School Year: **2026-27**

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 26, 2026	June 23, 2026

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)

X Schoolwide Program

X 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:

- Homeless & Two or More Races - Chronic Absenteeism

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

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

Throughout the 2025-2026 school year, the administration facilitated the extensive involvement of all school community partners in analyzing student achievement and climate data, monitoring the implementation of the 2025-2026 SPSA, monitoring and evaluating the impact of programs and processes, and developing the 2026-2027 SPSA accordingly. These efforts included meetings with the school staff, the School Leadership Team, and School Site Council, as well as ELAC and other parent and student-centered groups. All groups voiced input, engaged with student data, and assisted in developing this plan over the course of several months.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.97%	0.33%	0.36%	6	2	2
African American	17.53%	16.50%	12.01%	108	101	67
Asian	29.71%	34.48%	40.14%	183	211	224
Filipino	0.49%	0.33%	0.54%	3	2	3
Hispanic/Latino	27.60%	22.06%	19.18%	170	135	107
Pacific Islander	1.14%	1.47%	1.61%	7	9	9
White	17.86%	19.12%	21.68%	110	117	121
Multiple/No Response	4.55%	5.72%	4.30%	28	35	24
			Total Enrollment	616	612	558

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	226		158
Grade 7	185		204
Grade 8	205		196
Total Enrollment	616		558

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	261	338	348	47.1%	42.4%	62.4%
Fluent English Proficient (FEP)	75	73	69	11.3%	12.2%	12.4%
Reclassified Fluent English Proficient (RFEP)	4				1.07%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
612	**90.5%**	**55.2%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	338	55.2%
Foster Youth	2	0.3%
Homeless	58	9.5%
Socioeconomically Disadvantaged	554	90.5%
Students with Disabilities	71	11.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	101	16.5%
American Indian	2	0.3%
Asian	211	34.5%
Filipino	2	0.3%
Hispanic	135	22.1%
Two or More Races	35	5.7%
Pacific Islander	9	1.5%
White	117	19.1%

School and Student Performance Data

Overall Performance

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Red		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
6	2	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	Red
142 points below standard	160.3 points below standard	156.5 points below standard
Declined 4.1 points	Maintained -2.6 points	Declined 4 points
498 Students	322 Students	44 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	156.2 points below standard	144.4 points below standard
	Increased 7.3 points	Maintained -2.7 points
2 Students	52 Students	476 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
157.3 points below standard	124.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 4.3 points	Maintained 1.4 points	2 Students
62 Students	83 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
170.9 points below standard	Fewer than 11 students - No Data for Privacy	128 points below standard
Declined 6.2 points	1 Student	Maintained -0.3 points
168 Students		118 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
100.2 points below standard	Fewer than 11 students - No Data for Privacy	139.2 points below standard
Declined 3.8 points	10 Students	Increased 3.9 points
26 Students		92 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.

Based on the California School Dashboard for Katherine Johnson Middle School, the lowest performing student groups include English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic/Latino students, Black/African American students, Homeless students, and students identifying as Two or More Races. These groups demonstrated the lowest performance levels in areas such as Chronic Absenteeism, English Language Arts, Mathematics, and Suspension Rate compared to the overall school population. These student groups will require targeted academic, attendance, and behavioral supports in the School Plan for Student Achievement (SPSA).

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

Potential causes contributing to these results may include inconsistent student attendance, limited targeted interventions for struggling students, gaps in academic support for English Learners and Students with Disabilities, and challenges with student engagement and behavior. Staff also identified the need for stronger family communication, more consistent implementation of instructional strategies, and increased use of data to monitor student progress and provide timely support.

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

Resources needed to improve outcomes for the lowest performing student groups include additional intervention teachers and support staff, targeted academic intervention programs in English Language Arts and Mathematics, counseling and mental health services, attendance support services, professional development for staff, family engagement programs, and supplemental instructional materials and technology to support differentiated instruction and student learning.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	8	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Orange
174.4 points below standard	186.1 points below standard	178 points below standard
Increased 19.9 points	Increased 21.5 points	Increased 44.2 points
546 Students	367 Students	44 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	204.4 points below standard	176.1 points below standard
	Increased 16.2 points	Increased 22.9 points
2 Students	58 Students	524 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
198 points below standard	171.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 20.1 points	Increased 28.9 points	2 Students
62 Students	86 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
199.1 points below standard	Fewer than 11 students - No Data for Privacy	162.4 points below standard
Increased 16.2 points	1 Student	Increased 20.4 points
190 Students		126 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
156.4 points below standard	Fewer than 11 students - No Data for Privacy	157.5 points below standard
Increased 19.5 points	10 Students	Increased 23.2 points
27 Students		106 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.

