Foster Youth, Homeless and Students with Disabilities, especially those with high social-emotional needs. 1.) Behavioral Health data 2.) Foster Youth data 3.) McKinney / Homeless student data Achievement. 4.) Interim Assessment data	4.6 JMS will improve the Targeted Subgroup, Economically Disadvantaged Students, and achievement in English Language Arts and in Mathematics.	English Learners Economically Disadvantaged Foster Youth McKinney Students (Homeless Students)	JMS	Fall 2014 Quarterly On-going October 2014-May 2015 Sept. 2014	Staff to Analyze and Disseminate Established Baseline Data in E/LA and Math - PLC Utilize Site Common Assessments and TUSD establish baseline Economically Disadvantaged student achievement data in English Language Arts and in Math Proficiency on CA Assessment of Student Progress and Performance to Develop Targeted Interventions and Tutorial Support Interim-USC Counseling Student to Provide Social-Emotional and Student Success Skills Support Implement Achieve 3000 Intervention	JMS is committed to the further Ø Student Achievement of Co	4.7 Develop highly effect	All						
JMS is committed to the further development and enhancement of the Professional Learning Community model, ensuring the effective use of Professional Learning Community (PLC) time to include Full Staff PLC, Department and Grade Collaboration Time, and Department and/or Grade Cross-Articulation. Student Achievement of Common Core State Standards	4.7 Develop highly effective Professional Learning Community operating with Full Staff and among Departments and Grade Level Teams for Cross-Articulation and Collaboration to maximize student learning and provide targeted academic support during the school day.	All		On-Going October 2014 – Ongoing bi-monthly thereafter October 2014 – Quarterly thereafter By Spring 2015	JMS will utilize PLC time continuing the site model to ensure students have opportunities to receive targeted academic school services during the school day. JMS will ensure Department and Grade Level Teams will have PLC Time to both Collaboration and Cross-Articulate on Student Progress and Achievement JMS Teams will Develop Quarterly Common Assessments JMS will Plan, Develop and Implement a Targeted Tutorial Schedule to Provide Intervention, Differentiation, and Enrichment during the School Day	JMS will utilize Professional Learning Community time and develop a model to ensure students have opportunities to receive targeted academic school services during the school day. JMS will continue Department and Grade Level Teams will have PLC Time to both Collaboration and Cross-Articulate on Student Progress and Achievement JMS Teams will Analyze Quarterly Common Assessment Data to adjust Planning, Learning, Interventions, and Tutorial Support	JMS will utilize Professional Learning Community time and develop a model to ensure students have opportunities to receive targeted academic school services during the school day. JMS will continue Department and Grade Level Teams will have PLC Time to both Collaboration and Cross-Articulate on Student Progress and Achievement JMS Teams will Analyze Quarterly Common Assessment Data to adjust Planning, Learning, Interventions, and Tutorial Support	Student Achievement						
JMS Implemented a Multi-tiered System of Support program year one in 2013-2014. - Behavioral norms - School-wide Positive Behavioral Supports data	5.1 Provide continued support and expansion of Multi-tiered Systems of Support programs in order to improve the behavioral and academic interventions for all students, as well as provide a means for regular progress monitoring.	All	JMS	On-Going Oct. 2014 By Spring 2015 Fall 2014, and each Quarter thereafter Quarterly	Multi-tiered Systems of Support program to be expanded to include the REAL program: "Keeping it REAL and leaving a Positive Paw Print on JMS; Respect, Explore, Achieve, Lead CAMFEL Character Assembly Series JMS will Plan, Develop and Implement a Targeted Tutorial Schedule to Provide Intervention, Differentiation, and Enrichment during the School Day, to include Counseling and Behavioral Support by Counselor, AP, and Principal Implement Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy Evaluate current Multi-tiered Systems of Support intervention outcomes: · Behavior Referral Data · Suspension Data · 7th Gd Healthy Kids Survey	Multi-tiered Systems of Support program to be expanded to additional schools. Increase current Multi-tiered Systems of Support intervention outcomes. Build upon Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy	Multi-tiered Systems of Support program to be expanded to additional schools. Increase current Multi-tiered Systems of Support intervention outcomes. Build upon Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy	Student Achievement and Other Student Outcomes						

