

# 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 27, 2025	June 24,2025

## 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).

Katherine Johnson Middle School 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).

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	4
Resource Inequities .....	4
Input from Educational Partners .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance .....	8
Academic Performance.....	9
Academic Engagement.....	18
Conditions & Climate.....	22
Goals, Strategies, & Proposed Expenditures.....	24
SPSA/Goal 1 .....	24
SPSA/Goal 2 .....	35
SPSA/Goal 3 .....	43
Centralized Services for Planned Improvements in Student Performance .....	55
Budget Summary .....	57
Budget Summary .....	57
Other Federal, State, and Local Funds .....	57
Budgeted Funds and Expenditures in this Plan .....	58
Funds Budgeted to the School by Funding Source.....	58
Expenditures by Funding Source .....	58
Expenditures by Budget Reference .....	58
Expenditures by Budget Reference and Funding Source .....	58
Expenditures by Goal.....	59
School Site Council Membership .....	60
Recommendations and Assurances .....	61

# 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. We continually looked at our data, shared results with educational partners, and adjusted our plan as needed.

# 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
Total Enrollment				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
Total Enrollment	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%
Reclassified Fluent English Proficient (RFEP)			4			1.07%

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
616	78.2%	42.4%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	261	42.4%
Foster Youth	2	0.3%
Homeless	29	4.7%
Socioeconomically Disadvantaged	482	78.2%
Students with Disabilities	78	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	108	17.5%
American Indian	6	1%
Asian	183	29.7%
Filipino	3	0.5%
Hispanic	170	27.6%
Two or More Races	28	4.5%
Pacific Islander	7	1.1%
White	110	17.9%

# School and Student Performance Data

## Overall Performance






The 2024 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.

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



### 2024 Fall Dashboard Overall Performance for All Students

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



# School and Student Performance Data

## Academic Performance English Language Arts

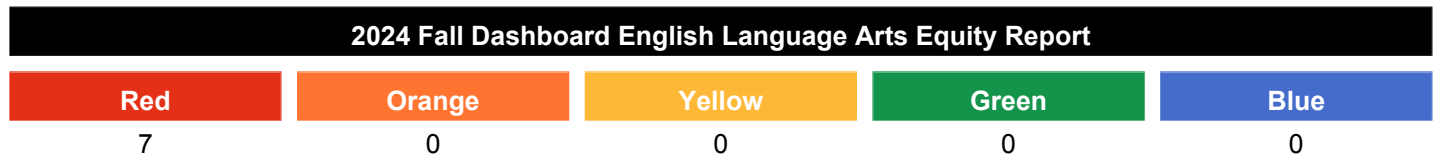
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>137.9 points below standard</div> <div>Declined 14.0 points</div> <div>468 Students</div>	<div>English Learners</div> <div> Red</div> <div>157.8 points below standard</div> <div>Declined 6.9 points</div> <div>263 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>152.5 points below standard</div> <div>Increased 5.3 points</div> <div>45 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>163.5 points below standard</div> <div>Declined 7.0 points</div> <div>26 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>141.7 points below standard</div> <div>Declined 16.3 points</div> <div>410 Students</div>

<b>Students with Disabilities</b>  Red 161.6 points below standard Maintained 2.9 points 63 Students	<b>African American</b>  Red 125.8 points below standard Declined 11.3 points 86 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 6 Students
<b>Asian</b>  Red 164.7 points below standard Declined 6.1 points 131 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  Red 127.6 points below standard Declined 21.1 points 136 Students
<b>Two or More Races</b>  No Performance Color 96.5 points below standard Declined 7.3 points 25 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 7 Students	<b>White</b>  Red 143.1 points below standard Declined 12.8 points 75 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.

All of our student groups, especially our Multilingual Learners, fall into the red on the state dashboard for English Language Arts.

English learners scored 157.8 points below standard which was a decrease of 6.9 points from the previous school year. Our socioeconomically disadvantaged students scored 141.7 points below standard which was a decrease of 16.3 points from the previous school year.

Students with disabilities scored 161.6 points below standard which was a decrease of 2.9 points from the previous school year.

