School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Katherine Johnson Middle School | CA | May 15th, 2023 | August 8, 2023 |

## Purpose and Plan Summary

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

Schoolwide Program

Comprehensive Support and Improvement

The Katherine Johnson Middle School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

Comprehensive Support and Improvement (CSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

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

This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning.

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allowable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

# Table of Contents

# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

| | Guidance |
|---|---|
| **Data Analysis** | Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.<br><br>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups. |

The 2021-22 school year was the first year for Katherine Johnson Middle School.

Academic Data:

iReady Math - Winter Data Collection
At grade level:
All 4.3% (24 students)
African American 2.9% (4 students)
Hispanic Latino 3.6% (6 students)
White 8% (9 students)
EL 0% (0 students)
SpEd 5.1% (4 students)
Homeless 1.4% (1 student)

iReady Reading - Winter Data Collection
At grade level:
All 7.1% (39 students)
African American 8.6% (12 students)
Hispanic Latino 8.9% (15 students)
White 8% (9 students)
EL 0.4% (1 student)
SpEd 2.6% (2 students)
Homeless 1.4% (1 student)

CAASPP 2022-2023 Results are not yet available.

School Climate Data: through the 1st semester.

Suspension rate: 8.67% for ALL students
Black/African American 12.9%
Hispanic or Latino - 5.6%
ELL 5.4%
Low SES - 8.74%
Homeless - 17.95%
SpEd - 11%

Attendance rate: 89.1%

Chronic Absenteeism: 42.1%

Black/African American Attendance Rate: 85.7%
- Chronic absenteeism: 55.6%

Hispanic or Latino Attendance Rate : 86.6%
- Chronic absenteeism: 50.5%

ELL attendance rate: 92.4%
- chronic absenteeism: 26.2%

SpEd attendance rate: 87.4%
- chronic absenteeism: 49.4%

Homeless attendance rate: 82.3%
- chronic absenteeism: 65.8%

**Student Group Report for 2022**                                              ↻ Pivot Data by Student(

| Student Group | English Learner Progress | Chronic Absenteeism Rate | Suspension Rate | Graduation Rate | English Language Arts | Mathematics |
|---|---|---|---|---|---|---|
| All Students | Very Low | Very High | Very High | N/A | Very Low | Very Low |
| English Learners | Very Low | Very High | Very High | N/A | Very Low | Very Low |
| Homeless | N/A | Very High | Very High | N/A | Very Low | Very Low |
| Socioeconomically Disadvantaged | N/A | Very High | Very High | N/A | Very Low | Very Low |
| Students with Disabilities | N/A | Very High | Very High | N/A | Very Low | Very Low |
| African American | N/A | Very High | Very High | N/A | Very Low | Very Low |
| Asian | N/A | Very High | High | N/A | Very Low | Very Low |
| Hispanic | N/A | Very High | High | N/A | Very Low | Very Low |
| White | N/A | Very High | Very High | N/A | Very Low | Very Low |
| Two or More Races | N/A | Very High | Very High | N/A | No Performance Level | No Performance Level |

N/A: Not Applicable

# Root Cause Analysis

What did your root causes analysis reveal?

| | Guidance |
|---|---|
| **Root Cause Analysis** | Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts. |

Katherine Johnson Middle School met the criteria for Comprehensive Support and Improvement (CSI) as a result of low performance on the California Schoool Dashboard for two or more consecutive years for the following student groups:
- African American
- Asian
- English Learners
- Hispanic
- Homeless
- Socioeconomically disadvantaged
- Students with Disabilities
- White

Based on an analysis of state and local data, the following root causes contributing to the results were identified:
- Students not feeling connected to the school. While students like to come to school for social reasons, they are not connected to staff or their classrooms and often cut or are out of classes the majority of the class period.
- Students don't have the basic skills to do their work, and asking for help is embarrassing in front of peers.

- Students have been performing low academically for years, and we have not implemented ways for students to close the achievement gaps.
- Significant behaviors including fights and drug use, leading to consequences up to suspension, have students missing instruction and then performing poorly on tests.

In response to this data, we will implement the following evidence based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:
- Build scaffolds and supports to help students succeed.
- Improve interventions with supports of a reading intervention teacher and a math intervention teacher.
- Train and Implement PBIS to support improving behaviors to keep students in class while building positive relationships with staff
- Train and implement Second Step SEL curriculum during Advocacy time.
- Train and implement CHAMPS, A Proactive & Positive Approach to Classroom Management
- Work with feeder schools to support early interventions on academics, behavior and attendance to be proactive and support our future students

Students academic performance is not at desired levels. English learners, students in the Special Education program and African American students group academic data is significantly lower than All students.

A discussion of critical issues arose among the planning team while reviewing the data. In particular, the team remains concerned about the persistent achievement gap between students on campus and throughout the district compared with schools of high and low socio-economic status. When exploring the areas of concern through a root cause analysis, we came to the following findings:

Attendance: Our students and families are still adjusting to the return to school and distance learning. There is a need to reengage families and students with the purpose and promise of school. We are revisiting our attendance plan and how we maintain timely communication with families so we can intervene early.

Academics: Students are coming with significant academic gaps. While some are due to distance learning, many had academic gaps before the pandemic. We need to find ways to strengthen collaboration with our feeder schools and offer additional time for students to receive interventions. We also need to develop our practitioner capacity for rigorous instruction, using data to drive instruction and timely interventions.

Behavior: As a second year school, we are still developing systems and supports that are preventative. We also need to strengthen our Tier 1 supports so we can remedy low-level behaviors that may escalate when unattended to. We also identify the need to build staff capacity with trauma-informed practices and seek supports with implicit bias. There needs to be an efficient and effective response to Tier 2 and 3 behaviors as well as a variety of supports that logically connect to the infraction.

Community Engagement: We have struggled participating in strong community outreach prior to opening our school due to the pandemic. As a result, we were no able to have the connections and relationships this year to bring families to campus as often as we had hoped. We recognize there is a need to increase our opportunities to meet with families with events or activities that focus on relationship building.

These areas of concern led the team to reaffirm, with revisions, the goals designed to support improvements in student outcomes, alignment of curriculum and instruction to Common Core State Standards (CCSS), and increase student, family and community engagement and connectedness to Katherine Johnson MS.

We will ensure students receive rigorous, research-based and differentiated instruction resulting in increased student achievement and goal attainment - this goal is designed to directly address persistent achievement gaps. As indicated in the data, targeted subgroups, particularly English learners continue to struggle due to language barriers, lack of prior knowledge, and lack of engagement and connectedness to the school community. Goal 1 is focused on providing a variety of instructional configurations in order to meet the needs of all students. Configurations will be determined through review of relevant data and analysis of student work in order to ensure that we are able to personalize the instructional environment and support goal attainment by each student. This work will be supported by content coaches, special education staff, English learner support staff, and MTSS staff.

With an end goal of creating and fostering a caring and culturally responsive learning environment, we will integrate character education and service-learning throughout our curriculum. Research on school connectedness demonstrates that children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued,

respected, and supported by them (Goodenow, 1993). Increased school connectedness naturally leads to improved attendance rates, positive classroom behavior, and academic achievement.

Students academic performance is not at desired levels. English learners and African American students group academic data is significantly lower than All students. English learners need additional support as they simultaneously learn English and grade level content.

## Resource Inequities

What resource inequities did you discover?

| | **Guidance** |
|---|---|
| **Resource Inequities** | Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs. |

Resource Inequities, that we can address as a school community, determined through data analysis:
- Insufficient academic and behavior support for student with disabilities, English Learners and African American students
- Staff need more time for relationship and trust building with families and students
- Academic intervention, professional development and progress monitoring need to be focused and aligned to comprehensive needs assessment.
- Common formative and summative assessments to allow for consistent data analysis and targeted support are lacking.
- Stronger Tier 1 practices for academics and behavior

# Input from Educational Partners

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

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

Throughout the 2022-23 school year, the KJMS staff and community reviewed and analyzed school achievement and climate data. The data was used to engage in ongoing dialogue, feedback loops and adjustments to the overall plan.

Site Staff - The school staff engaged in discussions around student needs and gave input as to what resources were needed to increase academic and social emotional learning for all students.

Site Leadership Team - The leadership team engaged in discussions around student needs and gave input as to what resources were needed to increase academic and social emotional learning for all students.

School Site Council (SSC) - Site council members participated in a discussion and root cause analysis of 2022-23 data. Members also reviewed and discussed resource inequities. These activities were used to generate feedback on the plan and make modifications to identified actions and associated budget allocations. The modified plan was presented and approved by the site council. Site council will continue to receive updates on progress towards plan implementation throughout the year and will make modifications as needed based on review of progress monitoring data.

English Learner Advisory Committee (ELAC) - Participated in an annual review of data and root cause analysis. Additionally, they discussed resource inequities and suggested modifications to the final plan with a particular focus on the needs of English language learners. ELAC will continue to receive updates throughout the school year on progress towards implementation providing feedback on modifications to actions and resource allocation.