Identified Need and Metric	Goals			Annual update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities						
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP Year 1: 2014-15	LCAP Year2: 2015-16	LCAP Year 3: 2016-17							
In order to better understand the varied student demographics and learning needs there will be an increase in the collaborative opportunities between JMS and parents. - Parent surveys - Parent education sign in sheets - Parent/Family Education Nights	6.1 Improve parent outreach and involvement at the middle school level, and for JMS to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.	All	JMS	Ongoing August 2014 September 2014 September 2014 September 2014 September 2014 Jan. 2015 Feb. 2015 June 2015 June 2015	Increased parent participation in surveys and at school/district events. Parent Student Survey for Principal and School Staff Implement Site GATE Parent Advisory Committee Back-to-School Night (BTSN) Parent Sign-In JMS Parent Site Volunteer/Docent Training Parent GATE Advisory Meeting at BTSN Implement Family College Information Night Implement Family Math Night Implement Multicultural Day End-of-Year Committee Survey: PTSA, SSC, and GATE	Increased parent participation in surveys and at school/district events. Continue w/14-15 Implementations Implement a Fall Quarter Career Day, incorporating Parent Presenters	Increased parent participation in surveys and at school/district events. Continue w/14-15 and 15-16 Implementations Incorporate a Winter Quarter Family Literacy and Reading Night	Parent Involvement						
In order to best support student achievement, there is a need to improve daily attendance for students so there is limited disruption to a student's learning process. - Regular attendance audits and Counts - Chronic absenteeism	7.1 Improve the current Average Daily and monthly Attendance for JMS.	All	JMS	Ongoing Ongoing Weekly Monthly Monthly, as Needed Quarterly	Decreased occurrence of truancy and chronic absenteeism. Office Staff Calls to follow-up on Students absent 3 or more days Monitor Attendance. Goal to keep monthly rate at 97% and above. Conduct SART Meetings with Contract for students with unexcused tardies/absences exceeding 5 days SARB Meeting and Contract, with Resources as Needed, for Students with Chronic Absenteeism and/or not following SART Contract Student Positive Attendance Incentives and Recondition	Decreased occurrence of truancy and chronic absenteeism. Office Staff Calls to follow-up on Students absent 3 or more days Monitor Student Attendance Conduct SART Meetings with Contract for students with unexcused tardies/absences exceeding 5 days SARB Meeting and Contract, with Resources as Needed, for Students with Chronic Absenteeism and/or not following SART Contract Student Positive Attendance Incentives and Recondition	Decreased occurrence of truancy and chronic absenteeism. Office Staff Calls to follow-up on Students absent 3 or more days Monitor Student Attendance Conduct SART Meetings with Contract for students with unexcused tardies/absences exceeding 5 days SARB Meeting and Contract, with Resources as Needed, for Students with Chronic Absenteeism and/or not following SART Contract Student Positive Attendance Incentives and Recondition	Student Engagement						
To ensure college and career readiness, 100 percent of students need to graduate from high school. - Middle school dropout rate	7.2 Improve the overall graduation rate for JMS Students attending WHS and Overall for TUSD.	All	JMS	August-June	Contribute in assisting to Decrease the Middle School TUSD dropout rate from 4 students to zero. Continue with goal implementation of the following: - 3.1 Course Access - 4.6, 4.7, & 5.1 Student Achievement & Other Student Outcomes - 6.1 Parent Involvement	Incorporate 8th Grade – 6th Grade Mentor support at Camp Jaguar to assist in both 6th Grade Transition, and 8th Grade Leadership	Continue goal implementation of the following: - 3.1 Course Access - 4.6, 4.7, & 5.1 Student Achievement & Other Student Outcomes - 6.1 Parent Involvement	Student Engagement						
JMS Student and campus safety, along with the general welfare and safety of all employees remains top priority. Oversight and consistent monitoring of discipline incidents on campus is essential to maintain a safe, secure learning environment. - Ongoing and annual review of student suspensions and other behavior related data. - Staff surveys - Workshop/Training Materials	8.1 Ensure safety and security of all students and employees.	All	JMS	Ongoing Fall 2014 October 2014 By Jan. 2015 Quarterly Ongoing	Decreased rate of behavioral incidents and suspensions. Increased preparedness for campus emergency/disaster situations: - Inventory, Update, and Build Upon Classroom and Site Emergency Supplies - Provide Staff CPR Training - Staff Debriefing and/or Survey after Emergency Drills Incorporate and Implement all Goals Noted in 5.1 Student Achievement and Other Student Outcomes	Decreased rate of behavioral incidents and suspensions. Increased preparedness for campus emergency/disaster situations. - Inventory, Update, and Build Upon Classroom and Site Emergency Supplies - Staff Debriefing and/or Survey after Emergency Drills Incorporate and Implement all Goals Noted in 5.1 Student Achievement and Other Student Outcomes	Decreased rate of behavioral incidents and suspensions. Increased preparedness for campus emergency/disaster situations. - Inventory, Update, and Build Upon Classroom and Site Emergency Supplies - Staff Debriefing and/or Survey after Emergency Drills Incorporate and Implement all Goals Noted in 5.1 Student Achievement and Other Student Outcomes	School climate						