African American students 125.8 points below standard which was a decrease of 11.3 points from the previous school year.

Asian students scored 164.7 points below standard which was a decrease of 6.1 points from the previous school year.

Hispanic students scored 127.6 points below standard which was a decrease of 21.1 points from the previous school year.

White students scored 143.1 points below standard which was a decrease of 12.8 points from the previous school year.

In comparison all students scored 137.9 points below standard which was a decrease of 14 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Katherine Johnson has a high mobility rate and has grown in our English Learners. Both of these have contributed to the decline, as our staff isn't having time to catch students up. We are re-teaching and providing interventions for students who come to Katherine Johnson many years behind grade level.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Katherine Johnson would benefit from training around instructional pedagogy practices to support our new student groups we are struggling reaching at the highest level. Additional teachers to provide interventions, assistants to support the work in the classrooms and additional support staff to help get students to class.

# School and Student Performance Data

## Academic Performance Mathematics

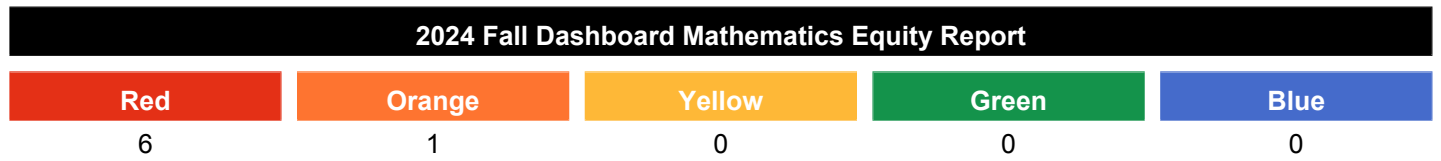
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>194.3 points below standard</div> <div>Declined 16.3 points</div> <div>512 Students</div>	<div>English Learners</div> <div> Red</div> <div>207.6 points below standard</div> <div>Declined 12.3 points</div> <div>309 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>222.2 points below standard</div> <div>Declined 11.2 points</div> <div>45 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>220.5 points below standard</div> <div>Declined 22.8 points</div> <div>28 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>199.1 points below standard</div> <div>Declined 20.7 points</div> <div>453 Students</div>

<b>Students with Disabilities</b>  Orange 218.0 points below standard Increased 18.7 points 62 Students	<b>African American</b>  Red 200.4 points below standard Declined 10.6 points 85 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 6 Students
<b>Asian</b>  Red 215.3 points below standard Declined 19.9 points 155 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  Red 182.8 points below standard Declined 18.0 points 139 Students
<b>Two or More Races</b>  No Performance Color 175.9 points below standard Declined 41.5 points 26 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 7 Students	<b>White</b>  Red 180.8 points below standard Declined 6.7 points 93 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.

English learners scored 207.6 points below standard which was a decrease of 12.3 points from the previous school year.

Long Term English learners scored 222.2 points below standard which was a decrease of 11.2 points from the previous school year.

Our socioeconomically disadvantaged students scored 199.1 points below standard which was a decrease of 20.7 points from the previous school year.

African American students 200.4 points below standard which was a decrease of 10.6 points from the previous school year.

Asian students scored 215.3 points below standard which was a decrease of 19.9 points from the previous school year.

Hispanic students scored 182.8 points below standard which was a decrease of 18 points from the previous school year.

White students scored 180.8 points below standard which was a decrease of 6.7 points from the previous school year.

In comparison all students scored 194.3 points below standard which was a decrease of 16.3 points from the previous school year.

All of our subgroups declined with the exception of our Students with Disabilities (increased 18.7 points). Our largest decline was with our Socioeconomically Disadvantaged, which declined 20.7 points.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our student population is always changing as we have a significant mobility rate, in addition to a large influx of Multilingual Learners. We have a large percentage of our students many years behind grade level, and our work during the short time we have worked with the students, we have not been successful making up the years growth needed.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Additional intervention teachers, instructional pedagogy approaches/training for staff for supporting our Multilingual Learners in general education classrooms to help achieve accelerated growth, support staff to help in classrooms and out of class.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Yellow
31% making progress.	46.8% making progress.
Number Students: 242 Students	Number Students: 47 Students

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.