At Katherine Johnson Middle School, the lowest performing student groups identified on the California School Dashboard include students with disabilities, English learners, and socioeconomically disadvantaged students. These groups demonstrate the lowest performance levels across key indicators, including academic achievement in English Language Arts and Mathematics, as well as chronic absenteeism.

Students with disabilities are consistently performing in the lowest performance band (Red) on the Dashboard, indicating a significant need for targeted academic and behavioral supports. English learners also show lower performance compared to the overall student population, particularly in ELA, reflecting ongoing challenges in language acquisition and access to grade-level content. Additionally, socioeconomically disadvantaged students perform below the schoolwide average across multiple indicators, highlighting persistent opportunity gaps.

When compared to overall school performance, these student groups have the lowest outcomes and therefore have been identified as priority populations for focused support and resource allocation within the School Plan for Student Achievement.

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

Reflecting on the previous school year, several factors contributed to the outcomes for our lowest performing student groups. As a staff, we recognized the importance of data-driven instruction; however, our implementation was inconsistent across classrooms. While we discussed the need to differentiate instruction, particularly for English

learners and students with disabilities, this was not always effectively translated into daily practice as many of our staff are new teachers and still learning.
We also acknowledged that intervention systems were not fully aligned or consistently implemented. Although supports were available, we did not always provide timely, targeted interventions based on student need, and progress monitoring varied by grade level and department. This limited our ability to respond quickly when students struggled.
Additionally, we recognized that our expectations for student achievement were not always uniformly high, particularly for historically underserved groups. At times, this influenced instructional rigor and the level of academic challenge provided. We also noted that communication and collaboration around student needs, especially across general education, special education, and English learner services could be strengthened.
Finally, we reflected on the impact of student engagement and attendance. Chronic absenteeism and inconsistent engagement affected learning continuity, and our strategies to address these challenges were not always proactive or cohesive.

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

To improve outcomes for the lowest performing student groups at Katherine Johnson Middle School, the school will allocate targeted resources across personnel, programs, and instructional supports. This includes additional instructional aides, intervention teachers, and counseling support, as well as dedicated collaboration time for general education, special education, and English learner staff to better align services. Structured intervention during the school day, expanded after-school tutoring, and focused English learner support will help address identified academic gaps.

The school will also invest in standards-aligned instructional materials, supplemental intervention programs, and formative assessment tools to support data-driven instruction. Professional development in differentiated instruction and effective strategies for supporting diverse learners will be prioritized. In addition, resources will support student engagement and attendance through family outreach and monitoring systems, ensuring a more consistent and supportive learning environment for all students.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
4	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
31.3 science points	29.7 science points	26.5 science points
Maintained -1.3 points	Maintained 1.1 points	Maintained 0.8 points
188 Students	126 Students	20 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	26.4 science points	30.3 science points
	23 Students	Maintained -0.9 points
		178 Students

Students with Disabilities	African American	American Indian
No Performance Color 34.7 science points Increased 13.8 points 16 Students	No Performance Color 33.5 science points Maintained -1.7 points 28 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Red 27.7 science points Maintained -1.1 points 66 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Red 30.7 science points Declined 2.3 points 44 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 34.5 science points Increased 2.3 points 37 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.

Based on the California School Dashboard for Science, the lowest performing student groups at Katherine Johnson Middle School include students with disabilities, English learners, and socioeconomically disadvantaged students. These groups are performing at the lowest levels on the dashboard indicator, with students with disabilities demonstrating the greatest need, often falling within the Red performance level.

In comparison to the overall school performance, English learners and socioeconomically disadvantaged students also show lower outcomes in science achievement, indicating gaps in access to rigorous, grade-level content and academic language development. As a result, these student groups have been identified as priority populations for targeted support and instructional improvement in science.

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

Reflecting on the previous school year, several factors contributed to the science outcomes for our lowest performing student groups. While we emphasized the importance of engaging, standards-aligned science instruction, implementation was inconsistent, particularly in integrating hands-on learning and academic language development for English learners. We recognized the need to support literacy in science, but did not consistently embed reading, writing, and vocabulary strategies into daily instruction.