Identified Need and Metric	Goals			Annual update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities						
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP Year 1: 2014-15	LCAP Year2: 2015-16	LCAP Year 3: 2016-17							
<p>To promote good citizenship for all students continue to identify positive behavior models, and provide information to staff, students and parents.</p> <ul style="list-style-type: none"> - Regular review of reported behavioral incidents - Surveys - Parent Connect - Progress Reporting and Report Cards - SWPBS Recognition Assemblies - Jaguar Paws: "Caught Being Good!" - BEST Program: School Culture 	<p>8.2 Continue character education through anti-bullying awareness, peer mediation and conflict resolution programs.</p>	All	JMS	<p>Ongoing</p> <p>On-Going</p> <p>By Spring 2015</p> <p>Fall 2014, and each Quarter thereafter</p> <p>Quarterly</p>	<p>Reduce the number of behavioral incidents.</p> <p>Incorporate and Implement all Goals Noted in 5.1 Student Achievement and Other Student Outcomes Such As:</p> <p>REAL program: "Keeping it REAL and leaving a Positive Paw Print on JMS: Respect, Explore, Achieve, Lead</p> <p>Targeted Tutorial Schedule to Provide Intervention, Differentiation, & Enrichment during the School Day, to include Counseling & Behavioral Support by Counselor & Adm Team</p> <p>Implement Socio-Emotional Interventions both during the School Day and as After-School Program Offerings:</p> <ul style="list-style-type: none"> · Project Choice · iLead · TPD John J. Neu Leadership Academy <p>Evaluate current Support intervention outcomes:</p> <ul style="list-style-type: none"> · Behavior Referral Data · Suspension Data 7th Gd Healthy Kids Survey 	<p>Reduce the number of behavioral incidents.</p> <p>Multi-tiered Systems of Support program to be expanded to additional schools.</p> <p>Increase current Multi-tiered Systems of Support intervention outcomes.</p> <p>Build upon Socio-Emotional Interventions both during the School Day and as After-School Program Offerings:</p> <ul style="list-style-type: none"> · Project Choice · iLead · TPD John J. Neu Leadership Academy 	<p>Reduce the number of behavioral incidents.</p> <p>Multi-tiered Systems of Support program to be expanded to additional schools.</p> <p>Increase current Multi-tiered Systems of Support intervention outcomes.</p> <p>Build upon Socio-Emotional Interventions both during the School Day and as After-School Program Offerings:</p> <ul style="list-style-type: none"> · Project Choice · iLead · TPD John J. Neu Leadership Academy 	School climate						

Section 3: Actions, Services and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally, Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, county wide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

2) How do these actions/services link to identified goals and performance indicators?