# Resource Inequities

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

* There is a need for more academic intervention, progress monitoring and professional development focused on teaching practices
* There is a lack of common formative and summative assessments to allow for regular data analysis and targeted support
* There is a need to strengthen Tier 1 supports in the classroom and across campus
* There is a need to develop stronger positive and supportive relationships with students
* There is a need to get students more connected to school
* There is a need to develop stronger relationships with families

# School and Student Performance Data

## Student Enrollment
### Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | % | 0.37% | 0.73% | | 2 | 4 |
| African American | % | 23.76% | 20.26% | | 129 | 111 |
| Asian | % | 19.34% | 27.01% | | 105 | 148 |
| Filipino | % | 0.37% | 0.36% | | 2 | 2 |
| Hispanic/Latino | % | 29.83% | 28.47% | | 162 | 156 |
| Pacific Islander | % | 1.84% | 1.64% | | 10 | 9 |
| White | % | 19.89% | 16.97% | | 108 | 93 |
| Multiple/No Response | % | 4.60% | 4.56% | | 25 | 25 |
| | | | Total Enrollment | | 543 | 548 |

## Student Enrollment
### Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 20-21 | 21-22 | 22-23 |
| Grade 6 | | 229 | 205 |
| Grade 7 | | 152 | 211 |
| Grade 8 | | 162 | 132 |
| Total Enrollment | | 543 | 548 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | | 230 | 258 | | 42.4% | 47.1% |
| **Fluent English Proficient (FEP)** | | 62 | 62 | | 11.4% | 11.3% |

**Conclusions based on this data:**

1.

### Caring Relationships

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) School has a climate that is caring. | 25 | 60.00% | 262 | 45.80% | 12 | 75.00% |
| B) There are students and staff on campus who listen to students when they have something to say. | 24 | 62.50% | 262 | 54.58% | 12 | 91.67% |
| C) There is an adult from the school who checks on how students are doing. | 25 | 64.00% | 259 | 38.61% | 12 | 100.00% |
| D) School has the materials, staff, programs, and supports needed to help all students do their best. | 23 | 65.22% | 257 | 56.42% | 12 | 25.00% |
| E) Staff feels supported to do their job well in meeting the needs of all students. | | | | | 12 | 41.67% |
| F) Staff feels part of an effective team. | | | | | 12 | 50.00% |

### Family and Staff Engagement

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) Staff at the school promptly responds to family phone calls, messages, or e-mails. | 25 | 84.00% | | | 12 | 83.33% |
| B) The school clearly outlines the family, student, and school responsibilities in educating each child. | 25 | 68.00% | | | 12 | 50.00% |
| C) The school offers families opportunities to be involved in school and classroom activities. | 23 | 69.57% | | | 12 | 16.67% |
| D) The school keeps families well-informed about school activities. | 25 | 76.00% | | | 12 | 50.00% |
| E) The staff at our school listens to family concerns about issues. | 25 | 76.00% | | | 12 | 66.67% |
| F) The staff at school are helpful and welcoming when families come to school or call. | 25 | 76.00% | | | 12 | 91.67% |
| G) The school and families are partners in promoting positive behavior for my student. | 23 | 82.61% | | | 12 | 33.33% |
| H) Families who speak a language other than English receive general information about our school in their home language. | 25 | 92.00% | | | 12 | 50.00% |
| I) Staff receive information about upcoming events and important information about the school. | | | | | 12 | 66.67% |

### School Decision Making

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) School seeks input when making important decisions. | 23 | 82.61% | 264 | 42.42% | 12 | 75.00% |
| B) Important school decisions reflect diverse input. | 24 | 62.50% | 259 | 46.72% | 12 | 58.33% |
| C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc. | 24 | 70.83% | | | | |
| D) The principal and staff listen to concerns of other staff members about issues. | | | | | 12 | 66.67% |
| E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding. | | | | | 12 | 58.33% |
| F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc. | | | | | 12 | 75.00% |
| G) Our school uses data from this survey to inform site decision making. | | | | | 12 | 41.67% |
| H) Staff voice matters in decision making. | | | | | 12 | 58.33% |

### Safety

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) Concerns abouts student safety are taken seriously. | 25 | 72.00% | 261 | 53.64% | 12 | 75.00% |
| B) Concerns about student safety are addressed in a timely manner at my school. | 22 | 68.18% | 259 | 49.81% | 12 | 50.00% |
| C) My school is a safe place for all students. | 24 | 50.00% | 257 | 37.74% | 12 | 16.67% |
| D) My school is a safe place for all staff. | | | | | 12 | 33.33% |
| E) Students know what staff member to go to if they have a safety concern. | 25 | 72.00% | 255 | 57.65% | 12 | 58.33% |
| F) Students know school safety protocols. | 24 | 75.00% | 259 | 64.48% | 12 | 33.33% |
| G) I feel safe sharing different viewpoints and perspectives at my school. | 25 | 60.00% | 260 | 38.08% | 12 | 58.33% |

### Sense of Belonging

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) School staff respects student diversity. | 25 | 68.00% | 259 | 57.14% | 12 | 75.00% |
| B) Adults at my school treat students respectfully. | 24 | 62.50% | 254 | 47.64% | 12 | 50.00% |
| C) Students are respectful to each other at school. | 24 | 41.67% | 258 | 20.16% | 12 | 8.33% |
| D) Students have opportunities to socialize with other students often at school. | 24 | 70.83% | 253 | 56.13% | 12 | 41.67% |
| E) Students have an adult on campus they trust. | 24 | 54.17% | 260 | 55.38% | 12 | 58.33% |
| F) Students trust other students at school. | 24 | 50.00% | 255 | 72.16% | 12 | 33.33% |
| G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives. | 24 | 50.00% | 256 | 39.06% | 12 | 41.67% |
| H) School staff reflects student diversity. | 25 | 60.00% | 253 | 40.32% | 12 | 50.00% |

### Academic Progress

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) Families and students understand how assignments and tests are graded. | 24 | 70.83% | 261 | 65.13% | 12 | 41.67% |
| B) Questions and concerns about schoolwork are addressed. | 23 | 65.22% | 256 | 55.86% | 12 | 75.00% |
| C) Student grades reflect their knowledge of the material. | 24 | 75.00% | 256 | 59.77% | 12 | 75.00% |
| D) Adults at my school believe all students can be successful. | 24 | 66.67% | 254 | 67.72% | 12 | 58.33% |
| E) Students feel comfortable and unjudged to ask their teacher for help. | 24 | 58.33% | 257 | 49.03% | 12 | 83.33% |
| F) Teachers provide opportunities for students to participate in classroom discussions or activities. | 23 | 73.91% | 254 | 62.60% | 12 | 83.33% |
| G) Teachers at my school go out of their way to help all students. | 24 | 66.67% | 257 | 48.64% | 12 | 66.67% |
| H) Students receive timely and regular feedback on their learning. | 23 | 47.83% | 254 | 54.30% | 12 | 83.33% |
| I) Staff at my school provides resources or ideas that help families support their students at home. | 25 | 68.00% | | | 12 | 33.33% |

### High Expectations

| Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|
| | N | Pct | N | Pct | N | Pct |
| A) Students are challenged academically at school. | 23 | 47.83% | 257 | 53.31% | 12 | 75.00% |
| B) School recognizes and celebrates the academic success of all students. | 25 | 68.00% | 254 | 49.21% | 12 | 66.67% |
| C) Adults on campus motivate students to do their best. | 24 | 62.50% | 259 | 52.90% | 12 | 58.33% |
| D) School provides additional academic support when students are struggling. | 25 | 56.00% | 256 | 50.78% | 12 | 50.00% |

| | Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|---|
| **Student Engagement** | | N | Pct | N | Pct | N | Pct |
| A) Students are interested in what they are learning. | | 25 | 76.00% | 259 | 51.35% | 12 | 33.33% |
| B) Students have access to classes and activities that meet their interests and talents. | | 24 | 66.67% | 256 | 48.83% | 12 | 16.67% |
| C) Students understand how to complete their schoolwork. | | 24 | 62.50% | 256 | 55.47% | 12 | 33.33% |
| D) Students complete assignments on time. | | 25 | 64.00% | 254 | 42.13% | 12 | 33.33% |
| E) Students are motivated to do their schoolwork. | | 24 | 62.50% | 255 | 46.27% | 12 | 16.67% |

| | Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|---|
| **College and Career Readiness** | | N | Pct | N | Pct | N | Pct |
| A) Students are encouraged to take the required courses needed to be prepared for college and career. | | 23 | 65.22% | 258 | 61.63% | 12 | 50.00% |
| B) Students and families know what classes they will have to take and pass to graduate from high school. | | 25 | 56.00% | 256 | 52.34% | 12 | 8.33% |
| C) Students are interested in attending college, joining the military, or entering the workforce after high school. | | 25 | 68.00% | 254 | 51.18% | 12 | 25.00% |
| D) School offers college and career programs. | | 24 | 37.50% | 254 | 49.21% | 12 | 25.00% |
| E) Students participate in programs to learn about different jobs, careers, and colleges. | | 25 | 40.00% | 252 | 46.03% | 12 | 16.67% |
| F) Students are prepared for the next step of their educational experience. | | 24 | 45.83% | 258 | 51.94% | 12 | 16.67% |
| G) Staff are optimistic about the future of their career in San Juan Unified. | | | | | | 12 | 83.33% |
| H) There are equitable opportunities for advancement in the district. | | | | | | 12 | 66.67% |

| | Pct Strongly Agree/Agree | Parent | | Student (gr. 4-12) | | Staff | |
|---|---|---|---|---|---|---|---|
| **Customer Satisfaction** | | N | Pct | N | Pct | N | Pct |
| A) I would recommend my school to other families. | | 25 | 52.00% | 262 | 39.69% | 12 | 25.00% |
| B) San Juan Unified School District is a district that I would recommend to other families. | | 24 | 50.00% | 259 | 56.37% | 12 | 75.00% |