Additionally, differentiation for students with disabilities and other struggling learners was not consistently evident across classrooms. Intervention and support structures were more heavily focused on ELA and mathematics, which limited opportunities for targeted support in science. Collaboration and data analysis specific to science were also less developed, impacting our ability to monitor progress and adjust instruction effectively.

These reflections highlight the need for stronger alignment in instructional practices, increased emphasis on science-specific literacy and language development, and more consistent support systems to ensure equitable access to rigorous science learning for all students.

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

To improve science outcomes for the lowest performing student groups at Katherine Johnson Middle School, the school will allocate targeted resources in personnel, instructional supports, and materials. This includes additional instructional aides and intervention support, as well as dedicated collaboration time for teachers to plan standards-aligned, inquiry-based science instruction and integrate academic language development for English learners. Professional development will focus on NGSS-aligned strategies, differentiation, and supporting literacy in science.

The school will also invest in hands-on science materials, lab supplies, and supplemental curriculum resources to increase student engagement and access to rigorous content. Formative assessment tools and progress monitoring systems will support data-driven instruction. Additional supports such as after-school tutoring and targeted interventions will ensure that students with disabilities, English learners, and other struggling students receive the support needed to improve achievement in science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Red	Orange
25.5 making progress.	39 making progress.
Number Students: 282 Students	Number Students: 41 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.

2025 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
12.1%	62.4%	0.7%	24.8%

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

Based on our English Learner Progress Indicator (ELPI) data, the greatest growth was observed among students making progress toward English language proficiency, with an increasing percentage of students advancing at least one proficiency level. This indicates that core instruction and designated English Language Development supports are having a positive impact. Our area for improvement remains significant, as many students are still well below. An increase in designated and integrated ELD across all classrooms on the campus remain a key to overall success for all students.

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

Reflecting on the previous year, we recognized the importance of designated and integrated English Language Development (ELD); however, implementation was inconsistent across classrooms. While we discussed supporting English learners through academic language development, this was not always fully embedded into daily instruction across content areas.

We also noted that progress monitoring for English learners was not consistently used to adjust instruction in a timely way. Collaboration between ELD, general education, and support staff occurred, but could be strengthened to ensure alignment of strategies and expectations. In some cases, scaffolds were either not consistently provided or did not fully support access to rigorous, grade-level content.

These reflections indicate a need for more consistent implementation of ELD practices, stronger use of data to guide instruction, and a continued focus on maintaining high expectations while providing appropriate supports for English learners.

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

An area for improvement is the percentage of students who are not making sufficient progress or who are maintaining the same proficiency level year over year. Additionally, reclassification rates remain an area of focus, as some students are not yet meeting criteria to exit English learner status. These data points highlight the need for more targeted language development, consistent progress monitoring, and increased access to rigorous, grade-level content with appropriate scaffolds.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Red
34.1% Chronically Absent	20.4% Chronically Absent	48% Chronically Absent
Declined 3.4	Declined 1	Increased 12
698 Students	401 Students	50 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	59% Chronically Absent	33.4% Chronically Absent
	Declined 11.1	Declined 3.3
3 Students	83 Students	661 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
49.4% Chronically Absent	63.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.5	Increased 3.1	2 Students
81 Students	116 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
13.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	42.9% Chronically Absent
Declined 3.7	2 Students	Declined 0.6
248 Students		147 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
52.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.7% Chronically Absent
Increased 1.5	9 Students	Increased 2.2
36 Students		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.

Based on the California School Dashboard, the student groups with the lowest performance levels in Chronic Absenteeism at Katherine Johnson Middle School include socioeconomically disadvantaged students, students with disabilities, and English learners. These groups show the highest rates of chronic absenteeism, with some performing in the Red indicator level.

Compared to the overall school rate, these student groups experience greater challenges with consistent attendance, indicating a need for targeted supports. As a result, they have been identified as priority populations for interventions aimed at improving attendance, engagement, and overall student outcomes.

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

Reflecting on the previous school year, we recognized that attendance challenges were often connected to broader barriers such as family circumstances, transportation issues, health concerns, and varying levels of student engagement. While attendance was regularly monitored, our responses were not always timely or consistently implemented across grade levels.

