



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Turlock Junior High School	50757396053136	May 9, 2024	June 4, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Turlock Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

▶ Additional Targeted Support and Improvement

Title I Targeted Assisted School

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

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

This plan is being used by Turlock Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assisted School

Turlock Junior High School meets ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs in the following ways: School Site Council, English Learner Advisory Committee, PBIS Team, Stanislaus County Office of Education, Leadership Team, Grade Level PLC Teams, and Safety Committee.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

DATE	WHO	ACTIVITY
03/27/24	Parents	Parents completed the 6-week sessions of the Parent Institute for Quality Education
9/2024 - 5/2024	Leadership Team	Professional Learning Communities (PLC) refinement, data dives, and SMART goals
04/29/24	Leadership Team	The Leadership Team met to discuss the preliminary budget
9/2024 - 5/2024	SSC	Meetings for school updates, safety plan review & approval, budget updates, Dashboard data
05/9/24	SSC/ELAC	The ELAC/SSC met to review & approve the budget for 2024-2025
5/9/24	SSC	Review and approval of the Single Plan for Student Achievement
10/30/23	Staff	Staff meeting presentation of the 2023 CAASPP Data
01/22/24	Staff	Staff meeting presentation of the 2023 California Dashboard
Monthly	Staff	PBIS meetings & trainings

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Turlock Junior High School determined that students in the following student groups are eligible for ATSI: English Learners & Two or more races.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

At present, Suspension Rate is in the Red category. Both English Language Arts and Mathematics are in the Orange category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

ELA - EL's Math - EL's, Hispanic, SED, SWD EL - EL's Chronic Absenteeism - African American, Two or more races
Suspension - EL's, Hispanic, Two or more races, SED, SWD

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SBAC ELA - 43.48% met/exceed, MATH - 26.45% met/exceed Summative ELPAC - 29.67% proficient iReady Data for Math & ELA

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Turlock Junior High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.69%	0.48%	12	9	6
African American	3.5%	3.05%	2.63%	49	40	33
Asian	7.0%	6.72%	7.24%	97	88	91
Filipino	0.1%	0.23%	0.32%	2	3	4
Hispanic/Latino	53.5%	54.20%	54.97%	741	710	691
Pacific Islander	0.9%	0.84%	0.24%	13	11	3
White	31.3%	31.68%	30.79%	434	415	387
Multiple/No Response	1.2%	1.07%	1.59%	16	14	20
Total Enrollment				1,385	1310	1257

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6		5	
Grade 7	689	639	656
Grade 8	696	666	601
Total Enrollment	1,385	1,310	1,257

Conclusions based on this data:

1. The trend for EL's for the past three has seen a steady increase. With an average enrollment of Hispanic/Latino at 54.22%.
2. In regards to enrollment by grade level, enrollment is slowly declining from 2020-21 to 2022-23.
3. Total enrollment for the 2022-23 school year is 1,257.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	316	293	267	22.80%	22.4%	21.2%
Fluent English Proficient (FEP)	216	191	221	15.60%	14.6%	17.6%
Reclassified Fluent English Proficient (RFEP)	19	56	213	6.0%	22.9%	16.90%

Conclusions based on this data:

1. There has been a trend of decreasing enrollment of EL's over the past three years.
2. Fluent English Proficient (FEP) enrollment increased by 2.1% from 2021-22 to 2022-23.
3. There is a notable increase in the total number of RFEP students from 2022 to 2023 (157 students).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			0			0				
Grade 7	688	605	666	562	578	635	554	578	635	81.7	95.5	95.3
Grade 8	683	663	599	579	634	561	571	633	561	84.8	95.6	93.7
All Grades	1371	1269	1265	1141	1212	1196	1125	1211	1196	83.2	95.5	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2534.	2534.	2516.	14.08	14.71	10.87	34.12	32.70	28.66	22.20	22.49	25.04	29.60	30.10	35.43
Grade 8	2534.	2540.	2548.	12.96	14.22	14.62	26.27	29.07	33.33	26.44	23.06	22.82	34.33	33.65	29.23
All Grades	N/A	N/A	N/A	13.51	14.45	12.63	30.13	30.80	30.85	24.36	22.79	24.00	32.00	31.96	32.53

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	17.12	16.78	14.02	60.66	58.65	62.52	22.22	24.57	23.46
Grade 8	16.78	16.59	16.93	49.47	53.08	55.79	33.75	30.33	27.27
All Grades	16.95	16.68	15.38	54.98	55.74	59.36	28.07	27.58	25.25

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	18.45	20.10	15.75	49.08	52.51	47.72	32.47	27.38	36.54
Grade 8	14.51	13.74	16.04	49.73	52.13	51.52	35.75	34.12	32.44
All Grades	16.44	16.78	15.89	49.41	52.31	49.50	34.15	30.91	34.62

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	10.89	10.21	10.55	76.04	75.61	72.60	13.07	14.19	16.85
Grade 8	9.36	12.16	13.55	71.73	72.67	72.01	18.90	15.17	14.44
All Grades	10.12	11.23	11.96	73.86	74.07	72.32	16.03	14.70	15.72

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	21.88	19.72	14.49	60.58	59.17	60.94	17.54	21.11	24.57
Grade 8	18.80	17.85	18.72	59.23	64.30	64.17	21.97	17.85	17.11
All Grades	20.32	18.74	16.47	59.89	61.85	62.46	19.79	19.41	21.07

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Conclusions based on this data:

1. The participation rate from 2021-2022 to 2022-2023 decreased from 95.5% to 94.5%.
2. Overall schoolwide 43.48% met/exceeded in ELA 2022-23.
3. 7th grade - 39.53% of students met/exceeded in 2022-23.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			0			0				
Grade 7	688	603	665	512	579	637	503	579	637	74.4	96.0	95.8
Grade 8	683	664	599	566	643	569	559	643	569	82.9	96.8	95.0
All Grades	1371	1268	1264	1078	1222	1206	1062	1222	1206	78.6	96.4	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2502.	2496.	2489.	11.73	10.36	10.05	17.69	19.34	16.64	25.45	25.04	24.65	45.13	45.25	48.67
Grade 8	2498.	2493.	2502.	11.63	11.04	11.07	11.99	12.13	15.11	20.75	22.24	22.67	55.64	54.59	51.14
All Grades	N/A	N/A	N/A	11.68	10.72	10.53	14.69	15.55	15.92	22.98	23.57	23.71	50.66	50.16	49.83

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	15.00	13.13	13.34	44.00	42.31	37.83	41.00	44.56	48.82
Grade 8	10.07	12.44	12.30	43.71	41.52	42.36	46.22	46.03	45.34
All Grades	12.41	12.77	12.85	43.84	41.90	39.97	43.75	45.34	47.18

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	11.93	10.88	8.95	51.49	51.12	50.08	36.58	38.00	40.97
Grade 8	11.09	10.58	11.78	45.62	46.66	48.15	43.29	42.77	40.07
All Grades	11.49	10.72	10.28	48.40	48.77	49.17	40.11	40.51	40.55

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	11.33	8.64	8.63	64.81	62.00	59.50	23.86	29.36	31.87
Grade 8	11.99	7.78	8.44	58.50	59.10	58.88	29.52	33.13	32.69
All Grades	11.68	8.18	8.54	61.49	60.47	59.20	26.84	31.34	32.26

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Conclusions based on this data:

1. The participation rate from 2021-2021 to 2022-2023 decreased from 96.4% to 95.4%.
2. Overall schoolwide 26.45% met/exceed in Math 2022-23.
3. 7th grade 26.69% of students met/exceed in 2022-23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1544.6	1526.5	1539.3	1557.9	1526.9	1551.4	1530.6	1525.7	1526.6	92	128	142
8	1534.0	1528.0	1549.0	1543.0	1528.0	1561.7	1524.4	1527.6	1535.8	113	132	131
All Grades										205	260	273

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	27.06	14.06	29.58	38.82	35.94	30.28	22.35	34.38	23.24	11.76	15.63	16.90	85	128	142
8	24.11	13.64	29.77	27.68	36.36	31.30	29.46	28.79	16.79	18.75	21.21	22.14	112	132	131
All Grades	25.38	13.85	29.67	32.49	36.15	30.77	26.40	31.54	20.15	15.74	18.46	19.41	197	260	273

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	43.53	25.78	51.41	35.29	50.78	24.65	11.76	13.28	11.97	9.41	10.16	11.97	85	128	142
8	31.25	28.79	46.56	41.07	39.39	26.72	13.39	14.39	9.16	14.29	17.42	17.56	112	132	131
All Grades	36.55	27.31	49.08	38.58	45.00	25.64	12.69	13.85	10.62	12.18	13.85	14.65	197	260	273

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	9.41	7.03	9.15	23.53	17.97	21.83	38.82	44.53	35.92	28.24	30.47	33.10	85	128	142
8	11.61	4.55	11.45	18.75	20.45	25.95	36.61	37.12	27.48	33.04	37.88	35.11	112	132	131
All Grades	10.66	5.77	10.26	20.81	19.23	23.81	37.56	40.77	31.87	30.96	34.23	34.07	197	260	273

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	21.18	7.03	10.56	65.88	68.75	66.90	12.94	24.22	22.54	85	128	142	
8	16.22	10.61	15.27	67.57	60.61	57.25	16.22	28.79	27.48	111	132	131	
All Grades	18.37	8.85	12.82	66.84	64.62	62.27	14.80	26.54	24.91	196	260	273	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	73.68	64.57	74.65	17.54	27.56	15.49	8.77	7.87	9.86	57	127	142	
8	59.46	47.33	71.76	20.27	35.11	13.74	20.27	17.56	14.50	74	131	131	
All Grades	65.65	55.81	73.26	19.08	31.40	14.65	15.27	12.79	12.09	131	258	273	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	18.82	7.81	15.49	38.82	39.06	30.28	42.35	53.13	54.23	85	128	142	
8	17.27	13.64	19.08	26.36	23.48	28.24	56.36	62.88	52.67	110	132	131	
All Grades	17.95	10.77	17.22	31.79	31.15	29.30	50.26	58.08	53.48	195	260	273	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	9.88	10.16	9.15	77.78	74.22	71.13	12.35	15.63	19.72	81	128	142
8	2.78	3.03	8.40	80.56	80.30	70.23	16.67	16.67	21.37	108	132	131
All Grades	5.82	6.54	8.79	79.37	77.31	70.70	14.81	16.15	20.51	189	260	273

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 273 students took the summative ELPAC in 2022-23.
2. Overall 29.67% of EL's were proficient in 2022-23.
3. 30.77% of EL's were moderately developed/level 3 in 2022-23.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1257	63.3	21.2	0.6
Total Number of Students enrolled in Turlock Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	267	21.2
Foster Youth	8	0.6
Homeless	11	0.9
Socioeconomically Disadvantaged	796	63.3
Students with Disabilities	168	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	2.6
American Indian	6	0.5
Asian	91	7.2
Filipino	4	0.3
Hispanic	691	55
Two or More Races	20	1.6
Pacific Islander	3	0.2
White	387	30.8

Conclusions based on this data:

1. 63.3% of students at TJHS are SED.
2. 21.2% of students at TJHS are EL.
3. 0.6% of students at TJHS are Foster Youth.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Red
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. On the 2023 dashboard ELA & Math are in the orange category.
2. On the 2023 dashboard Suspensions are in the red category.
3. On the 2023 dashboard English Language Learners are in the blue category.