2024 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
10.7%	58.3%	1.2%	29.8%

### Lowest Performing Group:

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

The majority of our students are maintaining, which is a high opportunity for growth and improvement. Almost 30% of our students growing by at least one level is our greatest growth, and our students decreasing a level is definitely an area for improvement.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

A couple teachers were trained in a new curriculum and how to teach it. It increased student voice in the classrooms, which helped with their language acquisition.

### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Training, materials, support staff to assist and coaching for the teachers.

# School and Student Performance Data

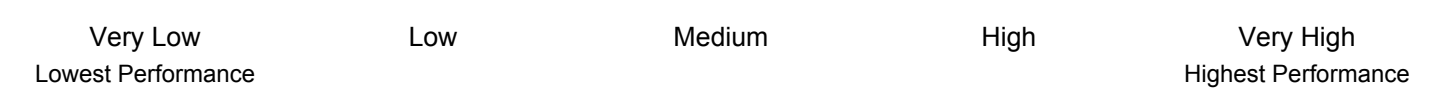
## Academic Performance College/Career Report

The 2024 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.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### 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.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div><p>Orange</p></div> <div>37.5% Chronically Absent</div> <div>Declined 1.4</div> <div>726 Students</div>	<div>English Learners</div> <div><p>Yellow</p></div> <div>21.4% Chronically Absent</div> <div>Declined 3.1</div> <div>364 Students</div>	<div>Long-Term English Learners</div> <div><p>Orange</p></div> <div>36% Chronically Absent</div> <div>Declined 6.6</div> <div>50 Students</div>
<div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div><p>Red</p></div> <div>70.1% Chronically Absent</div> <div>Increased 3.5</div> <div>67 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Orange</p></div> <div>36.7% Chronically Absent</div> <div>Declined 1</div> <div>648 Students</div>

<b>Students with Disabilities</b>  Orange 47.9% Chronically Absent Declined 1.4 96 Students	<b>African American</b>  Red 60.7% Chronically Absent Increased 6.8 135 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
<b>Asian</b>  Orange 17.4% Chronically Absent Increased 1.2 213 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Yellow 43.5% Chronically Absent Declined 8.3 191 Students
<b>Two or More Races</b>  Red 51.3% Chronically Absent Maintained 0.2 39 Students	<b>Pacific Islander</b>  No Performance Color 75% Chronically Absent 0 12 Students	<b>White</b>  Orange 27.6% Chronically Absent Declined 3.6 127 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.

Our lowest performing student groups were Homeless, African American, and students who identify as two or more races.

70.1 % of our homeless students were chronically absent which was an increase of 3.5 from the previous school year. 60.7 % of our African American students were chronically absent which was an increase of 6.8 from the previous school year.

51.3 % of our students who identify as two or more races were chronically absent which was an increase of 0.2 from the previous school year.

In comparison, 37.5 % of all students were chronically absent which was a decrease of 1.4 from the previous school year.

Our Homeless, African American and Two or More Races all fall in the red category. TOM maintained their previous level, while Homeless and African American grew the most.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

All our other groups declined in absenteeism. PBIS celebrations and incentives have helped with a lot of these areas, but the two groups who have increased have trouble with transportation. Many of our students with chronic absenteeism have to take the city bus to get to school, and often have to make 1-2 transfers. When it's raining many of the students do not come.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Positive incentives for our store, staff to run data and organize celebration events, work with families to support positive attendance, including helping families with transportation plans.