## Katherine Johnson Middle 2022-2023 Suspension Data
### Date Range: 8/11/2022 to 1/9/2023

| Groups | Enrollment | Home Suspensions | | | | | PASS or In-Class Suspension Penalties | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1+ Days Susp | % 1+ Days Susp | Days Lost to Susp | # Incidents | Suspension Rate | 1+ Days Susp | % 1+ Days Susp | # Penalties | Penalty Rate |
| All | 646 | 46 | 7.12% | 134 | 56 | 8.67% | 14 | 2.17% | 17 | 2.63% |
| Black/African Am. | 155 | 20 | 12.90% | 49 | 20 | 12.90% | 5 | 3.23% | 6 | 3.87% |
| Hispanic or Latino | 179 | 9 | 5.03% | 19 | 10 | 5.59% | 4 | 2.23% | 4 | 2.23% |
| White | 121 | 9 | 7.44% | 23 | 10 | 8.26% | 3 | 2.48% | 5 | 4.13% |
| ELL | 278 | 13 | 4.68% | 41 | 15 | 5.40% | 4 | 1.44% | 4 | 1.44% |
| RFEP | 79 | 1 | 1.27% | 2 | 3 | 3.80% | 0 | 0.00% | 0 | 0.00% |
| Low SES | 492 | 39 | 7.93% | 107 | 43 | 8.74% | 11 | 2.24% | 14 | 2.85% |
| SWD | 82 | 9 | 10.98% | 23 | 9 | 10.98% | 3 | 3.66% | 4 | 4.88% |
| FY | 5 | 3 | 60.00% | 12 | 3 | 60.00% | 1 | 20.00% | 1 | 20.00% |
| Homeless | 39 | 6 | 15.38% | 13 | 7 | 17.95% | 3 | 7.69% | 3 | 7.69% |



% of Students with 1+ Days Home Suspensions



Home Suspension Rate



% of Students with 1+ Days PASS/In-Class Suspensions



PASS or In-Class Penalty Rate
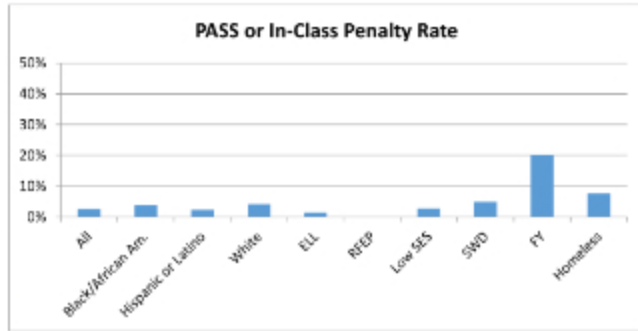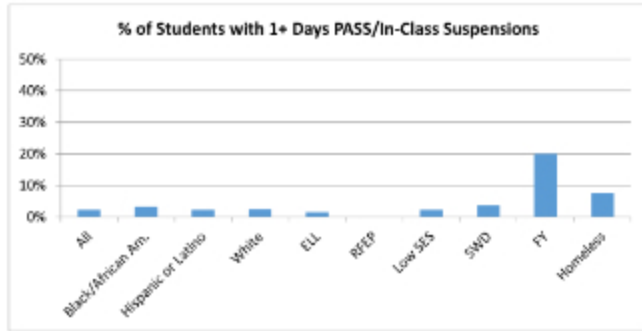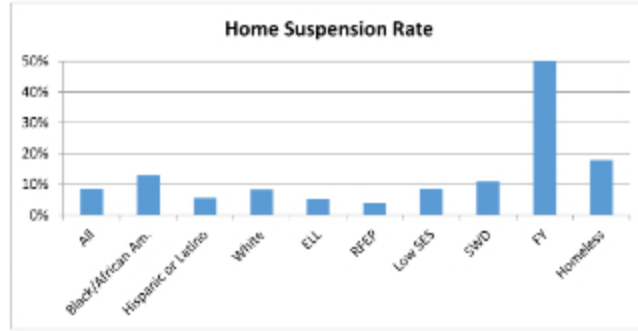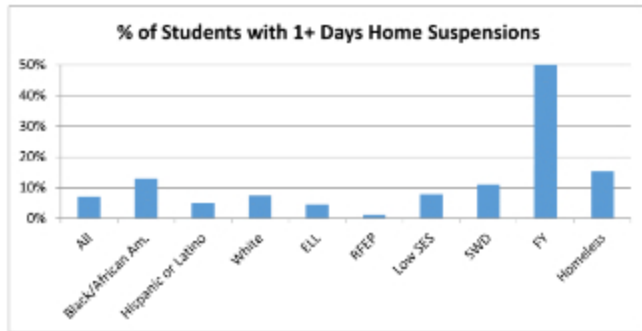
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

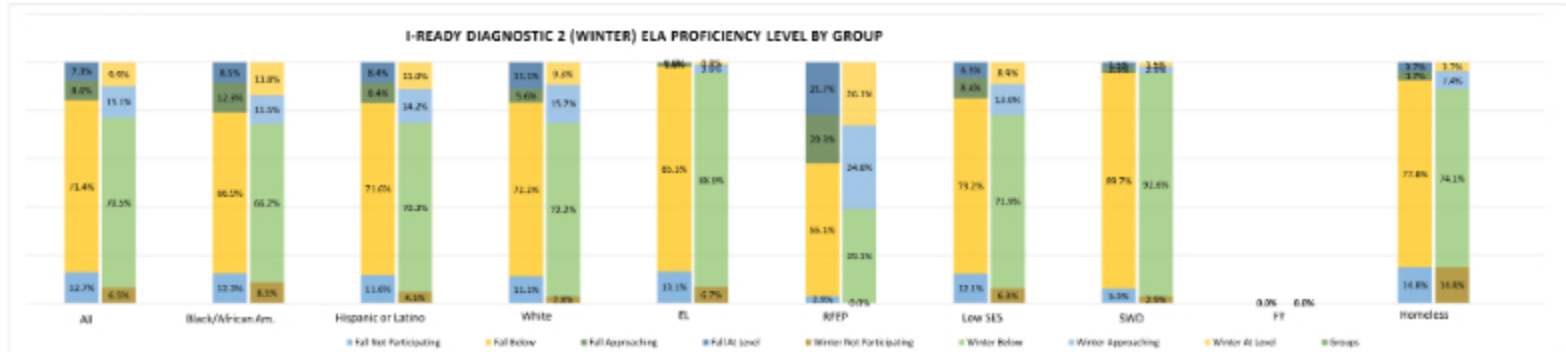Katherine Johnson Middle - i-Ready Diagnostic 2 ELA Proficiency Level by Group

| Group | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| All | 573 | 73 | 409 | 49 | 42 | 37 | 404 | 75 | 57 | | | | |
| Black/African Am. | 130 | 16 | 87 | 16 | 11 | 11 | 86 | 15 | 18 | | | | |
| Hispanic or Latino | 155 | 18 | 111 | 13 | 13 | 7 | 109 | 22 | 17 | | | | |
| White | 108 | 12 | 78 | 6 | 12 | 3 | 78 | 17 | 10 | | | | |
| EL | 252 | 33 | 215 | 4 | 0 | 17 | 224 | 9 | 2 | | | | |
| RFEP | 69 | 2 | 38 | 14 | 15 | 0 | 27 | 24 | 18 | | | | |
| Low SES | 462 | 56 | 338 | 39 | 29 | 29 | 332 | 60 | 41 | | | | |
| SWD | 68 | 4 | 61 | 2 | 1 | 2 | 63 | 2 | 1 | | | | |
| FY | 3 | 0 | 2 | 1 | 0 | 0 | 2 | 0 | 1 | | | | |
| Homeless | 27 | 4 | 21 | 1 | 1 | 4 | 20 | 2 | 1 | | | | |

| Group | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| All | 573 | 12.7% | 71.4% | 8.6% | 7.3% | 6.5% | 70.5% | 13.1% | 9.9% | | | | |
| Black/African Am. | 130 | 12.3% | 66.9% | 12.3% | 8.5% | 8.5% | 66.2% | 11.5% | 13.8% | | | | |
| Hispanic or Latino | 155 | 11.6% | 71.6% | 8.4% | 8.4% | 4.5% | 70.3% | 14.2% | 11.0% | | | | |
| White | 108 | 11.1% | 72.2% | 5.6% | 11.1% | 2.8% | 72.2% | 15.7% | 9.3% | | | | |
| EL | 252 | 13.1% | 85.3% | 1.6% | 0.0% | 6.7% | 88.9% | 3.6% | 0.8% | | | | |
| RFEP | 69 | 2.9% | 55.1% | 20.3% | 21.7% | 0.0% | 39.1% | 34.8% | 26.1% | | | | |
| Low SES | 462 | 12.1% | 73.2% | 8.4% | 6.3% | 6.3% | 71.9% | 13.0% | 8.9% | | | | |
| SWD | 68 | 5.9% | 89.7% | 2.9% | 1.5% | 2.9% | 92.6% | 2.9% | 1.5% | | | | |
| FY | 3 | 0.0% | 66.7% | 33.3% | 0.0% | 0.0% | 66.7% | 0.0% | 33.3% | | | | |
| Homeless | 27 | 14.8% | 77.8% | 3.7% | 3.7% | 14.8% | 74.1% | 7.4% | 3.7% | | | | |