School and Student Performance Data

Academic Performance English Language Arts

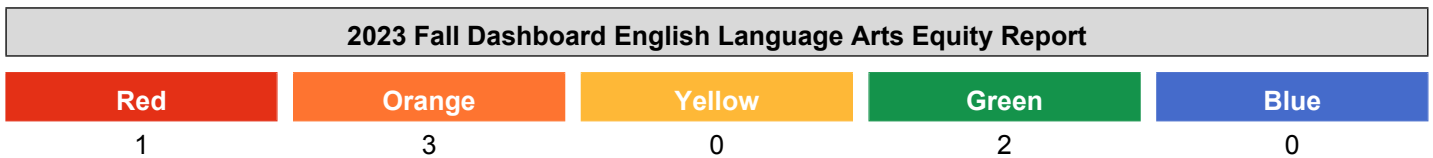
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 24.4 points below standard Decreased -4.9 points 1143 Students	<p>English Learners</p>  Red 83 points below standard Decreased Significantly -19.3 points 331 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Homeless</p> <p>179 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 47.5 points below standard Decreased -5.9 points 757 Students	<p>Students with Disabilities</p>  Orange 124.9 points below standard Increased +5.2 points 152 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
45.3 points below standard Increased Significantly +21.7 points 29 Students	Less than 11 Students 5 Students	 Green 25.3 points above standard Maintained -1.9 points 85 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.7 points below standard Decreased -6.4 points 627 Students	14.4 points below standard 19 Students	Less than 11 Students 3 Students	 Green 11.9 points above standard Maintained +0.7 points 353 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.8 points below standard Decreased -3.1 points 232 Students	6.2 points below standard Decreased -12.7 points 99 Students	9.1 points below standard Maintained -2 points 689 Students

Conclusions based on this data:

1. On the 2023 dashboard ELA is in the orange category.
2. On the 2023 dashboard we were 24.4 points below the standard.
3. On the 2023 dashboard we decreased by 4.9 points.

School and Student Performance Data

Academic Performance Mathematics

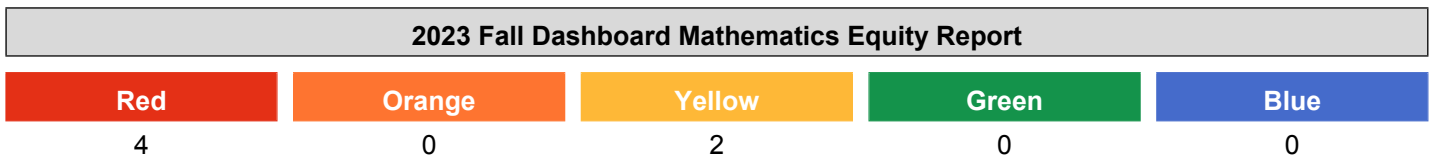
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 76.2 points below standard Maintained +1.1 points 1141 Students	<p>English Learners</p>  Red 129.2 points below standard Decreased -7.6 points 330 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Homeless</p> <p>219.4 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 102.7 points below standard Decreased -3.7 points 755 Students	<p>Students with Disabilities</p>  Red 179.1 points below standard Maintained -1 points 151 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
136.1 points below standard Decreased Significantly - 25.6 points 29 Students	Less than 11 Students 5 Students	 Yellow 14.5 points below standard Maintained +2 points 85 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 103.1 points below standard Maintained +0.3 points 626 Students	39.5 points below standard 19 Students	Less than 11 Students 3 Students	 Yellow 36.7 points below standard Increased +9.2 points 352 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
158.8 points below standard Maintained -1.3 points 231 Students	60.2 points below standard Increased +10 points 99 Students	63.3 points below standard Maintained +2.1 points 691 Students

Conclusions based on this data:

1. On the 2023 dashboard Math was in the orange category.
2. On the 2023 dashboard we were 76.2 points below standard.
3. On the 2023 dashboard we maintained and increased 1.1 points.

School and Student Performance Data

Academic Performance English Learner Progress

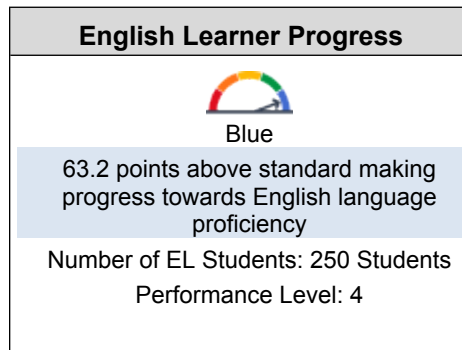
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	68	29	128

Conclusions based on this data:

1. On the 2023 dashboard EL's were in the blue category.
2. On the 2023 dashboard we were 63.2 points above standard.
3. On the 2023 dashboard 128 EL's progressed at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 27.6% Chronically Absent Declined Significantly -14.5 1338 Students	 Yellow 27.1% Chronically Absent Declined Significantly -20.2 295 Students	58.3% Chronically Absent Declined -8.3 12 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
66.7% Chronically Absent Increased 3 15 Students	 Yellow 33.2% Chronically Absent Declined Significantly -15.2 921 Students	 Yellow 44.6% Chronically Absent Declined Significantly -12.7 186 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 44.7% Chronically Absent Declined -11.1 38 Students	Less than 11 Students 7 Students	 Yellow 10.4% Chronically Absent Declined -8.7 96 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.9% Chronically Absent Declined Significantly -17.3 733 Students	 Orange 25.5% Chronically Absent Declined -22 47 Students	Less than 11 Students 4 Students	 Yellow 20.5% Chronically Absent Declined Significantly -10.9 409 Students

Conclusions based on this data:

1. On the 2023 dashboard Chronic Absenteeism was in the yellow category.
2. On the 2023 dashboard 27.6% of students were chronically absent.
3. On the 2023 dashboard absences declined significantly - 14.5% decrease.

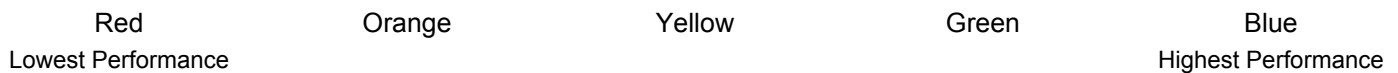
School and Student Performance Data

Academic Engagement Graduation Rate

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

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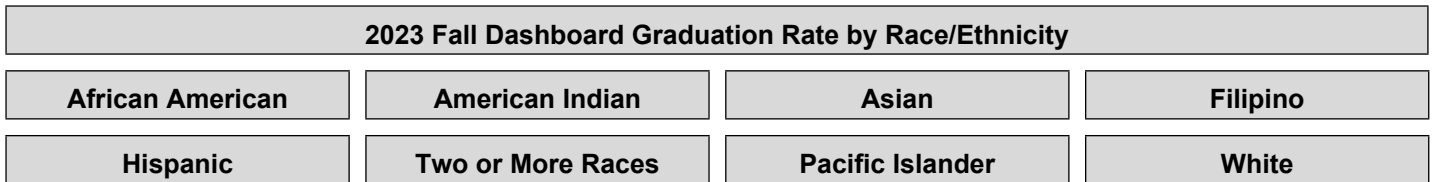
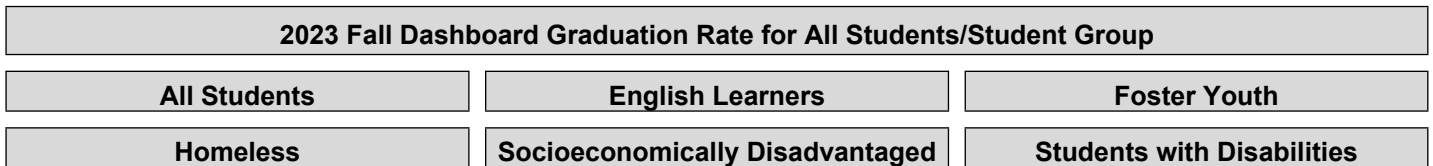
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This section provides number of student groups in each level.



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



Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

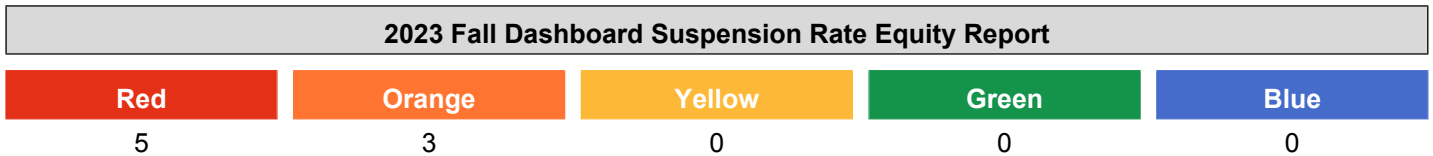
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.1% suspended at least one day</td> </tr> <tr> <td>Increased 1.9 1374 Students</td> </tr> </tbody> </table>	All Students	 Red	12.1% suspended at least one day	Increased 1.9 1374 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">16.8% suspended at least one day</td> </tr> <tr> <td>Increased 3.4 303 Students</td> </tr> </tbody> </table>	English Learners	 Red	16.8% suspended at least one day	Increased 3.4 303 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">69.2% suspended at least one day</td> </tr> <tr> <td>Increased 35.9 13 Students</td> </tr> </tbody> </table>	Foster Youth	69.2% suspended at least one day	Increased 35.9 13 Students
All Students													
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Increased Significantly 5.2 190 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 28.2% suspended at least one day Declined -1.3 39 Students	Less than 11 Students 7 Students	 Orange 4.1% suspended at least one day Increased 0.8 98 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.3% suspended at least one day Increased 1.2 756 Students	 Red 21.3% suspended at least one day Increased 2.2 47 Students	Less than 11 Students 4 Students	 Orange 7.2% suspended at least one day Increased 3.3 419 Students

Conclusions based on this data:

1. On the 2023 dashboard Suspension is in the red category.
2. On the 2023 dashboard 12.1% of students were suspended at least once.
3. On the 2023 dashboard that was an increase of 1.9%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

