



**KATHERINE  
JOHNSON  
MIDDLE SCHOOL**  
HOME OF THE ASTROS

# 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 7th, 2024	July 30, 2024

## 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

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student

Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

[Insert school name] met the criteria for [ATSI for the following indicators and/or student groups:

- Two or More Races - Suspension

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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# 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

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

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## 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

For the 2024-2025 school year, Katherine Johnson qualified for the Equity Multiplier Fund in addition to Title 1 and LCFF funding. Working with our SSC, our needs assessment involved reaching out to families around our state dashboard data, surveyed our students in addition to our staff. We looked at the survey data, and prioritized the needs around our subgroups with little to no growth. Targeting these areas, we focused our funds on supporting classrooms, teachers, students and families in these areas.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.37%	0.73%	0.97%	2	4	6
African American	23.76%	20.26%	17.53%	129	111	108
Asian	19.34%	27.01%	29.71%	105	148	183
Filipino	0.37%	0.36%	0.49%	2	2	3
Hispanic/Latino	29.83%	28.47%	27.60%	162	156	170
Pacific Islander	1.84%	1.64%	1.14%	10	9	7
White	19.89%	16.97%	17.86%	108	93	110
Multiple/No Response	4.60%	4.56%	4.55%	25	25	28
	<b>Total Enrollment</b>			543	548	616

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	229	205	226
Grade 7	152	211	185
Grade 8	162	132	205
<b>Total Enrollment</b>	543	548	616

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	230	258	261		42.4%	42.4%
Fluent English Proficient (FEP)	62	62	75		11.4%	12.2%

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>548</b>	<b>86.3</b>	<b>47.1</b>	<b>0.9</b>
Total Number of Students enrolled in Katherine Johnson Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	258	47.1
<b>Foster Youth</b>	5	0.9
<b>Homeless</b>	30	5.5
<b>Socioeconomically Disadvantaged</b>	473	86.3
<b>Students with Disabilities</b>	68	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	111	20.3
<b>American Indian</b>	4	0.7
<b>Asian</b>	148	27
<b>Filipino</b>	2	0.4
<b>Hispanic</b>	156	28.5
<b>Two or More Races</b>	25	4.6
<b>Pacific Islander</b>	9	1.6
<b>White</b>	93	17

# School and Student Performance Data

## Overall Performance

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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance English Language Arts

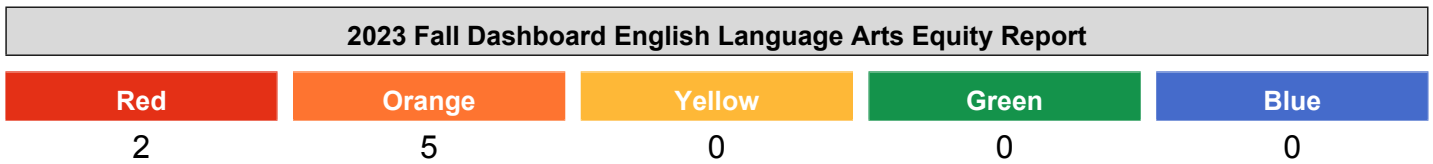
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>123.9 points below standard</p> <p>Increased +4.1 points</p> <p>422 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>150.9 points below standard</p> <p>Increased +6.5 points</p> <p>224 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>156.5 points below standard</p> <p>Maintained +2.6 points</p> <p>27 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>125.3 points below standard</p> <p>Increased +6.7 points</p> <p>393 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>164.5 points below standard</p> <p>Increased +5.9 points</p> <p>58 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 114.5 points below standard Increased Significantly +15.7 points 84 Students	Less than 11 Students  4 Students	 Red 158.6 points below standard Maintained +0.4 points 103 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 106.5 points below standard Increased +4.7 points 122 Students	89.2 points below standard Increased Significantly +23.4 points 23 Students	Less than 11 Students  7 Students	 Red 130.3 points below standard Maintained -1.9 points 77 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
178.1 points below standard Increased +3.4 points 174 Students	56.1 points below standard Maintained +1.5 points 50 Students	104.8 points below standard Maintained +0.1 points 172 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

In our ELA, our student groups all showed growth. When we looked specifically at our race/ethnicity areas, our white and Asian students scored in the red, showing little to no growth. Our other groups showed growth from previous year and came out of the red. All students scored 123.9 points below standard which was an increase from the previous school year. Asian students scored 158.6 points below standard which was similar to the previous school year. White students scored 130.3 points below standard which was similar to the previous year.

We tried to provide interventions and supports for our lowest groups, and while we saw increases in those groups, we didn't in our other groups. While our interventions showed to be successful, we need to include more students in the interventions.

We need to utilize more funds and training to provide the supports for all students within the classrooms and not just select rooms or intervention groups, as really this is a school-wide issue. Hiring more qualified applicants and having space for them to work will make a difference. Moving into our new campus in January of 2025 should help significantly in addition to the ongoing professional development and trainings.