3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal. (Include and identify all goals from section 2.	Related State and Local Priorities (from section 2)	Actions and Services	Level of Service. (Indicate if school wide or specific subgroup	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?										
						Description of Site Supplemental expenditures	Site Supplemental	Description of Student Achievement expenditures	Student Achievement	Description of Student Achievement PD expenditures	Student Achievement PD	Description of Title I expenditures	Title 1	Description of Other expenditures	Other
					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
1.1 Implement and support TUSD technology plan to include hardware, software and infrastructure in preparation for CA Assessment of Student Progress and Performance, as well as a plan for on-going effective implementation of classroom technology.	Basic	Inventory equipment and needs of teacher and student use of technology for instructional purposes. Ensure all classrooms are equipped and supported with a laptop, projector, Elmo, and Red Cat to implement best-practices and curriculum Increased teacher and student use of technology for instructional purposes Inventory and upgrade site computers, technological devices, and curricular support software as needed	School -Wide	Ongoing through May 2014		Ensure all classrooms are equipped and supported with a laptop, projector, Elmo, and Red Cat to implement best-practices and curriculum Inventory and upgrade site computers, technological devices, and curricular support	1,932.60		3,000.00						
2.1 JMS will foster, support, and implement the TUSD focus of an effective and sustainable professional development model that maximizes the conditions of learning for all students, while implementing Common Core State Standards / Next Generation Science Standards and other performance standards for grades 6-8.	Implementation of State Standards	Ensure effective implementation of Common Core State Standards. Provide new teachers to JMS with CCS training (D3/A3, CMAST) Develop Department and Grade Level PLC Articulation and Cross-Articulation Time Develop and Implement Department Common Assessment Benchmarks Data Days – Department and Grade Level Data Analysis and Goal Setting: Federal-State-District-Site-Student dissemination Teaching Staff CCS PD, Training, and Conference Support Music and STEM Middle School Teacher PLC Cross-Articulation to support and develop STEAM Lessons and Opportunities in the Classroom	School -Wide	On-going Oct 2014 Ongoing thereafter 2x Monthly Quarterly Sept. 2015 Quarterly thereafter Sept. 2014 – ongoing Nov. 2014 –May 2015		Provide new teachers to JMS with Common Core trainings(D3/A3, CMAST)			1,000	Provide new teachers to JMS with CCS training (D3/A3, CMAST) Data Days – Department and Grade Level Data Teaching Staff CCS PD, Training, and Conference Support	3,000				

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[illegible]

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						Description of Site Supplemental expenditures	Site Supplemental	Description of Student Achievement expenditures	Student Achievement	Description of Student Achievement PD expenditures	Student Achievement PD	Description of Title I expenditures	Title 1	Description of Other expenditures	Other
					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
4.2 JMS will begin the implementation process of Next Generation Science Standards and Science and Engineering Practices adopted by the State Board of Education in September 2013	Student Achievement	Staff trained to implement NGSS via CMAST Science Teacher Professional Development support via conference and Training opportunities Evaluate NGSS progress via TUSD implementation plan & JMS success at NGSS and CCS implementation as it relates to student performance. Science Teacher Professional Development support via Conference and Training Opportunities Evaluate Science Support Materials and Lab Needs. Equip Labs with Supplemental and Support Science Materials to support implementation and enhancement of NGSS	School -Wide	Bi-Monthly		Equip Labs with Supplemental and Support Science Materials to support implementation and enhancement of NGSS	5,200.00			Staff trained to implement NGSS via CMAST Science Teacher Professional Development support via conference and Training opportunities Science Teacher Professional Development support via Conference and Training Opportunities (i.e. NSTA Conference)	1,500.00			Jump Start Summer Program	(District-Funded)

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
4.3 All English Learners students will improve by one level of proficiency in English/Language Arts for grade 6-8, as indicated by performance on interim the CELDT, TUSD common assessments, English Language Arts Pre and Post Assessments, and Guided Reading Running Record performance levels.	Student Achievement	Establish and Monitor English Learner achievement baseline for CA Assessment of Student Progress and Performance. Implement Achieve 3000 After-school Intervention Disseminate and Analyze ELL Student Guided Reading results. - PLC Department Development of Scaffolding within Lessons --Department PLC Increased Textual, and Functional Guided Reading books to incorporate a balance of CCS fiction and non-fiction access, content, and materials Implement Weekly Tutorial Schedule to meet the needs of not only ELL Students, but all Students in need of academic or social-emotional support and/or enrichment EL students increase by one CELDT proficiency level each school year. Increased number of EL Students re-designated Implement online Guided Reading Support for both school and home utilization, aligned to Fountas and Pinnell-- Raz Kids Monitor and Analyze Quarterly Data from Weekly Tutorial Schedule to meet the needs of ELL Students in need of academic or social-emotional support and/or enrichment	English Learners	Fall 2014 September 2014 October 2014 October 2014 Fall 2014 Spring 2015 Annually Annually		Implement After-school Interventions Increased Textual, and Functional Guided Reading books to incorporate a balance of CCS fiction and non-fiction access, content, and materials Implement online Guided Reading Support for both school and home utilization, aligned to Fountas and Pinnell-- Raz Kids	10,000	Implement Achieve 3000 After-school Intervention	(Noted in previous or prior goals)	Teacher PD / Training on online Guided Reading Support for both school and home utilization, aligned to Fountas and Pinnell-- i.e. Raz Kids	120				