It is the goal of TJHS to have all students progress academically while being supported socially and emotionally.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Dashboard ELA	Dashboard ELA - 24.4 points below standard	Decrease the number of points below standard by 3 points
2023 Dashboard math	Dashboard math - 76.2 points below standard	Decrease the number of points below standard by 3 points
Chronic Absenteeism Indicator	27.6% Chronically absent	Decrease the percentage of chronically absent by 3%
Dashboard ELL Progress Indicator	63.2% of English Learners made progress	Increase percentage of students making progress toward English language proficiency by 3%
CAASPP - ELA	Schoolwide CAASPP ELA scores for 22-23. Students that met or exceeded grade-level standards 43.48%	Decrease the number of points below standard by 3 points
CAASPP - math	Schoolwide CAASPP math scores for 22-23. CAASPP: Students that met or exceeded grade-level standards 26.45%	Decrease the number of points below standard by 3 points
Percentage of 7-8 grades students earning Cs or higher	80% of students have a C- or better in ELA for 3rd quarter. 78% of students have a C- or better in math for 3rd quarter.	Increase the percentage of student earning a C or better in ELA & Math by 3%

Student Group Grades: EL's SED SWD Foster Youth Homeless	EL's - 65% in ELA / 69% in Math SED - 75% in ELA / 75% in Math SWD - 76% in ELA / 85% in Math Foster Youth - 64% in ELA / 73% in Math Homeless - 55% in ELA / 64% in Math	All student groups will increase the percentage of earning a C or better in ELA & Math by 3%
Reclassification	21 students were reclassified in the 2023-24 school year.	Increase the number of students being reclassified by 3%
Summative ELPAC	29.67% proficient	Increase the number of students scoring proficient by 3%
California Healthy Kids	49% of student report they feel connected during the 2023-24 school year.	Increase the amount of students that feel connected at school by 5%
Attendance Rates	Overall attendance rate was 92% for 2022-2023 school year.	Increase overall attendance rate by 3%
California Science Test (CAST)	23.34% met/exceeded	Increase the percentage of students that meet/exceed by 3%
iReady ELA	51% of students scored at grade level or above on the winter diagnostic	Increase the amount of students scoring on grade level by 3%
iReady Math	50% of students scored at grade level or above on the winter diagnostic	Increase the amount of students scoring on grade level by 3%
Number of School Counselor Referrals	828 students were contacted by school counselors during the 2023-24 school year.	Decrease the overall amount of referrals by 3%
Number of CARE Referrals	77 students were referred to CARE during the 2023-24 school year.	Increase the amount of referrals by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	INSTRUCTION: all students will be assessed through iReady testing to determine reading and math level. All students will receive Tier I instruction, Tier II differentiated instruction will be given to those students identified, and Tier III tutorial and support classes will be offered accordingly. CFA's are developed by PLC groups and within the various departments. Special education support for students who qualify due to their specific disability, and 504 meetings for students who qualify. Departments identify essential standards, vocabulary, and instructional strategies.	All Students	96,871.00 Title I Certificated Salaries
1.2	TEACHER EXTRA DUTY: students in special populations and/ or identified for intervention will be provided with intervention/enrichment instruction based on their individual needs.	All Students	9,100.00 General Fund Certificated Extra Duties 2,721.00 ESS Certificated Extra Duties

1.3	SUBSTITUTES & BENEFITS: to insure continued instruction and no disruption to the learning environment, substitutes will be needed for general education teachers to attend IEP meetings, attend professional development opportunities, and be out of the classroom for approved reasons.	All Students	37,417.00 General Fund Certificated Salaries 12,180.00 Title I Certificated Salaries
1.4	CURRICULUM WORK: time to collaborate and work on curricular needs to ensure all students are provided with opportunities to master the essential standards, are provided with interventions/enrichment activities, and allows teachers to observe one another. Teachers will analyze data, plan lessons, unpack curriculum, and review new curriculum for consideration.	All Students	2,600.00 General Fund Curriculum Work
1.5	PARAPROFESSIONAL SALARIES & BENEFITS: Paraprofessional support in the classrooms to assist English Language Learners. (2 paras)	English Learners identified for extra support.	54,828.00 ESS Classified Support 34,400.00 Title I Classified Support
1.6	EXTRA HOURS - PARA: to provide students with additional tutoring and assistance as needed.	All Students	600.00 General Fund Classified Support 2,000.00 ESS Classified Support
1.7	SUBSTITUES - PARA: to insure continued instruction and no disruption to the learning environment, substitutes will be needed for paraprofessionals to attend meetings, attend professional development opportunities, and be out of the classroom for approved reasons.	All Students	1,300.00 General Fund Substitutes 500.00 ESS Substitutes
1.9	EXTRA HOURS - SUPPORT SERVICES: to insure adequate available staff for special events like Round Up, Back to School Night, Open House, Promotion, and the opening/closing of school year.	All Students	600.00 General Fund Additional Hours for Campus Supervisors
1.10	SUBSTITUES - SUPPORT SERVICES: to insure adequate staffing ratios throughout the school year.	All Students	325.00 General Fund Substitutes
1.11	EXTRA HOURS CLERICAL: data entry efficiency/clerical support to ensure updated data on school systems (Aeries) and cume records. All students will have updated data for efficiency and safety.	All Students	2,379.00 General Fund Clerical Data Entry 500.00 ESS Clerical Data Entry 4,853.00