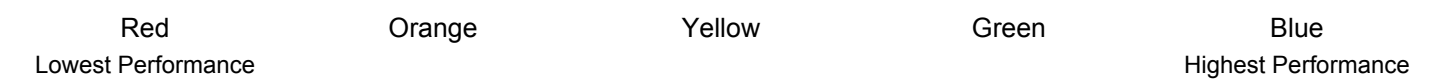
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### 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.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

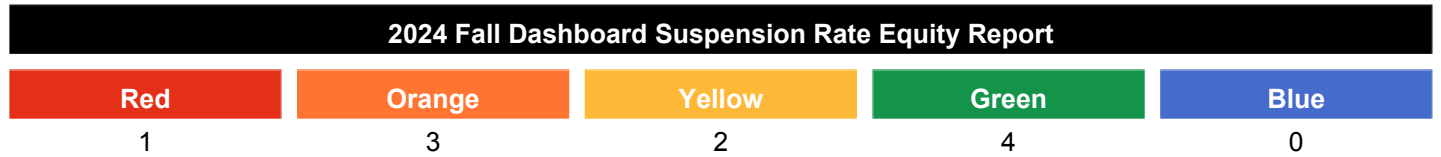
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>10.8% suspended at least one day</div> <div>Declined 0.4%</div> <div>779 Students</div>	<div>English Learners</div> <div> Green</div> <div>4.6% suspended at least one day</div> <div>Declined 2.7%</div> <div>373 Students</div>	<div>Long-Term English Learners</div> <div> Green</div> <div>8% suspended at least one day</div> <div>Declined 13.3%</div> <div>50 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div> Orange</div> <div>16.2% suspended at least one day</div> <div>Declined 2.7%</div> <div>74 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>11.1% suspended at least one day</div> <div>Declined 0.4%</div> <div>695 Students</div>

<b>Students with Disabilities</b>  Yellow 10.7% suspended at least one day Declined 7.9% 103 Students	<b>African American</b>  Red 25.3% suspended at least one day Increased 5.3% 154 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
<b>Asian</b>  Green 5.5% suspended at least one day Declined 0.3% 218 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Green 6.9% suspended at least one day Declined 3.9% 204 Students
<b>Two or More Races</b>  Orange 16.3% suspended at least one day Declined 4.8% 43 Students	<b>Pacific Islander</b>  No Performance Color 16.7% suspended at least one day 12 Students	<b>White</b>  Orange 6.5% suspended at least one day Increased 0.6% 138 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.

The lowest group in the red are our African American student group, where 25.3% of them were suspended at least one day which was an increase of 5.3%.

All other groups declined.

In comparison, 10.8% of all students were suspended at least one day which was a decrease of 0.4% from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We continue to have work to do to include and make our African American students feel safe and not threatened to where they feel like they have to fight. We had a significant number of fights and drug use with our African American group. We tried many different restorative solutions for fighting, which helped in some areas. We also worked with groups to do drug awareness programs which we believe helped as the year continued.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

More programs for drug awareness and prevention, staff and training for restorative, PBIS supports and staff to run data, build behavior plans and supports for staff to help students be successful.

# 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: 2024-25

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 across the board in Math. We are working to implement 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. Our main area of growth we saw came from a group of our Multilingual learners. Using our Title funds, we fund a math intervention teacher who has been pushing into an ELD class each period and front loading math concepts prior to students receiving them in their math class. Students in this model showed accelerated growth in math.

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.

2025-26

Identified Need

Provide additional training for staff to improve instructional practices, increase parent engagement and outreach, supports for staff around student behaviors in class and intervention supports for students in need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	137.9 points below standard	+3 scale score points
	English Learners	157.8 points below standard	
	Foster Youth		
	Homeless	163.5 points below standard	
	Socioeconomically Disadvantaged	141.7 points below standard	
	Students with Disabilities	161.6 points below standard	
	African American	125.8 points below standard	
	American Indian		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Asian	164.7 points below standard	
	Filipino		
	Hispanic	127.6 points below standard	
	Two or More Races	96.5 points below standard	
	Pacific Islander		
	White	143.1 points below standard	
Math State Assessment: Change in scale score	All Students	194.3 points below standard	+3 scale score points
	English Learners	207.6 points below standard	
	Foster Youth		
	Homeless	220.5 points below standard	
	Socioeconomically Disadvantaged	199.1 points below standard	
	Students with Disabilities	218.0 points below standard	
	African American	200.4 points below standard	
	American Indian		
	Asian	215.3 points below standard	
	Filipino		
	Hispanic	182.8 points below standard	
	Two or More Races	175.9 points below standard	
	Pacific Islander		
	White	180.8 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	31%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	1.07%	+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	95824 52559	2025-2026
1.2	Provide School Agendas to promote home/school communication	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	10000	2025-2026