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		
4.4 Increase and Improve the percentage of students who advance one or more ELL level moving toward Redesignation as fluent, and increase/improve the percentage of students who redesignate as Fluent English Proficient.	Other Student Outcomes	Increased percentage of English Learner students advancing one or more level in 2013-14 to Redesignation as fluent to improve by 2%. Increase English Learner students redesignate as Fluent English Proficient in 13-14 to improve by 2% or greater in 14-15	English Learners	Semester Annually		Leveled Readers 1:1 Tech Devices		Implement Achieve 3000 After-school Intervention Increased Textual, and Functional Guided Reading books to incorporate a balance of CCS fiction and non-fiction access, content, and materials Implement online Guided Reading Support for both school and home utilization, aligned to Fountas and Pinnell–Raz Kids	(Noted in previous or prior goals)						

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
4.5 Utilizing the CELDT, JMS will reach the federal end target Annual Measurable Achievement Objective #1 goal of 57.5% (2013) of students making adequate progress in English proficiency (JMS achieved 72% proficient and above). Target for Annual Measurable Achievement Objective #2 will be met for grades with applicable data as it becomes available using new criteria.	Student Achievement and Other Student Outcomes	<ul style="list-style-type: none">• Increase CA English Language Development Test performance in Annual Measurable Achievement Objective #1 from 72% by at least 3% to reach three-quarters, 75%, of our students as proficient and above.• Set high, reasonable, instructional expectations that provide ongoing instructional support to ensure that these expectations are met.• Consider core instructional program EL Learners are provided for oral language and literacy instruction in the native language and/or in English. Consider all of the knowledge and practices associated with improved outcomes for Tier 1 reading instruction and make sure these practices are in place for ELLs. Although these practices vary by grade level, in general they include consideration of the foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Reading words accurately and with prosody, as well as reading for meaning and learning, are emphasized through listening comprehension early and then later through reading comprehension.• Use grade-appropriate measures that match the language of reading instruction. Monitor native language and English language and literacy progress from initial instruction	ELL Learners	Ongoing		Leveled Guided Readers Development of a Guided Reading Center 1:1 Devices Translation Software After School Tutorial and Intervention Support (i.e. Instructors, program, materials and supplies)	15,000								

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[illegible]

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
4.6 JMS will improve the Targeted Subgroup. Economically Disadvantaged Students, achievement in English Language Arts and in Mathematics.	Student Achievement and Other Student Outcomes	Staff to Analyze and Disseminate Established Baseline Data in ELLA and Math - PLC Utilize Site Common Assessments and TUSD establish baseline Economically Disadvantaged student achievement data in English Language Arts and in Math Proficiency on CA Assessment of Student Progress and Performance to Develop Targeted Interventions and Tutorial Support Interim-USC Counseling Student to Provide Social-Emotional and Student Success Skills Support Implement Achieve 3000	Economically Disadvantaged	Fall 2014 Quarterly On-going Fall 2014-May 2015 Sept. 2014				Implement Achieve 3000	(Noted in above goals)						

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
4.7 Develop highly effective Professional Learning Community operating with Full Staff and among Departments and Grade Level Teams for Cross-Articulation	Student Achievement	Ensure a strong literacy program to target struggling students early JMS will utilize PLC time continuing the site model to ensure students have opportunities to receive targeted academic school services during the school day. JMS will ensure Department and Grade Level Teams will have PLC Time to both Collaboration and Cross-Articulate on Student Progress and Achievement JMS Teams will Develop Quarterly Common Assessments JMS will Plan, Develop and Implement a Targeted Tutorial Schedule to Provide Intervention, Differentiation, and Enrichment during the School Day JMS Teams will Analyze Quarterly Common Assessment Data to adjust Planning, Learning, Interventions, and Tutorial Support Ensure that all students, regardless of race, gender, ethnic background, disability, or socioeconomic status, have access to a rigorous curriculum and get the support necessary to be successful in a rigorous curriculum Continue to foster an environment respectful to cultural differences Collaborating with parents and community to address academic and social needs of students Use intervention research to address	Economically Disadvantaged Foster Youth Homeless / McKinney Students	On-Going October 2014 – Ongoing bi-monthly thereafter October 2014 – Quarterly thereafter By Spring 2015 											