			Clerical-LCAP Goal 3/Action 10/C Clerical Data Entry
1.12	SUBSTITUTES - CLERICAL: to maintain adequate staffing numbers in the school office.	All Students	3,200.00 General Fund Substitutes
1.13	OTHER BOOKS: supplemental materials to support learning opportunities.	All Students	250.00 General Fund Enrichment
1.14	MATERIALS & SUPPLIES: materials and programs to support learning opportunities site wide. (Department budgets, athletics, counseling, custodial and office supplies) Teacher supplies such as pens, pencils, paper, copy paper, and general office supplies will also be encompassed in this expense.	All Students	115,848.00 General Fund Materials and Supplies 29,451.00 ESS Materials and Supplies 863.00 Title I Materials and Supplies 9,704.00 Mandated Costs Materials and Supplies
1.15	NON CAPITALIZED EQUIPMENT: these funds will be utilized for equipment that costs more than \$500 and less than \$4,999.00. As office equipment such as photocopier machines become obsolete they will be replaced using these funds. New and improved technology devices, custodial equipment, audio/visual equipment, laptops, and other equipment purchases as needed.	All Students	12,000.00 General Fund Non-Capitalized Equipment 500-4999 2,000.00 ESS Non-Capitalized Equipment 500-4999
1.16	TECHNOLOGY EQUIPMENT: outdated technology equipment will be replaced on an "as needed" basis or through the established refresh schedule.	All Students	1,500.00 General Fund Technology Equipment
1.17	TRAVEL AND CONFERENCE: to provide staff and administration opportunities to further develop their skills and stay up to date on the latest trends in education, leadership, and research based best practices. In addition, this allows staff to collaborate with experts in the field of education, communicate with colleagues, and improve teaching and student outcomes.	All Students	1,200.00 General Fund Professional Development
1.18	DUES & MEMEBERSHIP: provides opportunitites to network with fellow educators, access to research, leadership opportunities, and access to grants and awards at the local, state and federal level.	All Students	500.00 General Fund Professional Development
1.19	EQUIPMENT MAINTENANCE CONTRACTS: will be used to allow for regular ongoing service and repair of equipment. Photocpy machines (6)	All Students	5,000.00 General Fund Service Contracts

1.20	DUPLICATING: large print jobs are sent out to be printed as a cost savings measure. Teachers use these services with approval from the site principal to provide students with supplemental activities and supports. Signage is updated yearly and displayed across campus with information such as bell schedules, Williams Act posters, anti-bullying campaigns (Stopit), TUSD discipline matrix, etc. Parent information flyers, enrollment packets, tardy passes, attendance notes, behavior referrals, health files and cume folders are created with these funds. PBIS schoolwide signage is covered under these funds.	All Students	2,250.00 General Fund Duplicating 1,500.00 ESS Duplicating
1.21	SERVICE CONTRACTS & PROFESSIONAL SERVICES: Annual service contracts for the copy machines, AERIES student information system, Destiny (library program), Apple I pads used in Yearbook classes, Edgenuity (credit recovery platform) and various other programs are funded through these funds.	All Students	10,000.00 General Fund Service Contracts and Professional Services 22,000.00 ESS Service Contracts and Professional Services
1.22	POSTAGE: information regarding student progress and quarter grades are mailed home, assessments and confidential information is shared with relevant parents/guardians/social workers, newsletters and information regarding the special events such as new year enrollment, Round Up, and Promotion is mailed as needed. As TJHS transitions towards more digital communication, the hope is to reduce this expenditure.	All Students	25,000.00 General Fund Postage

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2023-24 school year TJHS implemented all of the actions outlined in Goal #1.

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

In the 2023-24 school year TJHS had two intervention teachers - one for math and one for reading. The total number of students served by our intervention teachers was 70.

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.

The iReady data showed that students made moderate gains in math and ELA. In the 2024-25 school year we are going to continue with a reading and math intervention teacher. We will continue to monitor results as our CAASPP data showed students scored 24.4 points below standard in ELA and 76.2 points below in math.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

It is the goal of TJHS to provide practices and experiences for all staff and students that embraces human diversity and mitigates social inequalities.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Indicator	The dashboard shows suspensions in the red category.	Decrease overall suspensions by 3%
Total number of suspensions	In the 2023-24 school year there were 140 suspensions.	Decrease overall suspensions by 3%
Total number of office referrals	In the 2023-24 school year there were 1132 referrals.	Decrease overall referrals to the office by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.2	TEACHER EXTRA DUTY & SUBSTITUTES: this expenditure allows teachers to attend the full IEP meeting for students and provides coverage for their classes in their absence ensuring students continue to receive instruction from qualified educators. This also gives teachers additional time to provide enrichment activities and/or tutoring for identified students.	All Students	7,587.00 SPED-LCAP Goal 3/Action 26

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2023-24 school year TJHS implemented all of the actions outlined in Goal #2.

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

Campus Supervisors, administration, and the Community Liasion completed home visits for identified students with excessive absences. 40 home visits were performed for students with excessive absences. Homevisits positively impacted our overall attenance rates with a schoolwide average of 94%.

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.