# School and Student Performance Data

## Academic Performance Mathematics

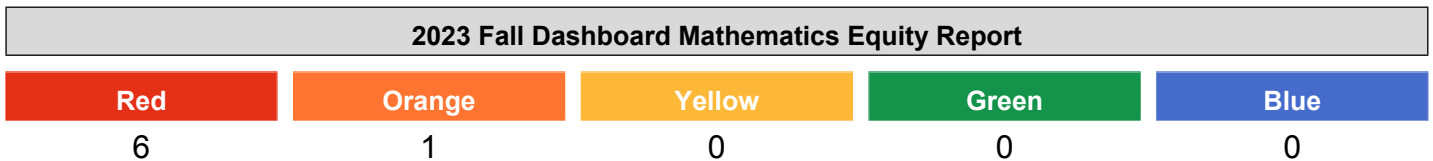
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>178 points below standard Decreased -4.9 points</p> <p>422 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>195.3 points below standard Decreased -4.8 points</p> <p>224 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>197.8 points below standard Decreased -3.5 points</p> <p>27 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>178.3 points below standard Decreased -3.5 points</p> <p>393 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>236.8 points below standard Decreased Significantly -23.1 points</p> <p>58 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 189.8 points below standard Maintained -2.5 points 84 Students	Less than 11 Students 4 Students	 Red 195.4 points below standard Maintained -2.2 points 103 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 164.8 points below standard Increased +3.5 points 122 Students	134.4 points below standard Increased Significantly +48.1 points 23 Students	Less than 11 Students 7 Students	 Red 174 points below standard Decreased Significantly - 24.4 points 77 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
219.3 points below standard Decreased -8 points 174 Students	111.9 points below standard Decreased -5.7 points 50 Students	168.9 points below standard Decreased -5.4 points 172 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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All students scored 178 points below standard which was a decrease from the previous school year. For math, we still have all subgroups in the red and our Hispanic students showing small gains and climbed to the orange. English learners scored 195.3 points below standard which was a decrease from the previous school year. Socioeconomically disadvantaged students scored 178.3 points below standard which was a decrease from the previous school year. Students with disabilities scored significantly lower at 236.8 points below standard which was a significant decrease from the previous school year. African American students scored 189.8 points below standard which was similar to the previous school year. Asian students scored 195.4 points below standard which was similar to the previous school year. White students scored 174 points below standard which was a significant decrease from the previous school year.

We worked with Sacramento County Office of Education to create Building Thinking Classrooms (BTC) in all math classes. We saw an increase in behaviors in these rooms as more students are conversing and working in teams to do the work. We saw examples of individual students doing the majority of the work while others were engaged in side conversations, creating a difficult scenario for an individual teacher to manage all the behaviors.

Utilizing our funds, we are looking at increasing staffing in our math classes to provide supports to manage behaviors and help support a system where all students are engaged and on task. We are also continuing the professional

learning around BTC to help teachers improve their processes and procedures to help it be successful if they wish to continue it.

# School and Student Performance Data

## Academic Performance English Learner Progress

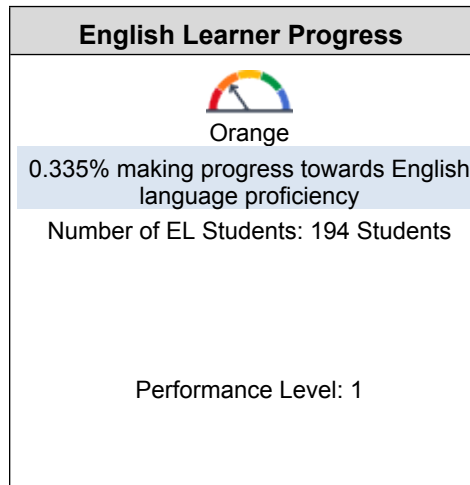
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	102	0	65

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

While a majority of our students maintained their level and a small group decreased, we had many students progress at least one level.

We have had a significant increase in EL students coming to KJMS. We are increasing staffing to provide supports for these students, we are struggling keeping up with the demand with our limited space. We started using ERWC as our curriculum and it has shown to be beneficial for our students, but for a significant percentage of the year we didn't have all our materials. Now that we do, we have seen a significant increase in student outcomes.

Increasing instructional staff and professional development to use the EL Achieve curriculum has been a key to moving forward while still utilizing the ERWC. An increase in oral language within the classrooms will support the students continued growth.