	around academic work, school and student goals, etc.		4000-4999: Books And Supplies		
1.3	Implement parent education series to empower parents with their child's academic progress, communication with teachers and preparation for high school	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	3540	2025-2026
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	2025-2026
1.5	Provide resources and funding for staff to provide outreach to families, conduct home visits for low performing	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	2100	2025-2026

	and students with poor attendance.				
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	2000  15000	2025-2026
1.7	In partnership with community organizations, parents and parents' groups to provide family nights, community events, community resources and community forums that include but are not limited to: science nights,	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	200	2025-2026

	cultural nights, arts nights, parent education/support s, 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.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100 5000	2025-2026
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	2025-2026

			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	534  8000	2025-2026
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	18969  6700	2025-2026

	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	102000 25979	2025-2026
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	100 100	2025-2026



			Site Allocation 4000-4999: Books And Supplies		
1.14	Provide professional development options for staff supporting instructional planning, direct instruction, collaboration and data-based instructional decisions. Sub costs for teachers to participate	All Students English Learners Low-Income Students Foster Youth X Lowest Performing			2025-2026
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	800	2025-2026
1.16	Provide educational consultant to provide coaching and professional	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026

	development to support English and ELD growth.				
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			2025-2026

# 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: 2024-25

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. COST (Coordination of Services Team) meets weekly to look at data and assigns case manager to work with students and families around area of need and work with teachers to implement strategies to help students be successful.

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. 1/3 of our students with a COST case

manager was able to grow enough to be removed from COST, which created more space to help more students. With a focus on PBIS, we find still many teachers need support fully implementing tier 1 strategies in the classroom to support all students.

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 for next year. We were also able to get more families in our COST program and get support, as well as putting our behaviorists in more classes to support implementation of tier 1 strategies.

2025-26

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, increaaase elective options for students with additional staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	37.5% Chronically Absent	-0.5%
	English Learners	21.4% Chronically Absent	
	Foster Youth		
	Homeless	70.1% Chronically Absent	
	Socioeconomically Disadvantaged	36.7% Chronically Absent	
	Students with Disabilities	47.9% Chronically Absent	
	African American	60.7% Chronically Absent	
	American Indian		
	Asian	17.4% Chronically Absent	
	Filipino		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Hispanic</div> <div>43.5% Chronically Absent</div> <div>Two or More Races</div> <div>51.3% Chronically Absent</div> <div>Pacific Islander</div> <div>75% Chronically Absent</div> <div>White</div> <div>27.6% Chronically Absent</div>	
Attendance: Percentage of the school year attended for students in TK-12	89.5%	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.	3	-0.5%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<div>All Students</div> <div>English Learners</div> <div>Foster Youth</div> <div>Homeless</div> <div>Socioeconomically Disadvantaged</div> <div>Students with Disabilities</div> <div>African American</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic</div> <div>Two or More Races</div>	N/A

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

Pacific Islander

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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Homeless, TOM	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	500 50	2025-2026
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	2025-2026

2.3	Provide Compensated times for personnel to execute PBIS and other site initiatives.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	2025-2026
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			2025-2026
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	5500 1000	2025-2026

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 Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	400 500	2025-2026
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	1100 500	2025-2026



2.8	Pay for all 6th grade students to participate in an outdoor science education camp or other instructional trip	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	5500	2025-2026
2.9	Fund a 0.5 counselor (PC 36111) to oversee the LST process, Support student academic opportunities to create four year high school plan.	X 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 Title I Part A Site Allocation 3000-3999: Employee Benefits	51500 24974	2025-2026
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	2600 500	2025-2026

			Site Allocation 5000-5999: Services And Other 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 X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	2025-2026

# 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: 2024-25

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. Also we have increased our behaviorists time in classrooms with little tier 1 strategies to help increase those in place. Also working with staff on plans for specific students who had high incidents in classes to decrease those.