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard



I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Katherine Johnson Middle -  i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

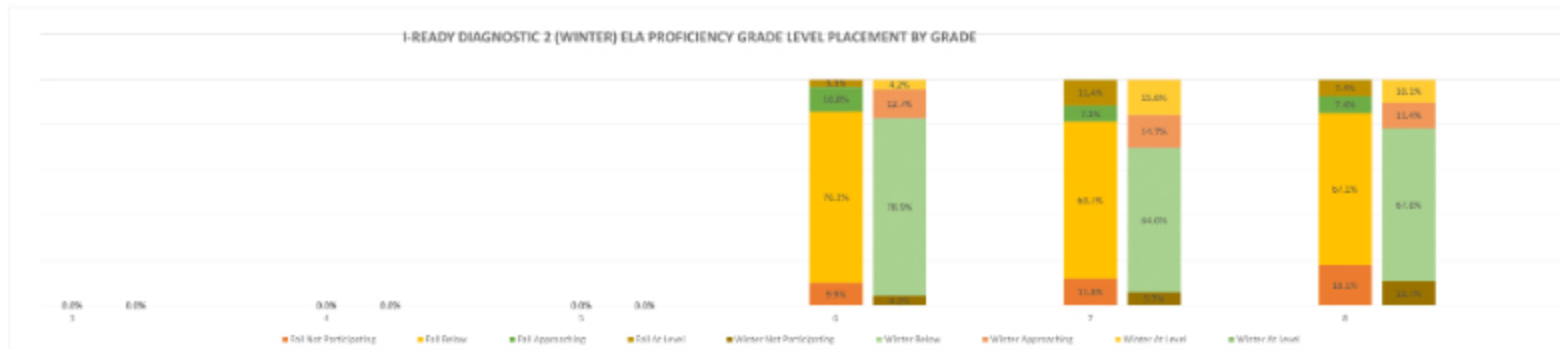| Grade | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 6 | 213 | 21 | 162 | 23 | 7 | 9 | 168 | 27 | 9 | | | | |
| 7 | 211 | 25 | 147 | 15 | 24 | 12 | 135 | 31 | 33 | | | | |
| 8 | 149 | 27 | 100 | 11 | 11 | 16 | 101 | 17 | 15 | | | | |

| Grade | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | | | | | | | | | | | | |
| 4 | 0 | | | | | | | | | | | | |
| 5 | 0 | | | | | | | | | | | | |
| 6 | 213 | 9.9% | 76.1% | 10.8% | 3.3% | 4.2% | 78.9% | 12.7% | 4.2% | | | | |
| 7 | 211 | 11.8% | 69.7% | 7.1% | 11.4% | 5.7% | 64.0% | 14.7% | 15.6% | | | | |
| 8 | 149 | 18.1% | 67.1% | 7.4% | 7.4% | 10.7% | 67.8% | 11.4% | 10.1% | | | | |

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard



I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Katherine Johnson Middle - i-Ready Diagnostic 2 Math Proficiency Level by Group
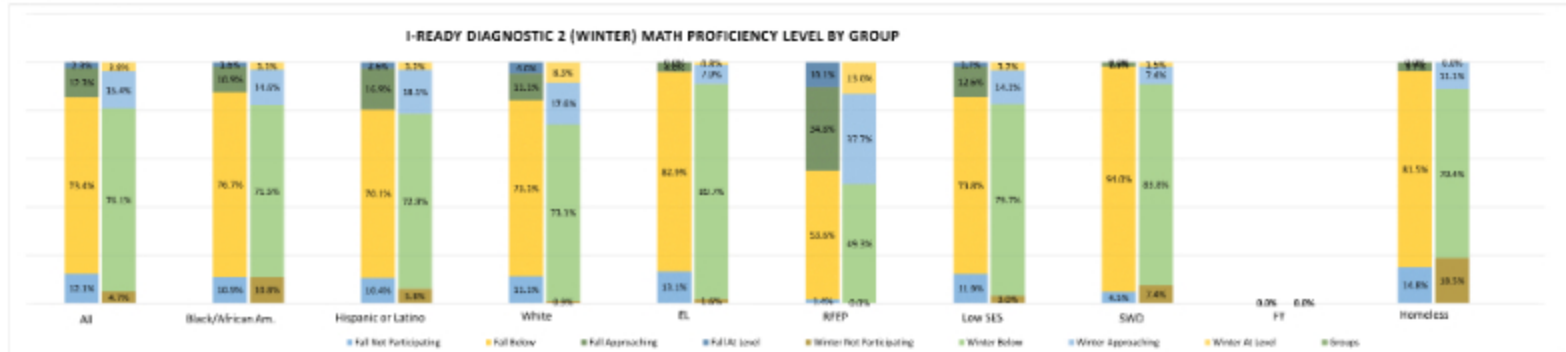
| Group | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| All | 573 | 69 | 419 | 70 | 13 | 27 | 436 | 88 | 22 | | | | |
| Black/African Am. | 130 | 14 | 99 | 14 | 2 | 14 | 93 | 19 | 4 | | | | |
| Hispanic or Latino | 155 | 16 | 108 | 26 | 4 | 9 | 113 | 28 | 5 | | | | |
| White | 108 | 12 | 79 | 12 | 5 | 1 | 79 | 19 | 9 | | | | |
| EL | 252 | 33 | 209 | 10 | 0 | 4 | 226 | 20 | 2 | | | | |
| RFEP | 69 | 1 | 37 | 24 | 7 | 0 | 34 | 26 | 9 | | | | |
| Low SES | 462 | 55 | 341 | 58 | 8 | 14 | 368 | 65 | 15 | | | | |
| SWD | 68 | 3 | 63 | 1 | 0 | 5 | 57 | 5 | 1 | | | | |
| FY | 3 | 0 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | | | | |
| Homeless | 27 | 4 | 22 | 1 | 0 | 5 | 19 | 3 | 0 | | | | |

| Group | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| All | 573 | 12.1% | 73.4% | 12.3% | 2.3% | 4.7% | 76.1% | 15.4% | 3.8% | | | | |
| Black/African Am. | 130 | 10.9% | 76.7% | 10.9% | 1.6% | 10.8% | 71.5% | 14.6% | 3.1% | | | | |
| Hispanic or Latino | 155 | 10.4% | 70.1% | 16.9% | 2.6% | 5.8% | 72.9% | 18.1% | 3.2% | | | | |
| White | 108 | 11.1% | 73.1% | 11.1% | 4.6% | 0.9% | 73.1% | 17.6% | 8.3% | | | | |
| EL | 252 | 13.1% | 82.9% | 4.0% | 0.0% | 1.6% | 89.7% | 7.9% | 0.8% | | | | |
| RFEP | 69 | 1.4% | 53.6% | 34.8% | 10.1% | 0.0% | 49.3% | 37.7% | 13.0% | | | | |
| Low SES | 462 | 11.9% | 73.8% | 12.6% | 1.7% | 3.0% | 79.7% | 14.1% | 3.2% | | | | |
| SWD | 68 | 4.5% | 94.0% | 1.5% | 0.0% | 7.4% | 83.8% | 7.4% | 1.5% | | | | |
| FY | 3 | 0.0% | 100.0% | 0.0% | 0.0% | 33.3% | 66.7% | 0.0% | 0.0% | | | | |
| Homeless | 27 | 14.8% | 81.5% | 3.7% | 0.0% | 18.5% | 70.4% | 11.1% | 0.0% | | | | |

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard



I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Katherine Johnson Middle - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

| Grade | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 6 | 213 | 19 | 152 | 37 | 3 | 4 | 157 | 44 | 8 | | | | |
| 7 | 211 | 25 | 158 | 21 | 7 | 13 | 155 | 35 | 8 | | | | |
| 8 | 149 | 25 | 109 | 12 | 3 | 10 | 124 | 9 | 6 | | | | |

| Grade | Total Enrolled | Fall/Diagnostic 1 i-Ready Grade Level Placement | | | | Winter/Diagnostic 2 i-Ready Grade Level Placement | | | | Spring/Diagnostic 3 i-Ready Grade Level Placement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | | | | | | | | | | | | |
| 4 | 0 | | | | | | | | | | | | |
| 5 | 0 | | | | | | | | | | | | |
| 6 | 213 | 9.0% | 72.0% | 17.5% | 1.4% | 1.9% | 73.7% | 20.7% | 3.8% | | | | |
| 7 | 211 | 11.8% | 74.9% | 10.0% | 3.3% | 6.2% | 73.5% | 16.6% | 3.8% | | | | |
| 8 | 149 | 16.8% | 73.2% | 8.1% | 2.0% | 6.7% | 83.2% | 6.0% | 4.0% | | | | |