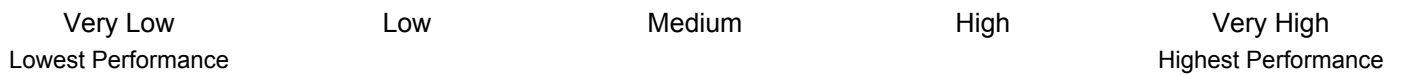
# School and Student Performance Data

## Academic Performance College/Career Report

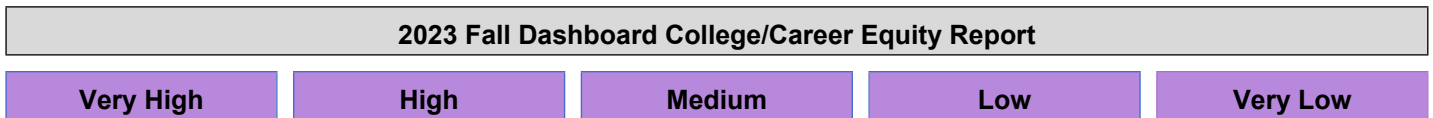
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This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

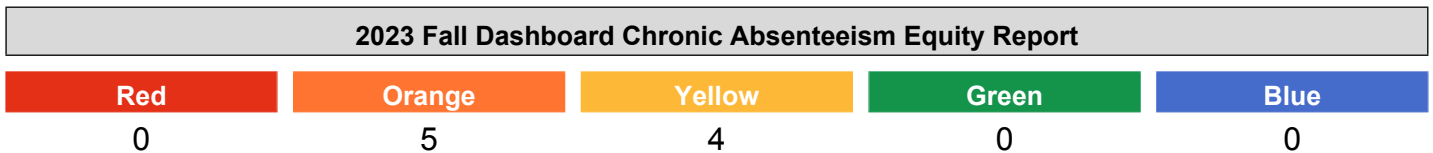
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This section provides number of student groups in each level.








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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>38.9% Chronically Absent</p> <p>Declined Significantly -13.8</p> <p>638 Students</p>	<p>Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined Significantly -13.1</p> <p>318 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>66.7% Chronically Absent</p> <p>Declined -15.8</p> <p>45 Students</p>	<p>Yellow</p> <p>37.7% Chronically Absent</p> <p>Declined Significantly -14.2</p> <p>581 Students</p>	<p>Orange</p> <p>49.4% Chronically Absent</p> <p>Declined -15.5</p> <p>77 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 54% Chronically Absent Declined -18.8 126 Students	Less than 11 Students 4 Students	 Yellow 16.2% Chronically Absent Declined Significantly -8.2 179 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.7% Chronically Absent Declined Significantly -6.7 174 Students	 Orange 51.5% Chronically Absent Declined -18.5 33 Students	Less than 11 Students 10 Students	 Orange 31.2% Chronically Absent Declined -14.1 109 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

We have no groups still in the red anymore. We have had significant gains in positive attendance, but still have farther to go.

38.9% of all students were chronically absent which was a significant decrease from the previous school year. 66.7% of our homeless students were chronically absent which was a decrease from the previous school year. 49.4% of our students with disabilities were chronically absent which was a decrease from the previous school year. 54% of our African American students were chronically absent which was a decrease from the previous school year. 51.5% of students that identify as two or more races were chronically absent which was a decrease from the previous school year. 31.2% of our white students were chronically absent which was a decrease from the previous school year.

We worked tirelessly to create a positive school climate with positive attendance incentives for students. We celebrated students at school and in class on time. We saw the months we had incentives, our attendance improved, and months we didn't have an incentive the attendance was lower.

Because of our success with incentives, we have increased our budget in areas around incentives and staffing to provide PBIS supports to continue the growth and celebrate our successes with students, parents and staff.

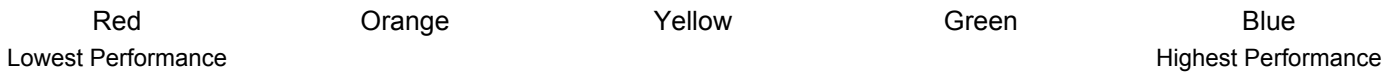
# School and Student Performance Data

## Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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# School and Student Performance Data

## Conditions & Climate Suspension Rate

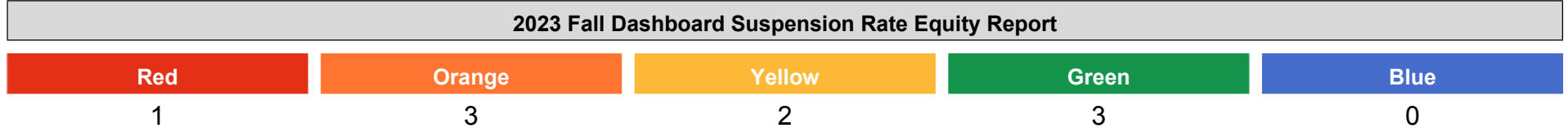
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This section provides number of student groups in each level.