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A		
					Balance:		.00		.00		0	N/A	N/A		0
5.1 Provide continued support and expansion of Multi-tiered Systems of Support programs in order to improve the behavioral and academic interventions for all students, as well as provide a means for regular progress monitoring.	Student Achievement and Other Student Outcomes	Multi-tiered Systems of Support program to be expanded to include the REAL program: "Keeping it REAL, and leaving a Positive Paw Print on JMS: Respect, Explore, Achieve, Lead JMS will Plan, Develop and Implement a Targeted Tutorial Schedule to Provide Intervention, Differentiation, and Enrichment during the School Day, to include Counseling and Behavioral Support by Counselor, AP, and Principal Camfel Character Assembly Series Implement Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy Evaluate current Multi-tiered Systems of Support intervention outcomes: Behavior Continue SWPBS Plan and monthly SWPBS assemblies, the # of Jaguar Paws increases each month, and greater student recognition developed · Kids Survey	School -Wide	On-Going By Spring 2015 Oct. 2015 Fall 2014, and each Quarter thereafter Quarterly Quarterly		CAMFEL Character Assembly Series	1,000.00	Implement Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy CAMFEL Character Assembly Series	1,194.49						

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					Budget Total:		52,132.60		5194.49		5920	N/A	N/A	
					Balance:		.00		.00		0	N/A	N/A	0
6.1 Improve parent outreach and involvement at the middle school level, and for JMS to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.	Parent Involvement	Increased parent participation in surveys and at school/district events. Parent Student Survey for Principal and School Staff Implement Site GATE Parent Advisory Committee Back-to-School Night (BTSN) Parent Sign-In JMS Parent Site Volunteer/Doce nt Training Parent GATE Advisory Meeting at BTSN Implement Family College Information Night Implement Family Math Night Implement Multicultural Day End-of-Year Committee Survey: PTSA, SSC, and GATE	School -Wide	Ongoing August 2014 September 2014 September 2014 September 2014 September 2014 Jan. 2015 Feb. 2015 June 2015 June 2015 June 2015		Parent Education Nights and Engagement Activities	1,000.00						Implement Family College Information Night Implement Family Math Night Implement Multicultural Day	(PTSA Funded - approx. \$250- per event)
7.1 Improve the current Average Daily and monthly Attendance for JMS.	Student Engagement	Decreased occurrence of truancy and chronic absenteeism. Office Staff Calls to follow-up on Students absent 3 or more days Monitor Attendance. Goal to keep monthly rate at 97% and above. Conduct SART Meetings with Contract for students with unexcused tardies/absence s exceeding 5 days SARB Meeting and Contract, with Resources as Needed, for Students with Chronic Absenteeism and/or not following SART Contract Student Positive Attendance Incentives and Recondition	School –Wide	Ongoing August 2014 Monthly Ongoing Ongoing Monthly									Student Positive Attendance Incentives and Recognition	(PTSA Funded - \$3,000)

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					Balance:		.00		.00		0	N/A	N/A		0
7.2 Improve the overall graduation rate for JMS Students attending WHS and Overall for TUSD.	Student Engagement	Contribute in assisting to Decrease the Middle School TUSD dropout rate from 4 students to zero. Continue with goal implementation of the following: - 3.1 Course Access - 4.6, 4.7, & 5.1 Student Achievement & Other Student Outcomes - 6.1 Parent Involvement Incorporate 8th Grade – 6th Grade Mentor support at Camp Jaguar to assist in both 6th Grade Transition and 8th Grade Leadership	School –Wide	Ongoing 											

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[illegible]