2025-26

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 2024-25		Expected Outcome 2025-26
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	10.8% suspended at least one day	-0.3%
	English Learners	4.6% suspended at least one day	
	Foster Youth		
	Homeless	16.2% suspended at least one day	
	Socioeconomically Disadvantaged	11.1% suspended at least one day	
	Students with Disabilities	10.7% suspended at least one day	
	African American	25.3% suspended at least one day	
	American Indian		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Asian</div> <div>5.5% suspended at least one day</div> <div>Filipino</div> <div>Hispanic</div> <div>6.9% suspended at least one day</div> <div>Two or More Races</div> <div>16.3% suspended at least one day</div> <div>Pacific Islander</div> <div>16.7% suspended at least one day</div> <div>White</div> <div>6.5% suspended at least one day</div>	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	44.4%	53"
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	47.9%	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).	16%	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	<div>All Students</div> <div>X English Learners</div> <div>X Low-Income Students</div> <div>X Foster Youth</div>	Title I Part A Site Allocation	300	2025-2026

		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	2025-2026
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	3000	2025-2026
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	2025-2026

	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 for Equity Team.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	200	2025-2026
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	2025-2026

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	81783 60553	2025-2026
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	2025-2026
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	2025-2026



	<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>	Lowest Performing	4000-4999: Books And Supplies		
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>All Students          English Learners          Low-Income Students          Foster Youth          X Lowest Performing African American</p>			2025-2026

	emotional learning. This will be 2.0 FTE Board Certified Behavior Analyst or Similar certificated position.				
3.11	Provide supplemental afterschool tutoring and academic events	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	1000	2025-2026
3.12	Provide Compensated time for staff to host evening events, such as 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	1787	2025-2026
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	2025-2026

	<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>			2025-2026

	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				
3.15	Increase school spirit, attendance, academics and student behavior through school gear and clothing and incentive clothing for students with high	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other	2500  10000	2025-2026

	academic performance, good attendance, increased test scores, etc.				
3.16	Hire 1.0 FTE (8 hour) campus monitor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026
3.17	Hire 1.0 FTE Social Worker	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026
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 African American			2025-2026
3.19	Provide items to support building of routines and procedures, while supporting school safety above core needs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2025-2026



# 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:					
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 2025 - June 2026	ELD Teachers	1000-1999: Certificated Personnel Salaries		
Provide primary language support to English learners in core content classes outside of ELD.	August 2025 - June 2026	BIAs 2 FTE Farsi/Dari 2 FTE Pashto 1 FTE Spanish	2000-2999: Classified Personnel Salaries		
SCHOOL GOAL #2:					
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)	Estimated Cost
SCHOOL GOAL #3:					
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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$644,752.00

## 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 (\$)
------------------	-----------------

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 (\$)
LCFF Supplemental Site Allocation	\$92,800.00
Other	\$10,000.00
Title I Part A Parent Involvement	\$5,840.00
Title I Part A Site Allocation	\$536,112.00

Subtotal of state or local funds included for this school: \$644,752.00

Total of federal, state, and/or local funds for this school: \$644,752.00

# 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	536,112	0.00
Title I Part A Parent Involvement	5,840	0.00
LCFF Supplemental Site Allocation	92,800	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	92,800.00
Other	10,000.00
Title I Part A Parent Involvement	5,840.00
Title I Part A Site Allocation	536,112.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	206,196.00
2000-2999: Classified Personnel Salaries	193,607.00
3000-3999: Employee Benefits	164,065.00
4000-4999: Books And Supplies	49,600.00
5000-5999: Services And Other Operating Expenditures	21,284.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	24,200.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	15,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	43,600.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	5,640.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	200.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	176,356.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	178,607.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	164,065.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	11,084.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	365,005.00
Goal 2	98,124.00
Goal 3	181,623.00

# 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 Goma	Classroom Teacher
Amber Shannon	Classroom Teacher
Crystal Hamilton	Classroom Teacher
Vanessa Landeros	Classroom Teacher
Semeka Ward	Parent or Community Member
Vanessa Williams	Parent or Community Member
Raven Stewart	Parent or Community Member
8th grade student	Secondary Student
8th grade student	Secondary Student
7th grade student	Secondary Student
Bo Thompson	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 05/27/2025.