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

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Yellow

11.2% suspended at least one day

Declined Significantly -5  
696 Students

**English Learners**

  
 Green


7.3% suspended at least one day

Declined Significantly -4.8  
331 Students

**Foster Youth**

Less than 11 Students  
6 Students


**Homeless**

  
 Orange

18.9% suspended at least one day

Declined -4.9  
53 Students


**Socioeconomically Disadvantaged**

  
 Yellow

11.5% suspended at least one day

Declined Significantly -5.2  
620 Students






**Students with Disabilities**

  
 Orange

18.6% suspended at least one day

Declined -2.4  
86 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 20% suspended at least one day Declined -6.8 145 Students	Less than 11 Students 5 Students	 Green 5.8% suspended at least one day Declined Significantly -4.4 190 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.8% suspended at least one day Declined -0.8 186 Students	 Red 21.1% suspended at least one day Increased 6.8 38 Students	Less than 11 Students 10 Students	 Green 5.9% suspended at least one day Declined -11.1 119 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

11.2 % of all students were suspended at least one day which was a significant decrease from the previous school year. Students in the Two or more races are still in the red and saw an increase in suspensions last year while all other groups saw a decrease.

We increased our positive incentives for students making the right decision, over negative consequences for students making the wrong one. We celebrated as a staff when students came to staff and asked for help or tried to problem solve. Through doing this, we saw a significant increase in students seeking help when needed instead of fighting. We need to increase communication with our EL families to ensure they understand the process and feel the supports we have in place.

Increase supports for our students in the two or more races category around staffing and incentives that they will work towards. Work with PBIS team to find incentives they will work towards utilizing listening circles.



# 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

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Katherine Johnson staff looked at academic data from CAASPP and iReady data to make initial plans. Based on that, time was spent identifying essential standards to focus on and intervention groups to get the students with the most needs support. Use of formative and summative assessments tied to our goals to progress monitor student growth.

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

In English we saw quite a lot of success with all subgroups showing growth. Regarding a breakdown in our ethnicity groups, white and Asian students didn't show growth while all others did. The groups we focused on showed growth, we just failed to implement those goals across all groups.

We didn't have as much success in Math, as none of our subgroups showed growth. We did show growth in specific ethnicities, but very few. We implemented Building Thinking Classrooms (BTC) with the coaching and support from SCOE. We saw some difficulties with student behaviors while trying to engage the students in working collaboratively, but we saw an increase in students off task.

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

We made adjustments to staffing to help put more adults in the classrooms to assist in monitoring student collaboration, which should lead to better outcomes. In addition, our focus on continued professional development to support the teachers in co-teaching and managing classroom behaviors will help our math growth.

**2023-24**

**Identified Need**

Math scores continued to be in the red on the state dashboard for all subgroups. We saw continued poor performance on other assessments throughout the year. We continued to make adjustments and offered additional supports to assist in the math department, with further additional supports for next year.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 106.5 points below standard Two or More Races 89.2 points below standard Pacific Islander White 130.3 points below standard	
<b>Math State Assessment: Change in scale score</b>	All Students 178 points below standard English Learners 195.3 points below standard Foster Youth Homeless 197.8 points below standard Socioeconomically Disadvantaged 178.3 points below standard Students with Disabilities 236.8 points below standard African American 189.8 points below standard American Indian Asian 195.4 points below standard Filipino Hispanic 164.8 points below standard Two or More Races 134.4 points below standard Pacific Islander White 174 points below standard	<b>+3 scale score points</b>
<b>English Language Learner State Assessment:</b>	<b>0.335%</b>	<b>+2%</b>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.55%	+1%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide 2.0 FTE School Community Intervention Specialists (PC 36939 and PC 36533) to support home to school connection, push in classroom support and academic intervention.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	86950  37527	2024-2025
1.2	Provide School Agendas to promote home/school communication around academic work, school and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	2024-2025

	student goals, etc.				
1.3	Implement parent education series to empower parents with their child's academic progress, communication with teachers and preparation for high school	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	1848	2024-2025
1.4	Provide additional clerical support for attendance outreach, organization of D/F lists, tutoring organization and parent involvement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	15000	2024-2025
1.5	Provide resources and funding for staff to provide outreach to families, conduct home visits for low performing and students with poor attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	2000	2024-2025

1.6	Provide transportation and entrance fees for academic activities and field trips. Secure subs so that staff can attend activities with students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	15000  5000	2024-2025
1.7	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,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	2500	2024-2025

	cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events).				
1.8	Technology to 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, additional materials and supplies to support instruction, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12000 4000	2024-2025
1.9	Provide physical education and art resources to support grade level content standards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	500	2024-2025

			4000-4999: Books And Supplies		
1.10	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	18534  8000	2024-2025
1.11	Provide release time and/or extra pay for distributive	All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	28969  5460	2024-2025



	leadership teams and/or departments/grade level teams to collaborate and plan actions to meet school goals, ie. PACT	X Lowest Performing	1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		
1.12	Fund a 1.0 Math Intervention teacher (PC 36572) to support the implementation of iReady schoolwide use and implementation of interventions and supports to help students below grade level	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Asian, Students with Disabilities, and White	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	99000  25290	2024-2025
1.13	Provide teachers with the adequate materials for quality first instruction and intervention support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	1000  1000  15028	2024-2025

			Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies		
1.14	Contract with Sacramento County Office of Education to provide teacher support with instructional planning, collaboration and data-based instructional decisions. Sub costs for teachers to participate	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 5800: Professional/ Consulting Services And Operating Expenditures	30680	2024-2025
1.15	Provide release time for data driven conferences with classroom practitioners. Sub costs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8000	2024-2025
1.16	Provide educational	All Students X English Learners	Equity Multiplier	30680	2024-2025

	consultant to provide coaching and professional development to support English and ELD growth.	Low-Income Students Foster Youth X Lowest Performing African American, Asian, Students with Disabilities, and White	5800: Professional/ Consulting Services And Operating Expenditures		
1.17	Hire two 6 hour Instructional Assistants, one for math and one for English to support student learning	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Asian, Students with Disabilities, and White	Equity Multiplier 2000-2999: Classified Personnel Salaries	98718	2024-2025

# 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

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

We primarily used attendance data for this area and listening circles for our students around class engagement. Our PBIS team meets monthly to look at data and brainstorm solutions, including holding conversations with students to find why they aren't engaged in class and what would get them to want to attend and be engaged in their learning.

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

Attendance improved greatly, however we still don't offer many different elective choices or any advanced placement classes, so engagement still isn't as good as it could be based on student feedback. They would like more options of courses and different learning styles that are more engagement based as opposed to lecture based instruction.

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

MATH department started trying Building Thinking Classrooms in an attempt to engage the students more, and have found more students attending regularly. We have also tried to add different elective options and have more planned.

**2023-24**

**Identified Need**

New ideas for how teachers can include students in their learning more. Added professional development for teachers to increase engagement strategies for students while increasing rigor for their learning. In addition, increase elective options for students with additional staff.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	38.9% Chronically Absent
	English Learners	24.5% Chronically Absent
	Foster Youth	
	Homeless	66.7% Chronically Absent
	Socioeconomically Disadvantaged	37.7% Chronically Absent
	Students with Disabilities	49.4% Chronically Absent
	African American	54% Chronically Absent
	American Indian	
	Asian	16.2% Chronically Absent
	Filipino	
	Hispanic	51.7% Chronically Absent
	Two or More Races	51.5% Chronically Absent
	Pacific Islander	
White	31.2% Chronically Absent	
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
Attendance: Percentage of the school year attended for students in TK-12	89.52%	90%																												
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A																												
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	1.95%	-0.5%																												
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<table border="0"> <tr><td>All Students</td><td>N/A</td></tr> <tr><td>English Learners</td><td>N/A</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>Homeless</td><td>N/A</td></tr> <tr><td>Socioeconomically Disadvantaged</td><td>N/A</td></tr> <tr><td>Students with Disabilities</td><td>N/A</td></tr> <tr><td>African American</td><td>N/A</td></tr> <tr><td>American Indian</td><td>N/A</td></tr> <tr><td>Asian</td><td>N/A</td></tr> <tr><td>Filipino</td><td>N/A</td></tr> <tr><td>Hispanic</td><td>N/A</td></tr> <tr><td>Two or More Races</td><td>N/A</td></tr> <tr><td>Pacific Islander</td><td>N/A</td></tr> <tr><td>White</td><td>N/A</td></tr> </table>	All Students	N/A	English Learners	N/A	Foster Youth	N/A	Homeless	N/A	Socioeconomically Disadvantaged	N/A	Students with Disabilities	N/A	African American	N/A	American Indian	N/A	Asian	N/A	Filipino	N/A	Hispanic	N/A	Two or More Races	N/A	Pacific Islander	N/A	White	N/A	N/A
All Students	N/A																													
English Learners	N/A																													
Foster Youth	N/A																													
Homeless	N/A																													
Socioeconomically Disadvantaged	N/A																													
Students with Disabilities	N/A																													
African American	N/A																													
American Indian	N/A																													
Asian	N/A																													
Filipino	N/A																													
Hispanic	N/A																													
Two or More Races	N/A																													
Pacific Islander	N/A																													
White	N/A																													

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8000 20000	2024-2025
2.2	Provide access to safety and engagement resources so students feel safe and engaged on campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2024-2025
2.3	Provide Compensated times for personnel to execute PBIS and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2000	2024-2025

	other site initiatives.		1000-1999: Certificated Personnel Salaries		
2.4	Provide library with books and supplementary materials/supplies /equipment for instructional and extra-curricular support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	15,028	2024-2025
2.5	Purchase of Instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500  1000	2024-2025
2.6	Purchase Instructional software for intervention support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And	2500  500	2024-2025



			Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.7	Provide tutoring opportunities outside of the school day to support students performing below grade level	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500  500	2024-2025
2.8	Pay for all 6th grade students to participate in an outdoor science education camp	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other	12000	2024-2025

	or other instructional trip		Operating Expenditures		
2.9	Fund a 0.5 counselor (PC 36111) 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 English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	49500 23571	2024-2025
2.10	Provide resources and professional development for the AVID and AVID Excel program	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other	2500 500	2024-2025

			Operating Expenditures		
2.11	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000 500	2024-2025

# 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

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

We regularly looked at data to monitor this goal area:

- Student referrals
- Behavior data
- Student attendance, including cuts and tardies
- Students accessing incentives (SOAR Store, SOAR points, no-tardy parties, etc.)
- Parent engagement including but not limited to: attending Student Led Conferences, parent information nights, ELAC meetings, Back to School Night, Open House, etc.