Goal, (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate Low Income; Foster Youth; English Learner)	Annual Update: Review of Actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?											
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					Total Budget:		52,132.60		5194.49		5,920.00		N/A			
					Balance:		8,132.60		4000		4,920.00		N/A		0	
3.1 Ensure all students, including those in the targeted populations and other significant underperforming subgroups, are successful in a rigorous curriculum including participation in compact courses and student leadership support programs.	Course Access	Establish student baseline course placement procedures. Establish Department and Grade Level Quarterly Common Assessments to track progress and flexible intervention grouping Increased number of students obtaining Honor Roll requirements Increased number of participants in the iLead program, Program Choice, and CJIF academic support and leadership development programs Implement Achieve 3000 Implement Weekly Tutorial Schedule to meet the needs of not only ELL Students, but all Students in need of academic or social-emotional support and/or enrichment Monitor and Analyze Quarterly Data from Weekly Tutorial Schedule to meet the needs of all Students in need of academic or social-emotional support and/or enrichment Implement bi-Weekly Tutorial Schedule, if needed	School -Wide	Spring 2015 with On-going Progress Monitoring Quarterly Common Assessments Semester Sept. 2014 – Ongoing Thereafter Spring 2015 – Ongoing Thereafter Fall 2015		Increased number of participants in the iLead program, Program Choice, and CJIF academic support and leadership development programs Implement Achieve 3000	3000									
4.1 Common Core State Standards full implementation begins in the 2014-2015 school year in 6-8 English Language Arts and math, as well as literacy in science, social studies and career technical subjects.	Student Achievement	Achievement of all students including the targeted student population will improve through TUSD academic skills-based summer and jumpstart pilot programs.	School -Wide	Summer 2015					Jumpstart Pilot Program	District Funded						

[illegible]

4.6 JMS will improve the Targeted Subgroup, Economically Disadvantaged Students achievement in English Language Arts and in Mathematics.	English Learner Economically Disadvantaged Foster Youth Homeless / McKinney Students	Staff to Analyze and Disseminate Established Baseline Data in E/LA and Math - PLC Utilize Site Common Assessments and TUSD establish baseline Economically Disadvantaged student achievement data in English Language Arts and in Math Proficiency on CA Assessment of Student Progress and Performance to Develop Targeted Interventions and Tutorial Support Interim-USC Counseling Student to Provide Social-Emotional and Student Success Skills Support Implement Achieve 3000	School -Wide	Fall 2014 Quarterly On-going October 2014-May 2015 Sept. 2014				Implement Achieve 3000	(Noted in above goals)							
4.7 Develop highly effective Professional Learning Community operating with Full Staff and among Departments and Grade Level Teams for Cross-Articulation	English Learner Economically Disadvantaged Foster Youth McKinney Students	JMS will utilize PLC time continuing the site model to ensure students have opportunities to receive targeted academic school services during the school day. JMS will ensure Department and Grade Level Teams will have PLC Time to both Collaboration and Cross-Articulate on Student Progress and Achievement JMS Teams will Develop Quarterly Common Assessments JMS will Plan, Develop and implement a Targeted Tutorial Schedule to Provide Intervention, Differentiation, and Enrichment during the School Day JMS Teams will Analyze Quarterly Common Assessment Data to adjust Planning, Learning, Interventions, and Tutorial Support	School -Wide	On-Going October 2014 – Ongoing bi-monthly thereafter October 2014 – Quarterly thereafter By Spring 2015 Quarterly		<ul style="list-style-type: none"> Instructional Process Programs such as cooperative learning, strategy instruction, incorporation of technology and software, and other approaches primarily intended to enhance instructional methods beyond the text. After School Intervention and Tutorials utilizing Guided Reading and a Combined Computer Assisted Instruction and Instructional Process Models such as READ 180 and Voyager Passport. 	15,000.00			Staff training of After School Intervention and Tutorials utilizing Guided Reading and a Combined Computer Assisted Instruction and Instructional Process Models such as READ 180 and Voyager Passport.	800					

5.1 Provide continued support and expansion of Multi-tiered Systems of Support programs in order to improve the behavioral and academic interventions for all students, as well as provide a means for regular progress monitoring.	All Students	Multi-tiered Systems of Support program to be expanded to include the REAL program: "Keeping it REAL and leaving a Positive Paw Print on JMS: Respect, Explore, Achieve, Lead JMS will Plan, Develop and Implement a Targeted Tutorial Schedule to Provide Intervention, Differentiation, and Enrichment during the School Day, to include Counseling and Behavioral Support by Counselor, AP, and Principal Camfel Character Assembly Series Implement Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy Evaluate current Multi-tiered Systems of Support intervention outcomes: Behavior Continue SWPBS Plan and monthly SWPBS assemblies, the # of Jaguar Paws increases each month, and greater student recognition developed	School -Wide	On-Going By Spring 2015 Fall 2014, and each Quarter thereafter Quarterly Quarterly		Camfel Character Assembly Series		Implement Socio-Emotional Interventions both during the School Day and as After-School Program Offerings: · Project Choice · iLead · TPD John J. Neu Leadership Academy	1194.49					SWPBS Assembly Incentives \$1000 PTSA		
6.1 Improve parent outreach and involvement at the middle school level, and for JMS to be inclusive of consist communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.	All Students	Increased parent participation in surveys and at school/district events. Parent Student Survey for Principal and School Staff Implement Site GATE Parent Advisory Committee Back-to-School Night (BTSN) Parent Sign-in JMS Parent Site Volunteer/Docent Training Parent GATE Advisory Meeting at BTSN Implement Family College Information Night Implement Family Math Night Implement Multicultural Day End-of-Year Committee Survey: PTSA, SSC, and GATE	School -Wide	Ongoing August 2014 September 2014 September 2014 September 2014 September 2014 Jan. 2015 Feb. 2015 June 2015 June 2015		Parent Education Nights and Engagement Activities	1,000.00							Implement Family College Information Night Implement Family Math Night Implement Multicultural Day	(PTSA Funded - approx. \$250-per event)	