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard



I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE
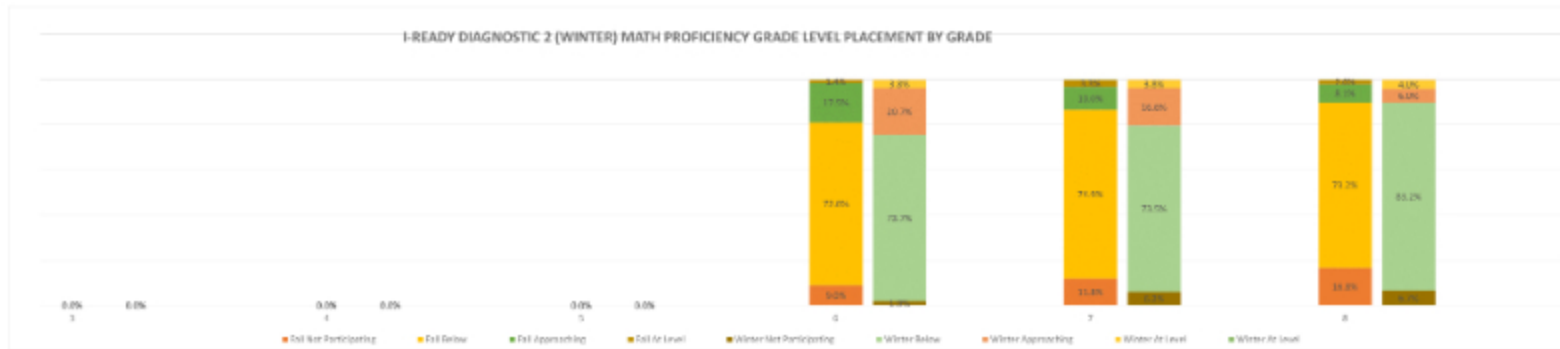
**Conclusions based on this data:**

1. Based on this data, the number of students who are meeting or exceeding the standards and the growth targets are low in both ELA and Math. Targeted interventions and attendance improvements are needed to support the students that are not meeting the growth targets and that are not meeting the standards.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

# SPSA/Goal 1

Staff will build community relationships, identify assets and needs and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

What data did you use to monitor progress and how often?

Data reviewed includes the Annual Climate Survey and attendance data. Attendance at parent community events like Back to School Night, School Site Council, English Learner Advisory Committee and other family events, are monitored and reviewed.

What worked and didn't work? Why? (monitoring)

What worked: As safety restrictions lifted, we were able to bring families back to campus and we had 262 families attend Spring Student Led Conferences (151 in fall) and 107 families attend Open House. Having translators available for events and conferences were appreciated by staff and families. We also communicated quite often with families through Talking Points, Blackboard and social media.
What Didn't Work: It was a challenge to find qualified staff for personnel positions. Student planner was inconsistent across campus.

What modification(s) did you make based on the data? (evaluation)

We have built in lesson plans for all students to better use student planners.  At the time of writing this SPSA, positions are filled.  We will book translators in advance along with getting outreach materials translated ahead of time.
We will continue to refine and expand community outreach and build supports for students struggling to engage with school. We will provide more opportunities for students to showcase their work and invite the community to celebrate student successes.

**2022-23**
**Identified Need**

Based on the comprehensive Needs Assessment, the identified need is to build community relationships, identify assets and needs, connect students and families with resources to help them access the best opportunities our school has to offer.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|---|---|
| Parent Surveys | Only 25 parents completed the district climate survey.  While this is an improvement over the 4 parents last year, due to the participation rate, we do not consider this is a valid sample. | Based on at least 100 parent responses, overall ratings in each area of parent survey will be at a minimum of 70% at agree/strongly agree. |
| Parent Participation | Fall SLCs - 151 families<br>Spring SLCs - 262 families<br>Open House - 107 families | At least 50% of parents/guardians will attend a minimum of one school event. |
| Student Participation | 78.1% of students were engaged in at least one activity per 5-Star reports<br>72.9% of students were engaged in at least 2 or more activities | 80% of students will engage in at least one event |

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

### Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|---|

| 1.1 | Provide refreshments, materials, translation and supplies to support parent-involved committees (ELAC, SSC, etc), teams and groups that further the school's work regarding its mission and SPSA goals. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Other | Principal | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 5000<br><br>500 | School Year 2023-24 |
|---|---|---|---|---|---|---|
| 1.2 | Provide a School Community Intervention Specialist to support home to school connection, push in classroom support and behavior/academic intervention | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Other | Principal, SCIA | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries<br>Title I Part A Site Allocation 3000-3999: Employee Benefits | 47193<br><br>20431 | School Year 2023-24 |
| 1.3 | Provide school agendas to promote parent/teacher | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Teachers | LCFF Supplemental Site Allocation | 5000 | School Year 2023-24 |

| | | communication, student organization | | | 4000-4999: Books And Supplies | | |
|---|---|---|---|---|---|---|---|---|
| 1.4 | | Implement parent education series to empower parents with their child's academic progress, communication with teachers and preparation for high school | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Principal | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 2500 | | School Year 2023-24 |
| 1.5 | | Provide additional clerical support for attendance outreach, organization of D/F lists, tutoring organization and parent involvement | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Principal, Classified Staff | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 10000 | | School Year 2023-24 |
| 1.6 | | Provide families with regular communication | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth | Principal | Title I Part A Parent Involvement | 1,747 | | School Year 2023-24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | through flyers, postcards and other print material | Other | | 5000-5999: Services And Other Operating Expenditures | | |
| 1.7 | Provide supplies and materials for parent meetings | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal | Title I Part A Parent Involvement<br>4000-4999: Books And Supplies | 2428 | School Year 2023-24 |
| 1.8 | Provide resources and funding for staff to provide outreach to families, conduct home visits for low performing and students with poor attendance. | All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Other | All Staff | Title I Part A Parent Involvement<br>2000-2999: Classified Personnel Salaries | 2000 | School Year 2023-24 |
| 1.9 | Provide transportation and entrance fees for | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth | Principal, Teachers | Title I Part A Site Allocation | 10000 | School Year 2023-24 |

| | | enrichment activities and field trips. Secure subs so that staff can attend enrichment activities with students | Other | | 5000-5999: Services And Other Operating Expenditures | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1.10 | | Purchase materials and supplies for a family resource area, including books and resources to support learning at home | X All Students English Learners Low-Income Students Foster Youth Other | Counselors, Front Office | Title I Part A Site Allocation 4000-4999: Books And Supplies | 1500 | School Year 2023-24 |
| 1.11 | | Provide resources for staff to work with parents to support academic growth. This includes but is not limited to (bilingual supports included): individual parent conferences outside of | All Students English Learners Low-Income Students Foster Youth Other | Admin and leadership team | Title I Part A Site Allocation None Specified | 3000 | School Year 2023-24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | contracted conferences, parent and support classes (restorative and educational), etc. | | | | | |
| 1.12 | In partnership with community organizations, parents and parents' groups (for example ELAC), work to provide family nights, community events, community resources and community forums that include but are not limited to: science nights, cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events). | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal | Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures | 2500 | School Year 2023-24 |
| 1.13 | To provide needed technology to | All Students<br>English Learners<br>Low-Income Students | principal | Title I Part A Site Allocation | 3000<br><br>1500 | School Year 2023-24 |

| | | | | 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | | |
|---|---|---|---|---|---|---|
| | support and enhance in-school learning. Technology includes but is not limited to: hot spots, Chromebooks, ipads, doc cameras, video equipment, cables, hi-resolution cameras, wireless microphones, etc. | Foster Youth Other | | | | |
| 1.14 | Provide partnerships with local organizations to support student engagement, improve attendance and connectedness to school. Partnerships include, but not limited to, Mission Oaks Parks, Project Optimism, SAYS, HIVE, etc. | All Students English Learners Low-Income Students Foster Youth Other | Administrative team | Comprehensive Support and Improvement (CSI) None Specified | 89590 | School Year 2023-24 |

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

# SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

What data did you use to monitor progress and how often?

Attendance and suspension data were reviewed quarterly, and the 22-23 Climate Survey was reviewed in April.

What worked and didn't work? Why? (monitoring)

What worked: We implemented PBIS in addition to a variety of incentives through our SOAR Store. Students used the 5 Star app to purchase prizes that ranged from small to large amounts. There were events for honor roll, positive behavior, showing up to class on time and for participating in parent events. Also, our partnerships with Mission Oaks Park and Rec, Project Optimism, SAYS and IYT.

What didn't work: We have struggled maintaining active clubs that students are engaged in during lunchtime.

What modification(s) did you make based on the data? (evaluation).

We have added activities to excite students about school, like field trips and school rally's and dances.  This has had an impact on behavior and school connectedness.  We added a SCIA position to help with student recognitions and intervention.  We have also created a PBIS team to help with school wide expectations and incentive program.