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

Incentives for positive student choices has had the largest impact based on our data. When we are consistent with monthly recognition's, students continue to make the right choices. The two months we didn't have incentive recognition, we saw a decrease in attendance, increase in tardies and an increase in behaviors.

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

We need more staff and incentives to increase the positive trend and support all our educational partners. Using some of our funding, we have increased staff for SEL, attendance, support staff and another behaviorist. Using this staff, it will be more manageable to have someone always creating incentives and we can have monthly or bi-weekly incentives for students showing positive attendance and behavior. Also using our new positions, we can increase parent support around attendance and academics, which will have a big impact on the success of our students.

**2023-24**

**Identified Need**

Increase attendance and decrease behaviors, specifically fighting and use of drugs and vaping. These were our most common behaviors for the 21-22 and 22-23 school year. We also had significant attendance issues, including tardies, cuts and chronic absenteeism.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	11.2% suspended at least one day	-0.3%
	English Learners	7.3% suspended at least one day	
	Foster Youth		
	Homeless	18.9% suspended at least one day	
	Socioeconomically Disadvantaged	11.5% suspended at least one day	
	Students with Disabilities	18.6% suspended at least one day	
	African American	20% suspended at least one day	
	American Indian		
	Asian	5.8% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic 10.8% suspended at least one day Two or More Races 21.1% suspended at least one day Pacific Islander White 5.9% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	48.5%	53"
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	50.2%	55%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	12%	20%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide supplies and materials for parent meetings	All Students X English Learners X Low-Income Students X Foster Youth	Title I Part A Site Allocation	5000	2024-2025

		X Lowest Performing Two or more races	4000-4999: Books And Supplies		
3.2	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 X English Learners X Low-Income Students X Foster Youth X Lowest Performing Two or more races	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024-2025
3.3	Provide incentives, assemblies and field trips toward supporting positive student behaviors. Scholars may purchase items with points in student store	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3500	2024-2025
3.4	Supporting school culture and connecting students to the	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	5000	2024-2025

	school through lunch time organized sports and clubs activities. Having sports equipment and club materials available for students to engage in positive interactions.	Lowest Performing	4000-4999: Books And Supplies		
3.5	Provide funding for collaboration time and materials. Support Equity Team to evaluate the equity and inclusiveness of site policies, programs, and activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3500	2024-2025
3.6	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8000	2024-2025



3.7	Fund a 2.0 FTE School Community Intervention Assistants (PC 37278 and PC 38414) to support support home to school connection, classroom support and student intervention and recognition.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	69155  39484	2024-2025
3.8	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 Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	2024-2025
3.9	Provide resources to support the emotional safety of students at	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1500	2024-2025

	<p>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.).</p>	<p>Lowest Performing</p>	<p>4000-4999: Books And Supplies</p>		
3.10	<p>Hire staff to work with students on conflict resolution, restorative practices, behavior contracts, check in and check out, etc. to support students and teachers in improving class engagement, decreasing negative behaviors and improving social</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Equity Multiplier 1000-1999: Certificated Personnel Salaries Equity Multiplier 1000-1999: Certificated Personnel Salaries</p>	<p>170487 138152</p>	<p>2024-2025</p>

	emotional learning. This will be 2.0 FTE Board Certified Behavior Analyst or Similar certificated position.				
3.11	Provide supplemental Bilingual support for afterschool tutoring and academic events/activities	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	5000	2024-2025
3.12	Provide Compensated time for staff to host academic family nights	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10000	2024-2025
3.13	Provide recognition and rewards for students who demonstrate successful personal practices or	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2024-2025

	<p>improvement in personal practices that support learning. Successful Practices include but are not limited to: academics, attendance, participation, Katherine Johnson Middle School 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</p>				
3.14	<p>Provide Opportunities for staff to implement specific curriculum, lessons and content which celebrates and</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	8000	2024-2025

	<p>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</p>				
3.15	<p>Increase school spirit, attendance, academics and student behavior through school gear and clothing and incentive</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>2500 10000</p>	<p>2024-2025</p>

	clothing for students with high academic performance, good attendance, increased test scores, etc.		Other		
3.16	Hire 1.0 FTE (8 hour) campus monitor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	61142	2024-2025
3.17	Hire 1.0 FTE Social Worker	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries	157671	2024-2025
3.18	Provide Data-driven SEL Curriculum and other materials and supplies to increase student participation and engagement in SEL	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	Equity Multiplier 4000-4999: Books And Supplies	15031	2024-2025