Date	Group	Location
28 Oct 2013 -Community Night	Community	Hull MS
26 Feb 2014 -Admin Working Group	Administration	DO-PIC
Spring 2014 -Common Core/LCFF Night	Parents/students	JMS Cafeteria
Spring 2014 -Math Pathways Night	Parents/students	JMS Cafeteria
Common Core Night/LCFF	Parents/students	JMS Cafeteria
3 September 2014 -Staff Presentation	All Faculty and Classified	Library
23 September 2014- GATE Advisory Parents - ELL Parents BTSN	Parents	Cafeteria Room 4
16 September 2014-Email Community Info	Parents	E- Blast to School Community
23 September 2014- Reminder Email to Comm	Parents	E- Blast to School Community
30 September 2014- Informational Meeting	Parents	Library
14 – October 2014 – PTSA Informational Meetin	Parents	Library
16 October 2014- Email Community Info	Parents	E- Blast to School Community
21 October 2014-Informational Meeting	Parents	Library

School Site Council Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Kara Heinrich	X			
Amy Argento		X		
David Gelbaum		X		
Michael Hanniff		X		
Bomi Kim		X		
Christina Martinez			X	
Sandi Arthur				X
Nina De Fabio				X
Jennifer Hegardt				X
Mila Ovalles				X
Hunter Smith				X
Pete Rochford				X
Number of members in each category	1	4	1	6

Acronym	Description	
AMAO	Annual Measurable Achievement Objectives	
API	Academic Performance Index	
AYP	Academic Yearly Progress	
BTSA	Beginning Teacher Support and Assessment	
CAASP	CA Assessment of Student Progress and Performance	
(formerly CST/STAR)		
CCR	Coordinated Compliance Review	
CCSS	Common Core State Standards	
CELDT	California English Language Development Test	
CGI	Cognitively Guided Instruction	
CLAD	Crosscultural, Language, and Academic Development	
CMAST	Center for Math and Science Teaching	
CPSEL	California Professional Standards for Educational Leaders	
CTE	Career Technical Education	
CTEL	California Teacher of English Learners	
DELMAC	District English Language Multicultural Advisory Committee	
ELA	English Language Arts	
ELD	English Language Development	
EMCP	Energy Management Conservation Program	
eTUSD	TUSD Learning Management System	
F&P	Fountas and Pinnel	
FTE	Full Time Equivalent (certificated positions)	
GATE	Gifted and Talented Education	
HFZ	Healthy Fitness Zone	
HSS	History Social Science	
LCAP	Local Control Accountability Plan	
LCFF	Local Control Funding Formula	
LEA	Local Education Agency (aka school district)	
LLI	Leveled Literacy Intervention	
MAC	Math Achievement Committee	
MTSS	Multi-Tiered system of Support	

NCLB	No Child Left Behind	
NGSS	Next Generation Science Standards	
SBAC	Smarter Balanced Assessment Consortium	
SBE	State Board of Education	
SED	Socio-Economically Disadvantaged	
SIM	Student Information Manager	
SIOP	Sheltered Immersion Observation Protocol	
SOLOM	Student Oral Language Observation Matrix	
SSC	School Site Council	
SST	Student Study Team	
STAR	Standardized Testing and Reporting	
STEM	Science Technology Engineering and Math	
SWD	Students with Disabilities	
TEF	Technology for Learning	
TK	Transitional Kindergarten	