**2022-23**
**Identified Need**

Based on input from the Comprehensive Needs Assessment, the identified need is to reduce suspensions and student referrals after reviewing behavior data and neighboring schools. KJMS will support students with social/emotional needs through WEB and Second Step SEL curriculum, PBIS, and through using a School Community Intervention Assistant.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|---|---|
| Student Survey | 45.8% of students either strongly agreed or agreed the school has a climate that is caring | Overall ratings in each area of student survey will be at a minimum of 70% at agree/strongly agree. |
| Staff Survey | Only 12 staff members completed the district survey (out of 30+).  We do not feel this is an adequate sample size for reliable results. | Overall ratings in each area of staff survey will be at a minimum 70% at agree/strongly agree. |
| Parent Survey | Only 25 parents completed the district survey.  We do not feel this is an adequate sample size for reliable results. | Overall ratings in each area of parent survey will be at a minimum of 70% at agree/strongly agree. |
| Attendance | Attendance rate: 89.1%<br>Chronic attendance rate: 42.1% | Attendance rate will be a minimum of 95% |
| 5-Star | 78.1% of students were engaged in at least one activity per 5-Star reports<br>72.9% of students were engaged in at least 2 or more activities | 80% of students will engage in at least one event |
| Suspension Rate | Aug-Dec 2022: 8.67% | Decrease to 5% |

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

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|---|
| 2.1 | Provide incentives, assemblies and field trips toward supporting positive student behaviors. Scholars may purchase items with points in student store. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, PBIS Coordinator | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 13000 | School Year 2023-24 |
| 2.2 | Supporting school culture and connecting students to the school through lunch time organized sports and clubs activities. Having sports equipment and club materials available for students to engage in positive interactions. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Teachers | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries<br>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries<br>LCFF Supplemen | 5500<br><br>1500<br><br>2000 | School Year 2023-24 |

| | | | | tal Site Allocation 0000: Unrestricted | | |
|---|---|---|---|---|---|---|
| 2.3 | Provide physical education and art resources to support grade level content standards | X All Students English Learners Low-Income Students Foster Youth Other | PBIS Coordinator, Attendance Clerk | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 3000 | School Year 2023-24 |
| 2.4 | Develop a site Equity Team to evaluate the equity and inclusiveness of site policies, programs, and activities. Provide funding for collaboration time and materials. | X All Students English Learners Low-Income Students Foster Youth Other | Equity Team | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 3500 | School Year 2023-24 |
| 2.5 | Supplies, shirts and food for running of programs that support student engagement and create a sense of | X All Students English Learners Low-Income Students Foster Youth Other | Administration, Club Advisors, Leadership Teacher | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 10058 | School Year 2023-24 |

| | | belonging such as, but not limited to: WEB, House system, AVID, ASB Clubs, Leadership, etc... | | | | | |
|---|---|---|---|---|---|---|---|
| 2.6 | | Fund a 3.0 School Community Intervention Assistants to support support home to school connection, classroom support and student intervention and recognition | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Principal, Teachers, Counselors | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries<br>Title I Part A Site Allocation 3000-3999: Employee Benefits | 112,762<br><br>61,035 | School Year 2023-24 |
| 2.7 | | Provide access to safety and engagement resources so students feel safe and engaged on campus | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Principal, SCIS | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 6882 | School Year 2023-24 |
| 2.8 | | Provide compensated times for | X All Students<br>  English Learners<br>  Low-Income Students | All staff | LCFF Supplemen | 17000 | School Year 2023-24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | personnel to execute PBIS and other Initiatives on site | Foster Youth Other | | tal Site Allocation 1000-1999: Certificated Personnel Salaries | | |
| 2.9 | Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc. | X All Students English Learners Low-Income Students Foster Youth Other | principal | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies | 10000 300 | School Year 2023-24 |
| 2.10 | Provide resources to support the emotional safety of | X All Students English Learners Low-Income Students Foster Youth Other | principal | LCFF Supplemen | 1000 | School Year 2023-24 |

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|---|---|---|---|---|---|---|
| | students at KJMS. This includes but is not limited to: creating emotional safe zones, wellness speakers, assemblies, materials (such as journals, etc.), personnel (campus monitor, SCIA, recreational aides, etc.), whole student supports and resources (such as food closet and clothes closet, etc.). | | | | tal Site Allocation 5000-5999: Services And Other Operating Expenditur es | |
| 2.11 | Hire staff to work with students on conflict resolution, restorative practices, behavior contracts, check in and check out, etc. too support students and | X All Students<br> English Learners<br> Low-Income Students<br> Foster Youth<br> Other | Administrative and leadership team | Comprehen sive Support and Improveme nt (CSI) 1000-1999: Certificated Personnel Salaries | 100000 | School Year 2023-24 |

| | | | | | |
|---|---|---|---|---|---|
| teachers in improving class engagement, decreasing negative behaviors and improving social emotional learning.  This can be a Board Certified Behavior Analyst or similar certificated position. | | | | | |

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academics

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

# SPSA/Goal 3

All educators will engage and support each student in a challenging and broad course of study that build skills, knowledge and experiences preparing all to be critical thinkers.

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

What data did you use to monitor progress and how often?

iReady results in both ELA and Math were used to monitor progress. iReady results from Fall to Winter were compared for areas of growth and improvement.  Additional data points include grades and ELPAC data.  SBAC results will be reviewed when available. Results were disaggregated by targeted groups.

What worked and didn't work? Why? (monitoring)

What worked: The use of iReady through Flex allowed all students to get a minimum of 1-2 days a week in ELA and Math.

What didn't work: Many of the professional development supports had to be canceled due to shortage of subs throughout the district. FLEX attendance wasn't taken using Q, and students would cut FLEX at a significant increase over any other class. Many teachers

feeling burned out from covering for sub shortages often didn't have the energy to offer tutoring after school, so while that was planned, we didn't get enough to show growth.

What modification(s) did you make based on the data? (evaluation)

FLEX was voted out for 2023-2024 due to high cut rates and low growth. Revisit and provide PD for how our intervention teachers and content teachers provide tiered instruction.

**2022-23**
## Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, there is still a need for a focus on engaging academic programs

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|---|---|
| Smarter Balanced | ELA 9.7% Met or Exceeded Spring of 2022 CAASPP<br>Math 3.8% Met or Exceeded Spring of 2022 CAASPP | ELA 15%<br>Math 10%<br>Science 10% |
| iReady Math - Winter Performance | At grade level:<br>All               3.8% (22 students)<br>African American   3.1% (4 students)<br>Hispanic Latino   3.2% (5 students)<br>White           8.3% (9 students)<br>EL             0.8% (2 students)<br>SpEd         1.5% (1 student)<br>Homeless     0% (0 student) | Increase a minimum of 5% in each student group |
| iReady ELA - Winter Performance | At grade level:<br>All            9.9% (57 students)<br>African American   13.8% (18 students)<br>Hispanic Latino   11.0% (17 students)<br>White         9.3% (10 students)<br>EL         0.8% (2 students) | Increase a minimum of 5% in each student group |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|---|---|
| | SpEd       1.5% (1 student)<br>Homeless    3.7% (1 student) | |

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

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|---|
| 3.1 | Provide professional development opportunities (including release time, trainings, conferences and workshops) to increase the capacity of staff to use research-based instructional practices for engaging targeted, unduplicated students in mastery of the CCSS, graduation requirements, college admissions, and post- | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Principal, Teachers | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries<br>Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures<br>Title I Part A Site Allocation 4000-4999: Books And Supplies | 5000 | School Year 2023-24 |

| | | | secondary career options | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 3.2 | Provide release time and/or extra pay for distributive leadership teams and/or departments/grade level teams to collaborate and plan actions to meet school goals, ie. PACT | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Teachers | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 5000 | School Year 2023-24 |
| 3.3 | Provide library with books and supplementary materials/supplies/equipment for instructional and extra-curricular support | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Library Media Tech | Title I Part A Site Allocation 4000-4999: Books And Supplies | 1102 | School Year 2023-24 |
| 3.4 | Purchase of instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal | Title I Part A Site Allocation 4000-4999: Books And Supplies | 20,000 | School Year 2023-24 |

| | | elective curriculum | | | | | |
|---|---|---|---|---|---|---|---|
| 3.5 | | Purchase instructional software for intervention support | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | ELD Newcomer Teachers(s), Teachers | Title I Part A Site Allocation 4000-4999: Books And Supplies | 2000 | School Year 2023-24 |
| 3.6 | | Provide bilingual support for afterschool tutoring and academic events/activities | All Students<br>X English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | BIAs | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries | 5000 | School Year 2023-24 |
| 3.7 | | Fund a 1.0 Math Intervention teacher to support the implementation of Flex and schoolwide use and implementation of iReady | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Math Intervention Teacher, Principal | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries<br>Title I Part A Site Allocation 3000-3999: Employee Benefits | 77770<br><br>20141 | School Year 2023-24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.8 | Writing conferences 3x a year, teachers will have a release day and collaboration time in order to collaborate and conference with students (2 days per session) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Counselors | | | School Year 2023-24 |
| 3.9 | Provide tutoring opportunities outside of the school day to support students performing below grade level | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Teachers | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 5000 | School Year 2023-24 |
| 3.10 | Provide teachers with the adequate materials for quality first instruction and intervention support | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Teachers | Title I Part A Site Allocation 4000-4999: Books And Supplies | 11000 | School Year 2023-24 |

| 3.11 | Pay for all 6th grade students to participate in an outdoor science education camp or other instructional trip | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Other 6th Grade | Principal | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 15000 | School Year 2023-24 |
|---|---|---|---|---|---|---|
| 3.12 | Provide 2.6 ELD teachers to provide designated ELD instruction to English learners. | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other | EL Program Manager<br>Site Principal | LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries | 295,860 | School Year 2023-24 |
| 3.13 | Contract with Sacramento County Office of Education to provide teacher support with instructional planning, collaboration and data-based | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | ELD, ELA, Science and History Dept. | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 50000<br><br>5,271 | School Year 2023-24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | instructional decisions. Sub costs for teachers to participate | | | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | | |
| 3.14 | Provide compensated time for staff to host academic family nights | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Instructional Staff | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 13000 | School Year 2023-24 |
| 3.15 | Provide release time for data driven conferences with classroom practitioners. Sub costs | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Instructional Staff | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 10000 | School Year 2023-24 |

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

# SPSA/Goal 4

KJMS staff will engage each student in discovering their limitless potential, and through coordinated efforts preparing them for college, career and bright futures filled with opportunity.