Attested:

Damon Smith

On file

Principal, Damon Smith on 05/27/2025

SSC Chairperson, Amber Shannon on 05/27/2025

# Budget By Expenditures

## Katherine Johnson Middle School

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Clear Pathways to Bright Futures	
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	
Comprehensive Support and Improvement (CSI) Total Expenditures:		\$30,000.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:		\$0.00		

### Funding Source: LCFF Supplemental Site Allocation

**\$92,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Katherine Johnson Middle School

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	\$500.00	Healthy Environments
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	\$6,700.00	Connected School Communities
	4000-4999: Books And Supplies	\$100.00	Connected School Communities
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

## Katherine Johnson Middle School

Provide physical education and art resources to support grade level content standards	4000-4999: Books And Supplies	\$500.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$15,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Connected School Communities
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	\$500.00	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
	4000-4999: Books And Supplies	\$500.00	Engaging Academics
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	\$3,000.00	Engaging Academics



## Katherine Johnson Middle School

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
	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
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
Provide items to support building of routines and procedures, while supporting school safety above core needs.	4000-4999: Books And Supplies	\$500.00	Engaging Academics

---

LCFF Supplemental Site Allocation Total Expenditures: \$92,800.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

## Katherine Johnson Middle School

### 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

**\$5,840.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
In partnership with community organizations, parents and parents' groups 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	\$200.00	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	\$2,100.00	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	\$3,540.00	Connected School Communities	

## Katherine Johnson Middle School

Title I Part A Parent Involvement Total Expenditures: \$5,840.00

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

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

**\$536,112.00 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	\$2,000.00	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	\$100.00	Connected School Communities	
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	\$534.00	Connected School Communities	
	3000-3999: Employee Benefits	\$52,559.00	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	\$5,500.00	Healthy Environments	
Purchase Instructional software for intervention support	5000-5999: Services And Other Operating Expenditures	\$400.00	Healthy Environments	

## Katherine Johnson Middle School

Provide tutoring opportunities outside of the school day to support students performing below grade level	1000-1999: Certificated Personnel Salaries	\$1,100.00	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	\$5,500.00	Healthy Environments
Fund a 0.5 counselor (PC 36111) to oversee the LST process, Support student academic opportunities to create four year high school plan.	1000-1999: Certificated Personnel Salaries	\$51,500.00	Healthy Environments
Provide resources and professional development for the AVID and AVID Excel program	5000-5999: Services And Other Operating Expenditures	\$2,600.00	Healthy Environments
	5000-5999: Services And Other Operating Expenditures	\$50.00	Healthy Environments
	3000-3999: Employee Benefits	\$60,553.00	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
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	\$81,783.00	Engaging Academics
Provide supplies and materials for parent meetings	4000-4999: Books And Supplies	\$300.00	Engaging Academics
Provide funding for collaboration time and materials for Equity Team.	1000-1999: Certificated Personnel Salaries	\$200.00	Engaging Academics
	3000-3999: Employee Benefits	\$24,974.00	Healthy Environments
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	\$95,824.00	Connected School Communities

## Katherine Johnson Middle School

	3000-3999: Employee Benefits	\$25,979.00	Connected School Communities
Provide supplemental afterschool tutoring and academic events	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academics
Provide Compensated time for staff to host evening events, such as academic family nights.	1000-1999: Certificated Personnel Salaries	\$1,787.00	Engaging Academics
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	\$18,969.00	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	\$102,000.00	Connected School Communities
Provide teachers with the adequate materials for quality first instruction and intervention support	4000-4999: Books And Supplies	\$100.00	Connected School Communities
Provide release time for data driven conferences with classroom practitioners. Sub costs	1000-1999: Certificated Personnel Salaries	\$800.00	Connected School Communities

## Katherine Johnson Middle School

---

Title I Part A Site Allocation Total Expenditures: \$545,345.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Katherine Johnson Middle School Total Expenditures: \$683,985.00