A new action in the 2024-25 school year is salary for a campus supervisor to assist with campus supervision and help decrease the amount of referrals/suspensions. The goal is to decrease referals by 10% in the upcoming school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

It is the goal of TJHS to provide effective instruction from highly qualified teachers using adopted materials and state standards.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard ELA	Overall performance color orange	Decrease the number of points below standard by 3 points
California Dashboard Math	Overall performance color orange	Decrease the number of points below standard by 3 points
Dashboard EL Progress Indicator	Dashboard ELA - 63.2% of students are making progress towards English proficiency	Increase the percentage of student that are making progress in 2023-24 by 5%
SBAC ELA percent met/exceed	43.48% met/exceed	Decrease the number of points below standard by 3 points
SBAC Math percent met/exceed	26.45% met/exceed	Decrease the number of points below standard by 3 points
Summative ELPAC overall percent (Level 4)	63.2% of students are making progress and 11.7% of students maintained level 4	Increase the # of students making progress by 5% and increase the number of students at level 4 by 3%
Physical Fitness Participation Rates (7th grade)	Component 1: Aerobic Capacity - 68.37% Component 2: Abdominal Strength and Endurance - 70.78% Component 3: Trunk Extensor and Strength and Flexibility - 71.69% Component 4:	Increase by 5% in all components.

	Upper Body Strength and Endurance - 70.63% Component 5: Flexibility - 72.29%	
CAST	23.34% met/exceed	Increase by 3% the number of students who meet/exceed

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	STUDY TRIPS: the goal is to provide students with educational opportunities and experiences outside their every day classroom setting. These trips help awaken curiosity and inquiry and oftentimes provide a chance for students to research opportunities around a topic of study. Study trips play a crucial role in the learning process and allow students exposure to new experiences while incorporating hands-on learning.	All Students	9,704.00 Study Trips LCAP Goal 3/Action 11 Student Study Trips
3.2	COLLABORATION: teachers meet weekly for PLC collaboration, staff meetings, and goal setting. Staff receive clarity on schoolwide expectations, focus on the 4 essential questions, analyze data, receive a variety of professional development that supports site/district goals, MTSS, discuss grading practices to ensure equity, intervention opportunities, and evaluate student progress.	All Students	13,781.00 Site Collaboration PLC Collaboration Cafeteria

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2023-24 school year TJHS implemented all of the actions outlined in Goal #3.

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

During the 2023-24 school year (4) study trips were taken to the Career Inspiration Center. These trips focused on Technology, Medical and Ag Manufacturing. Approximately 120 students participated in these trips.

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.

For the 2024-25 school year we want to continue offering a variety of study trips to increase school connectedness as our CHKS data shows only 49% of students feel connected to school.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

The goal of TJHS is to provide parents and families with opportunities that support District initiatives and encourage more parent engagement.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council	5 parent community members	Maintain SSC parent community members
Parent Involvement	Parent involvement in schooling - 55%	Increase parent involvement in schooling by 3%
ELAC Parent Participation	An average of 5 parents attended ELAC meetings in the 2023-24 school year	Increase the average number of parent participation to 10
Social Media Data	Social media data - 860 followers on FaceBook and 1349 on Instagram	Increase the number of social media followers by 3%
PIQE	A total of 29 parents participated in the PIQE proram in the 2023-24 school year	Increase the amount of parents participating in the PIQE program to 35
Community Liason Referrals	A total 90 referrals were made during the 2023-24 school year	Increase the amount of referrals by 3%
Home Visits	Approximately 40 home visits were conducted in the 2023-24 school year	Increase the amount of home visits by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	SUPPORT SERVICES - COMMUNITY LIAISON: the school will retain the community liaison to ensure a direct link between school and home continues. The role of the CL is to provide support to students regarding attendance, issues affecting attendance, perform home visits as needed, collaborate with staff regarding foster youth, homeless youth, and refugee families. They also facilitate onboarding, encourage parent participation in workshops and presentations on topics that enhance relationships with the school, explain available services and stress the importance of regular school attendance.	All Students	33,329.00 Title I Community Liaison
4.2	MATERIALS & SUPPLIES: as needed to promote parent engagement for activities such as Round Up, Back to School Night, Open House, ELAC, and School Site Council. Parent volunteer clearance packets and finger printing are done when appropriate. The PIQE parent engagement program allows both English and Spanish speaking parents a hands-on training surrounding a variety of school topics and overall success for students in the K-12 setting as well as promotes college and career.	All Students	6,067.00 Title I - Parental Involvement Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2023-24 school year TJHS implemented all of the actions outlined in Goal #4.

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

The action to have a Community Liaison resulted in 90 student referrals and 40 home visits for students with excessive absences. The community liaison helped support the overall school wide average of 94% attendance.

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.

In the 2024-25 school year we are going to continue the position of a Community Liaison and increase the amount of student/parent contact by 3%.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

It is the goal of TJHS to provide a safe and secure campus for all students.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safety Meetings	2023-2024 there were a total of 67 incidents involving vaping and/or drugs	Decrease the number of vaping incidents at TJHS by 10%
The California Healthy Kids Survey	2023-2024 CHKS: safety 47%, school connectedness 49%, caring adults in school 51%, and parent involvement in school 49%.	Increase perception of students feeling safe at school by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	SUPPORT SERVICES - CAMPUS SUPERVISOR SALARY: in a continued effort to reduce suspensions and provide a safe and secure campus, campus supervisors will be on site during the school day. They will assist with overall supervision, student mentoring and conflict mediation, campus beautification, intervention, and teacher support on an as needed basis.	All Students	22,304.00 General Fund Classified Support
5.2	SUPPORT SERVICES - HEALTH TECH SALARY: with the growing number of students with medical conditions and unique needs, TJHS wants to ensure proper staffing to oversee students, provide basic medical aid as needed, ensure accurate documentation, and oversee safety plans. The	All Student	15,106.00 General Fund Classified Support

	health tech also records all immunization records, updates student information in Aeries, handles COVID reporting and follow up, medi-cal billing, and the vision and hearing screening of all students. This position also support our socially economically disadvantaged students/parents and is the liaison for all things health related.		
5.3	EXTRA HOURS - CAMPUS SUPERVISORS: this funding will allow CS to assist with supervision for events such as school dances, parent engagement events, Round Up, study trips, end of year trips, promotion, etc.	All Student	3000.00 LCAP Security

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2023-24 school year TJHS implemented all of the actions outlined in Goal #5.