# 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

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

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)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners based on language proficiency level.	August 2024 - June 2025	ELD Teachers	1000-1999: Certificated Personnel Salaries		
Provide primary language support to English learners in core content classes outside of ELD.	August 2024 - June 2025	BIAs 2 FTE Farsi/Dari 2 FTE Pashto 1 FTE Spanish	2000-2999: Classified Personnel Salaries		

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

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)		
		Description	Type	Funding Source (itemize for each source)

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement



<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>

# 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	\$598,828.00
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	\$1,430,405.00

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

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$732,617.00
LCFF Supplemental Site Allocation	\$88,960.00
Other	\$10,000.00
Title I Part A Parent Involvement	\$6,348.00
Title I Part A Site Allocation	\$592,480.00

Subtotal of state or local funds included for this school: \$1,430,405.00

Total of federal, state, and/or local funds for this school: \$1,430,405.00

# 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	592,480	0.00
Title I Part A Parent Involvement	6,348	0.00
LCFF Supplemental Site Allocation	88,960.00	0.00
Equity Multiplier	732,617	0.00

## Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	732,617.00
LCFF Supplemental Site Allocation	88,960.00
Other	10,000.00
Title I Part A Parent Involvement	6,348.00
Title I Part A Site Allocation	592,480.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	684,587.00
2000-2999: Classified Personnel Salaries	335,965.00
3000-3999: Employee Benefits	125,872.00
4000-4999: Books And Supplies	117,087.00
5000-5999: Services And Other Operating Expenditures	95,534.00
5800: Professional/Consulting Services And Operating Expenditures	61,360.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries	Equity Multiplier	466,310.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	159,860.00
4000-4999: Books And Supplies	Equity Multiplier	45,087.00
5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	61,360.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,960.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	15,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	43,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,500.00
	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	3,848.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	201,469.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	161,105.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	125,872.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	28,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	75,534.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	562,684.00
Goal 2	149,099.00
Goal 3	718,622.00

# 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	
Takoia 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 05/07/2024.

Attested:



Principal, Damon Smith on 05/07/2024

On file

SSC Chairperson, Amberr Shannon on 05/07/2024

# Budget By Expenditures

## Katherine Johnson Middle School

**Funding Source: Comprehensive Support and Improvement (CSI)**

**\$0.00 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	

Comprehensive Support and Improvement (CSI) Total Expenditures: \$30,000.00

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

**Funding Source: Equity Multiplier**

**\$732,617.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Katherine Johnson Middle School

	1000-1999: Certificated Personnel Salaries	\$138,152.00	Engaging Academics
Hire staff to work with students on conflict resolution, restorative practices, behavior contracts, check in and check out, etc. to support students and teachers in improving class engagement, decreasing negative behaviors and improving social emotional learning. This will be 2.0 FTE Board Certified Behavior Analyst or Similar certificated position.	1000-1999: Certificated Personnel Salaries	\$170,487.00	Engaging Academics
Hire 1.0 FTE (8 hour) campus monitor	2000-2999: Classified Personnel Salaries	\$61,142.00	Engaging Academics
Hire 1.0 FTE Social Worker	1000-1999: Certificated Personnel Salaries	\$157,671.00	Engaging Academics
Provide Data-driven SEL Curriculum and other materials and supplies to increase student participation and engagement in SEL	4000-4999: Books And Supplies	\$15,031.00	Engaging Academics
Contract with Sacramento County Office of Education to provide teacher support with instructional planning, collaboration and data-based instructional decisions. Sub costs for teachers to participate	5800: Professional/Consulting Services And Operating Expenditures	\$30,680.00	Connected School Communities
Provide library with books and supplementary materials/supplies/equipment for instructional and extra-curricular support	4000-4999: Books And Supplies	\$15,028.00	Healthy Environments
Provide educational consultant to provide coaching and professional development to support English and ELD growth.	5800: Professional/Consulting Services And Operating Expenditures	\$30,680.00	Connected School Communities
Hire two 6 hour Instructional Assistants, one for math and one for English to support student learning	2000-2999: Classified Personnel Salaries	\$98,718.00	Connected School Communities



# Katherine Johnson Middle School

Equity Multiplier Total Expenditures: \$717,589.00

Equity Multiplier Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$88,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	\$500.00	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	\$500.00	Engaging Academics	
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	\$3,500.00	Engaging Academics	
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.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academics	
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Connected School Communities	