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

What data did you use to monitor progress and how often?

Winter school survey once a year and Naviance participation.

What worked and didn't work? Why? (monitoring)

This was our first year using Naviance. It was a struggle to get staff buy-in so counselors could present Naviance lessons in the classroom.

What modification(s) did you make based on the data? (evaluation)

Going into the 22-23 year, we have planned out a schedule of Naviance implementation along with education for staff on the value of Naviance data for future academic planning.

**2022-23**
## Identified Need

Based on data collection and analysis by the comprehensive needs assessment, the identified need is to engage students in their limitless potential and prepare them for college and career.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|---|---|
| Winter survey - Parents | Only 25 parents completed the survey. We do not feel this is a valid sample size. | 70% of parents, students state School recognizes and celebrates the academic success of all students. |
| Winter survey - Students | 49% of students feel strongly agree/agree School recognizes and celebrates the academic success of all students. | 70% of students state School recognizes and celebrates the academic success of all students. |

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

### Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|---|
| 4.1 | Fund a 0.5 counselor to oversee the LST process, support student academic and implement the Naviance system for students to create four year high school plan | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Counselor | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries<br>Title I Part A Site Allocation 3000-3999: | 47774<br><br>22968 | School Year 2023-24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | Employee Benefits | | |
| 4.2 | Provide resources and professional development for the AVID and AVID Excel program | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Vice Principal, AVID Teachers | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 3000 | School Year 2023-24 |
| 4.3 | Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning. Successful practices include but are not limited to: attendance, participation, | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Leadership team | Comprehensive Support and Improvement (CSI) None Specified | 5000 | School Year 2023-24 |

| | positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors, self-growth in personally identified areas of need | | | | | |
|---|---|---|---|---|---|---|
| 4.4 | Provide professional development and learning opportunities for staff to enrich their classrooms and expand their classrooms knowledge/skills related to microaggressions/bias/racism, race and racial inequities, social justice and restorative | X All Students<br>  English Learners<br>  Low-Income Students<br>  Foster Youth<br>  Other | Leadership team | Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 1000-1999: Certificate | 15000<br><br>10000 | School Year 2023-24 |

| | | | | d Personnel Salaries | | |
|---|---|---|---|---|---|---|
| 4.5 | Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within their curriculum and classroom practices. This includes but is not limited to: | X All Students  English Learners  Low-Income Students  Foster Youth  Other | Leadership team | Title I Part A Site Allocation 4000-4999: Books And Supplies | 6233 | School Year 2023-24 |

| | professional development, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate. | | | | | | |
|---|---|---|---|---|---|---|---|

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

**Centralized Services**

| SCHOOL GOAL #1: |
| --- |
| |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- |
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditure(s) | | | |
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| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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**SCHOOL GOAL #2:**

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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date  Completion Date | Proposed Expenditure(s) | | | |
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| SCHOOL GOAL #3: |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date  Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditure(s) | | | |
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| SCHOOL GOAL #4: |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
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| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
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| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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# Budget Summary

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $598,958.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $219,590.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $1,206,545.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Comprehensive Support and Improvement (CSI) | $219,590.00 |

Subtotal of additional federal funds included for this school: $219,590.00

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 ($) |
|---|---|
| LCFF Supplemental English Learner Central | $295,860.00 |
| LCFF Supplemental Site Allocation | $82,240.00 |
| Title I Part A Parent Involvement | $6,175.00 |
| Title I Part A Site Allocation | $602,680.00 |

Subtotal of state or local funds included for this school: $986,955.00

Total of federal, state, and/or local funds for this school: $1,206,545.00

# 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 |
|---|---|---|
| Title I Part A Site Allocation | 602,680 | 0.00 |
| Title I Part A Parent Involvement | 6,175 | 0.00 |
| LCFF Supplemental Site Allocation | 82,240 | 0.00 |
| LCFF Supplemental English Learner Central | 295,860 | 0.00 |
| Comprehensive Support and Improvement (CSI) | $219,590 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Comprehensive Support and Improvement (CSI) | 219,590.00 |
| LCFF Supplemental English Learner Central | 295,860.00 |
| LCFF Supplemental Site Allocation | 82,240.00 |
| Title I Part A Parent Involvement | 6,175.00 |
| Title I Part A Site Allocation | 602,680.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 0000: Unrestricted | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | 610,675.00 |
| 2000-2999: Classified Personnel Salaries | 178,955.00 |
| 3000-3999: Employee Benefits | 124,575.00 |
| 4000-4999: Books And Supplies | 107,003.00 |
| 5000-5999: Services And Other Operating Expenditures | 83,247.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,500.00 |
| None Specified | 97,590.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Comprehensive Support and Improvement (CSI) | 110,000.00 |
| 4000-4999: Books And Supplies | Comprehensive Support and Improvement (CSI) | 15,000.00 |
| None Specified | Comprehensive Support and Improvement (CSI) | 94,590.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental English Learner Central | 295,860.00 |
| 0000: Unrestricted | LCFF Supplemental Site Allocation | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 22,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 12,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 44,740.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Parent Involvement | 2,000.00 |
| 4000-4999: Books And Supplies | Title I Part A Parent Involvement | 2,428.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Parent Involvement | 1,747.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 182,315.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Site Allocation | 164,955.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 124,575.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 44,835.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Site Allocation | 80,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A Site Allocation | 2,500.00 |
| None Specified | Title I Part A Site Allocation | 3,000.00 |

# Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 207,889.00 |

| | |
|---|---|
| Goal 2 | 347,537.00 |
| Goal 3 | 541,144.00 |
| Goal 4 | 109,975.00 |

# School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

| Name of Members | Role |
|---|---|
| Damon Smith | Principal |
| Omneya Gomaa | Classroom Teacher |
| Amber Shannon | Classroom Teacher |
| Rachel Rycerz | Classroom Teacher |
| Vanessa Landeros | Classroom Teacher |
| Semeka Ward | Parent or Community Member |
| Vanessa Williams | Parent or Community Member |
| Raven Stewart | Parent or Community Member |
| 7th grade student | Secondary Student |
| 7th grade student | Secondary Student |
| 7th grade student | Secondary Student |
| Takoa Raney | Other School Staff |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| On file | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/23.

Attested:

| | |
|---|---|
| DS (on file) | Principal, Damon Smith on 5/16/23 |
| On file | SSC Chairperson, Amberr Shannon on 5/16/23 |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

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

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

# Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I.  The development of the SPSA shall include both of the following actions:

A.  Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.  The comprehensive needs assessment of the entire school shall:

a.  Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.  Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.  Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.  Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii.  Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.  Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.  Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.  Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II.  The SPSA shall include the following:

A.  Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Katherine Johnson Middle School

**Funding Source: Comprehensive Support and Improvement (CSI)**          **$219,590.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning. Successful practices include but are not limited to: attendance, participation, positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors , self-growth in personally identified areas of need | None Specified | $5,000.00 | Clear Pathways to Bright Futures | |
| Provide professional development and learning opportunities for staff to enrich their classrooms and expand their classrooms knowledge/skills related to microaggressions/bias/racism, race and racial inequities, social justice and restorative practices. This includes but is not limited to: workshops, discussions, speakers, webinars, books, materials, etc. | 4000-4999: Books And Supplies | $15,000.00 | Clear Pathways to Bright Futures | |
| | 1000-1999: Certificated Personnel Salaries | $10,000.00 | Clear Pathways to Bright Futures | |
| Provide partnerships with local organizations to support student engagement, improve attendance and connectedness to school.  Partnerships include, but not limited to, Mission Oaks Parks, Project Optimism, SAYS, HIVE, etc. | None Specified | $89,590.00 | Connected School Communities | |

## Katherine Johnson Middle School

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Hire staff to work with students on conflict resolution, restorative practices, behavior contracts, check in and check out, etc. too support students and teachers in improving class engagement, decreasing negative behaviors and improving social emotional learning.  This can be a Board Certified Behavior Analyst or similar certificated position. | 1000-1999: Certificated Personnel Salaries | $100,000.00 | Healthy Environments | |

Comprehensive Support and Improvement (CSI) Total Expenditures: $219,590.00

Comprehensive Support and Improvement (CSI) Allocation Balance: $0.00

**Funding Source: LCFF Supplemental English Learner Central**    **$295,860.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Provide 2.6 ELD teachers to provide designated ELD instruction to English learners. | 1000-1999: Certificated Personnel Salaries | $295,860.00 | Engaging Academics | |