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

A main topic in the 2023-24 school year safety meetings was the topic of students vaping on campus. New this year was the district installation of vape sensors in student restrooms. Base line data is 7 students suspended for vaping.

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.

For the 2024-25 school year, we are going to continue with our campus supervisor who will help assist with vaping on campus and/or in the restrooms. Our goal is that vaping continues to remain low - 2% of the 7th grade student body self reported they vape on the CHKS and 47% of students report they feel safe or very safe on campus. We would like to decrease the amount of students caught vaping on campus.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$616,318.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$177,643.00

Subtotal of additional federal funds included for this school: \$177,643.00

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

State or Local Programs	Allocation (\$)
Clerical-LCAP Goal 3/Action 10/C	\$4,853.00
ESS	\$115,500.00
General Fund	\$268,479.00
LCAP Security	\$3,000.00
Mandated Costs	\$9,704.00
Site Collaboration	\$13,781.00
SPED-LCAP Goal 3/Action 26	\$7,587.00
Study Trips LCAP Goal 3/Action 11	\$9,704.00
Title I - Parental Involvement	\$6,067.00

Subtotal of state or local funds included for this school: \$438,675.00

Total of federal, state, and/or local funds for this school: \$616,318.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	4,853.00
ESS	115,500.00
General Fund	268,479.00
LCAP Security	3,000.00
Mandated Costs	9,704.00
Site Collaboration	13,781.00
SPED-LCAP Goal 3/Action 26	7,587.00
Study Trips LCAP Goal 3/Action 11	9,704.00
Title I	177,643.00
Title I - Parental Involvement	6,067.00

Expenditures by Budget Reference

Budget Reference	Amount
	7,587.00
Additional Hours for Campus Supervisors	600.00
Certificated Extra Duties	11,821.00
Certificated Salaries	146,468.00
Classified Support	129,238.00
Clerical Data Entry	7,732.00
Community Liaison	33,329.00
Curriculum Work	2,600.00
Duplicating	3,750.00
Enrichment	250.00
Materials and Supplies	161,933.00
Non-Capitalized Equipment 500-4999	14,000.00

PLC Collaboration Cafeteria	13,781.00
Postage	25,000.00
Professional Development	1,700.00
Service Contracts	5,000.00
Service Contracts and Professional Services	32,000.00
Student Study Trips	9,704.00
Substitutes	5,325.00
Technology Equipment	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Clerical Data Entry	Clerical-LCAP Goal 3/Action 10/C	4,853.00
Certificated Extra Duties	ESS	2,721.00
Classified Support	ESS	56,828.00
Clerical Data Entry	ESS	500.00
Duplicating	ESS	1,500.00
Materials and Supplies	ESS	29,451.00
Non-Capitalized Equipment 500-4999	ESS	2,000.00
Service Contracts and Professional Services	ESS	22,000.00
Substitutes	ESS	500.00
Additional Hours for Campus Supervisors	General Fund	600.00
Certificated Extra Duties	General Fund	9,100.00
Certificated Salaries	General Fund	37,417.00
Classified Support	General Fund	38,010.00
Clerical Data Entry	General Fund	2,379.00
Curriculum Work	General Fund	2,600.00
Duplicating	General Fund	2,250.00
Enrichment	General Fund	250.00
Materials and Supplies	General Fund	115,848.00
Non-Capitalized Equipment 500-4999	General Fund	12,000.00

Postage	General Fund	25,000.00
Professional Development	General Fund	1,700.00
Service Contracts	General Fund	5,000.00
Service Contracts and Professional Services	General Fund	10,000.00
Substitutes	General Fund	4,825.00
Technology Equipment	General Fund	1,500.00
	LCAP Security	3,000.00
Materials and Supplies	Mandated Costs	9,704.00
PLC Collaboration Cafeteria	Site Collaboration	13,781.00
	SPED-LCAP Goal 3/Action 26	7,587.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	9,704.00
Certificated Salaries	Title I	109,051.00
Classified Support	Title I	34,400.00
Community Liaison	Title I	33,329.00
Materials and Supplies	Title I	863.00
Materials and Supplies	Title I - Parental Involvement	6,067.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	505,440.00
Goal 2	7,587.00
Goal 3	23,485.00
Goal 4	39,396.00
Goal 5	40,410.00

School Site Council Membership

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

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

Name of Members	Role
Doreen Castillo	Principal
Elizabeth Silveira	Classroom Teacher
Jacob Yardy	Classroom Teacher
Jake Schulke	Classroom Teacher
Lesli Hodge	Other School Staff
Debbie Garcia	Parent or Community Member
Simran Kaur	Parent or Community Member
Steven Judson	Parent or Community Member
Loren Mannard	Parent or Community Member
Scott Russell	Parent or Community Member

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

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

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

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

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

Signature

Committee or Advisory Group Name

Clear

Clear

Clear

Clear

Clear

Clear

Clear

Clear

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/24

Attested:

Clear

Clear

Principal, Doreen Castillo

on 5/9/24

SSC Chairperson, Simran Kaur

on 5/9/24