## Katherine Johnson Middle School

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.	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Healthy Environments
Provide access to safety and engagement resources so students feel safe and engaged on campus.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments
Provide Compensated times for personnel to execute PBIS and other site initiatives.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Healthy Environments
	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments
	5000-5999: Services And Other Operating Expenditures	\$500.00	Healthy Environments
	1000-1999: Certificated Personnel Salaries	\$500.00	Healthy Environments
Provide School Agendas to promote home/school communication around academic work, school and student goals, etc.	4000-4999: Books And Supplies	\$10,000.00	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	\$15,000.00	Connected School Communities
Provide physical education and art resources to support grade level content standards	4000-4999: Books And Supplies	\$500.00	Connected School Communities

## Katherine Johnson Middle School

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: academics, attendance, participation, Katherine Johnson Middle School 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	4000-4999: Books And Supplies	\$2,000.00	Engaging Academics
Increase school spirit, attendance, academics and student behavior through school gear and clothing and incentive clothing for students with high academic performance, good attendance, increased test scores, etc.	4000-4999: Books And Supplies	\$2,500.00	Engaging Academics
	1000-1999: Certificated Personnel Salaries	\$5,460.00	Connected School Communities
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$500.00	Healthy Environments
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	\$8,000.00	Engaging Academics
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.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academics

## Katherine Johnson Middle School

Provide resources to support the emotional safety of 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.).	4000-4999: Books And Supplies	\$1,500.00	Engaging Academics
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LCFF Supplemental Site Allocation Total Expenditures: \$88,960.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$10,000.00	Engaging Academics	

Other Total Expenditures: \$10,000.00

Other Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$6,348.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Katherine Johnson Middle School

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).	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Connected School Communities
Provide resources and funding for staff to provide outreach to families, conduct home visits for low performing and students with poor attendance.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities
Implement parent education series to empower parents with their child's academic progress, communication with teachers and preparation for high school	1000-1999: Certificated Personnel Salaries	\$1,848.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$6,348.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation

**\$592,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide transportation and entrance fees for academic activities and field trips. Secure subs so that staff can attend activities with students	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Connected School Communities	
Technology to 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, additional materials and supplies to support instruction, etc.	4000-4999: Books And Supplies	\$12,000.00	Connected School Communities	

## Katherine Johnson Middle School

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.	5000-5999: Services And Other Operating Expenditures	\$18,534.00	Connected School Communities
Purchase of Instructional technology, related accessories, hardware/software, and/or web-based programs to supplement core and elective curriculum	4000-4999: Books And Supplies	\$2,500.00	Healthy Environments
Purchase Instructional software for intervention support	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Healthy Environments
Provide tutoring opportunities outside of the school day to support students performing below grade level	1000-1999: Certificated Personnel Salaries	\$2,500.00	Healthy Environments
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	\$12,000.00	Healthy Environments
Fund a 0.5 counselor (PC 36111) 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	\$49,500.00	Healthy Environments
Provide resources and professional development for the AVID and AVID Excel program	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Healthy Environments
	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Healthy Environments
	3000-3999: Employee Benefits	\$23,571.00	Healthy Environments
Provide funding for collaboration time and materials. Support Equity Team to evaluate the equity and inclusiveness of site policies, programs, and activities.	1000-1999: Certificated Personnel Salaries	\$3,500.00	Engaging Academics

## Katherine Johnson Middle School

Provide supplies and materials for parent meetings	4000-4999: Books And Supplies	\$5,000.00	Engaging Academics
	3000-3999: Employee Benefits	\$37,527.00	Connected School Communities
Provide 2.0 FTE School Community Intervention Specialists (PC 36939 and PC 36533) to support home to school connection, push in classroom support and academic intervention.	2000-2999: Classified Personnel Salaries	\$86,950.00	Connected School Communities
	3000-3999: Employee Benefits	\$25,290.00	Connected School Communities
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	\$8,000.00	Engaging Academics
Provide release time for data driven conferences with classroom practitioners. Sub costs	1000-1999: Certificated Personnel Salaries	\$8,000.00	Connected School Communities
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.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments
Provide supplemental Bilingual support for afterschool tutoring and academic events/activities	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academics

## Katherine Johnson Middle School

Provide Compensated time for staff to host academic family nights	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academics
Fund a 2.0 FTE School Community Intervention Assistants (PC 37278 and PC 38414) to support support home to school connection, classroom support and student intervention and recognition.	2000-2999: Classified Personnel Salaries	\$69,155.00	Engaging Academics
	3000-3999: Employee Benefits	\$39,484.00	Engaging Academics
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
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
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	\$28,969.00	Connected School Communities
Fund a 1.0 Math Intervention teacher (PC 36572) to support the implementation of iReady schoolwide use and implementation of interventions and supports to help students below grade level	1000-1999: Certificated Personnel Salaries	\$99,000.00	Connected School Communities
Provide teachers with the adequate materials for quality first instruction and intervention support	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities



## Katherine Johnson Middle School

Title I Part A Site Allocation Total Expenditures:	\$601,713.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Katherine Johnson Middle School Total Expenditures:	\$1,454,610.00