LCFF Supplemental English Learner Central Total Expenditures: $295,860.00

LCFF Supplemental English Learner Central Allocation Balance: $0.00

**Funding Source: LCFF Supplemental Site Allocation**    **$82,240.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | 4000-4999: Books And Supplies | $1,500.00 | Connected School Communities | |
| | 5000-5999: Services And Other Operating Expenditures | $1,000.00 | Healthy Environments | |

| | | | |
|---|---|---|---|
| Provide access to safety and engagement resources so students feel safe and engaged on campus | 4000-4999: Books And Supplies | $6,882.00 | Healthy Environments |
| Provide compensated times for personnel to execute PBIS and other Initiatives on site | 1000-1999: Certificated Personnel Salaries | $17,000.00 | Healthy Environments |
| | 2000-2999: Classified Personnel Salaries | $1,500.00 | Healthy Environments |
| | 4000-4999: Books And Supplies | $300.00 | Healthy Environments |
| | 0000: Unrestricted | $2,000.00 | Healthy Environments |
| Provide refreshments, materials, translation and supplies to support parent-involved committees (ELAC, SSC, etc), teams and groups that further the school's work regarding its mission and SPSA goals. | 4000-4999: Books And Supplies | $5,000.00 | Connected School Communities |
| Provide school agendas to promote parent/teacher communication, student organization | 4000-4999: Books And Supplies | $5,000.00 | Connected School Communities |
| Provide additional clerical support for attendance outreach, organization of D/F lists, tutoring organization and parent involvement | 2000-2999: Classified Personnel Salaries | $10,000.00 | Connected School Communities |
| Provide incentives, assemblies and field trips toward supporting positive student behaviors.  Scholars may purchase items with points in student store. | 4000-4999: Books And Supplies | $13,000.00 | Healthy Environments |
| Supporting school culture and connecting students to the school through lunch time organized sports and clubs activities. Having sports equipment and club materials available for students to engage in positive interactions. | 1000-1999: Certificated Personnel Salaries | $5,500.00 | Healthy Environments |
| Provide physical education and art resources to support grade level content standards | 4000-4999: Books And Supplies | $3,000.00 | Healthy Environments |
| | 2000-2999: Classified Personnel Salaries | $500.00 | Connected School Communities |

## Katherine Johnson Middle School

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Supplies, shirts and food for running of programs that support student engagement and create a sense of belonging such as, but not limited to: WEB, House system, AVID, ASB Clubs, Leadership, etc... | 4000-4999: Books And Supplies | $10,058.00 | Healthy Environments | |

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|---|---|---|---|---|
| LCFF Supplemental Site Allocation Total Expenditures: | | $82,240.00 | | |
| LCFF Supplemental Site Allocation Allocation Balance: | | $0.00 | | |

## Funding Source: Title I Part A Parent Involvement     $6,175.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Provide families with regular communication through flyers, postcards and other print material | 5000-5999: Services And Other Operating Expenditures | $1,747.00 | Connected School Communities | |
| Provide supplies and materials for parent meetings | 4000-4999: Books And Supplies | $2,428.00 | Connected School Communities | |
| | 2000-2999: Classified Personnel Salaries | $2,000.00 | Connected School Communities | |

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|---|---|---|---|---|
| Title I Part A Parent Involvement Total Expenditures: | | $6,175.00 | | |
| Title I Part A Parent Involvement Allocation Balance: | | $0.00 | | |

## Funding Source: Title I Part A Site Allocation     $602,680.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | 1000-1999: Certificated Personnel Salaries | $5,271.00 | Engaging Academics | |
| Pay for all 6th grade students to participate in an outdoor science education camp or other instructional trip | 5000-5999: Services And Other Operating Expenditures | $15,000.00 | Engaging Academics | |

# Katherine Johnson Middle School

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|---|---|---|---|
| Contract with Sacramento County Office of Education to provide teacher support with instructional planning, collaboration and data-based instructional decisions.<br>Sub costs for teachers to participate | 5000-5999: Services And Other Operating Expenditures | $50,000.00 | Engaging Academics |
| Provide compensated time for staff to host academic family nights | 1000-1999: Certificated Personnel Salaries | $13,000.00 | Engaging Academics |
| Provide release time for data driven conferences with classroom practitioners.<br>Sub costs | 1000-1999: Certificated Personnel Salaries | $10,000.00 | Engaging Academics |
| Provide resources for staff to work with parents to support academic growth. This includes but is not limited to (bilingual supports included): individual parent conferences outside of contracted conferences, parent and support classes (restorative and educational), etc. | None Specified | $3,000.00 | Connected School Communities |
| In partnership with community organizations, parents and parents' groups (for example ELAC), work to provide family nights, community events, community resources and community forums that include but are not limited to: science nights, cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events). | 5800: Professional/Consulting Services And Operating Expenditures | $2,500.00 | Connected School Communities |
| To provide needed technology to support and enhance in-school learning.<br>Technology includes but is not limited to: hot spots, Chromebooks, ipads, doc cameras, video equipment, cables, hi-resolution cameras, wireless microphones, etc. | 4000-4999: Books And Supplies | $3,000.00 | Connected School Communities |
| Provide transportation and entrance fees for enrichment activities and field trips. Secure subs so that staff can attend enrichment activities with students | 5000-5999: Services And Other Operating Expenditures | $10,000.00 | Connected School Communities |
| Purchase materials and supplies for a family resource area, including books and resources to support learning at home | 4000-4999: Books And Supplies | $1,500.00 | Connected School Communities |

| Description | Budget Category | Amount | Focus Area |
|---|---|---|---|
| Implement parent education series to empower parents with their child's academic progress, communication with teachers and preparation for high school | 5000-5999: Services And Other Operating Expenditures | $2,500.00 | Connected School Communities |
| Provide a School Community Intervention Specialist to support home to school connection, push in classroom support and behavior/academic intervention | 2000-2999: Classified Personnel Salaries | $47,193.00 | Connected School Communities |
| Fund a 3.0 School Community Intervention Assistants to support support home to school connection, classroom support and student intervention and recognition | 2000-2999: Classified Personnel Salaries | $112,762.00 | Healthy Environments |
|  | 3000-3999: Employee Benefits | $20,431.00 | Connected School Communities |
| Develop a site Equity Team to evaluate the equity and inclusiveness of site policies, programs, and activities. Provide funding for collaboration time and materials. | 1000-1999: Certificated Personnel Salaries | $3,500.00 | Healthy Environments |
| Provide professional development opportunities (including release time, trainings, conferences and workshops) to increase the capacity of staff to use research-based instructional practices for engaging targeted, unduplicated students in mastery of the CCSS, graduation requirements, college admissions, and post-secondary career options | 1000-1999: Certificated Personnel Salaries | $5,000.00 | Engaging Academics |
| Provide release time and/or extra pay for distributive leadership teams and/or departments/grade level teams to collaborate and plan actions to meet school goals, ie. PACT | 1000-1999: Certificated Personnel Salaries | $5,000.00 | Engaging Academics |
| Provide library with books and supplementary materials/supplies/equipment for instructional and extra-curricular support | 4000-4999: Books And Supplies | $1,102.00 | Engaging Academics |
| Purchase of instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum | 4000-4999: Books And Supplies | $20,000.00 | Engaging Academics |

## Katherine Johnson Middle School

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|---|---|---|---|
| Purchase instructional software for intervention support | 4000-4999: Books And Supplies | $2,000.00 | Engaging Academics |
| Provide bilingual support for afterschool tutoring and academic events/activities | 2000-2999: Classified Personnel Salaries | $5,000.00 | Engaging Academics |
| Fund a 1.0 Math Intervention teacher to support the implementation of Flex and schoolwide use and implementation of iReady | 1000-1999: Certificated Personnel Salaries | $77,770.00 | Engaging Academics |
| Provide tutoring opportunities outside of the school day to support students performing below grade level | 1000-1999: Certificated Personnel Salaries | $5,000.00 | Engaging Academics |
| Provide teachers with the adequate materials for quality first instruction and intervention support | 4000-4999: Books And Supplies | $11,000.00 | Engaging Academics |
| | 3000-3999: Employee Benefits | $20,141.00 | Engaging Academics |
| Fund a 0.5 counselor to oversee the LST process, support student academic and implement the Naviance system for students to create four year high school plan | 1000-1999: Certificated Personnel Salaries | $47,774.00 | Clear Pathways to Bright Futures |
| Provide resources and professional development for the AVID and AVID Excel program | 5000-5999: Services And Other Operating Expenditures | $3,000.00 | Clear Pathways to Bright Futures |
| | 3000-3999: Employee Benefits | $61,035.00 | Healthy Environments |
| Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc. | 1000-1999: Certificated Personnel Salaries | $10,000.00 | Healthy Environments |

# Katherine Johnson Middle School

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|---|---|---|---|
| Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within their curriculum and classroom practices. This includes but is not limited to: professional development, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate. | 4000-4999: Books And Supplies | $6,233.00 | Clear Pathways to Bright Futures |
| | 3000-3999: Employee Benefits | $22,968.00 | Clear Pathways to Bright Futures |

Title I Part A Site Allocation Total Expenditures:     $602,680.00

Title I Part A Site Allocation Allocation Balance:     $0.00

Katherine Johnson Middle School Total Expenditures:     $1,206,545.00