We also acknowledged that attendance interventions were not fully systematic or tiered, which limited our ability to provide early and targeted support for students showing patterns of chronic absenteeism. Communication with families occurred, but could be more proactive and consistent in reinforcing the importance of daily attendance and identifying barriers early.

In addition, we reflected that student engagement in school—particularly among some of our most vulnerable groups—did not always feel strong or consistent, which may have contributed to decreased motivation to attend regularly. These reflections point to the need for more structured attendance systems, earlier intervention, and stronger family-school partnerships to improve student attendance outcomes.

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

To improve chronic absenteeism outcomes for the lowest performing student groups at Katherine Johnson Middle School, the school will need strengthened personnel, systems, and supports focused on early identification and intervention. This includes dedicated attendance support staff or expanded clerical/counseling capacity to monitor attendance trends, conduct outreach, and coordinate tiered interventions. Increased collaboration time for counselors, administrators, and teachers is also needed to ensure consistent communication and follow-up with families.

Key resources will include a structured attendance intervention system with clear tiered supports, family engagement programs, and targeted outreach services such as home visits or community partnerships when appropriate. Incentive programs and student recognition systems will also be used to promote positive attendance habits.

Additionally, materials and tools such as attendance tracking systems, communication platforms for families, and multilingual outreach resources will support timely intervention and improved engagement. These combined resources will help address barriers to attendance and increase consistent school participation among the lowest performing student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	4	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Green
9.9% suspended at least one day	7.6% suspended at least one day	5.9% suspended at least one day
Declined 0.9%	Increased 3.1%	Declined 2.1%
746 Students	419 Students	51 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	16.8% suspended at least one day	9.9% suspended at least one day
	Increased 0.6%	Declined 1.1%
4 Students	95 Students	704 Students

Students with Disabilities	African American	American Indian
Orange 11.6% suspended at least one day Increased 0.9% 86 Students	Orange 23.8% suspended at least one day Declined 1.5% 126 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
Red 10.7% suspended at least one day Increased 5.2% 262 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Green 3.7% suspended at least one day Declined 3.1% 161 Students
Two or More Races	**Pacific Islander**	**White**
Green 5.1% suspended at least one day Declined 11.2% 39 Students	No Performance Color 0% suspended at least one day Declined 16.7% 11 Students	Green 5.6% suspended at least one day Declined 0.9% 143 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.

Based on the California School Dashboard for Suspension Rate and School Climate indicators, the lowest performing student groups at Katherine Johnson Middle School include students with disabilities, African American students, and socioeconomically disadvantaged students. These groups are represented at the lowest performance levels, including Red indicators for suspension rates, indicating disproportionately higher rates of disciplinary referrals and suspensions compared to the overall student population.

In addition, English learners may also experience disparities in climate-related measures, though not always at the same severity level as the groups listed above. Overall, these student groups have been identified as priority populations due to their higher suspension rates and lower perceived school climate outcomes compared to schoolwide averages.

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

Reflecting on the previous school year, we saw positive growth in the increased use of restorative practices and a stronger shared understanding among staff of the importance of building relationships and supporting student behavior proactively. There was also growth in the use of behavior expectations and common language across some teams, which contributed to a reduction in some classroom disruptions and improved student engagement in parts of the school.

At the same time, suspension data shows that outcomes are still not equitable across all student groups. While more staff are beginning to implement restorative approaches, consistency varies, and some situations still result in exclusionary discipline practices. We also recognized that systems for proactively supporting students with behavioral needs are still developing and not yet fully consistent schoolwide.

Additionally, we continued to reflect on the importance of strengthening culturally responsive practices and ensuring that all students are supported through clear, consistent, and equitable behavior systems. These reflections highlight both meaningful progress in school climate efforts and the ongoing need to deepen and systematize restorative and preventative practices across all settings.

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

To improve suspension rates and school climate outcomes for the lowest performing student groups at Katherine Johnson Middle School, additional resources are needed to strengthen proactive and restorative behavior supports, including culturally responsive training for staff. This includes increased personnel such as counselors, behavior support staff, and restorative practices coordinators to provide targeted interventions, student check-ins, and conflict resolution support.

The school will also benefit from expanded implementation of tiered behavioral systems (PBIS), restorative justice programs, and ongoing professional development for staff in culturally responsive classroom management and de-escalation strategies. These supports will help ensure consistent, equitable responses to student behavior across all settings.

In addition, resources such as restorative practice materials, student engagement programs, and structured SEL curriculum will support relationship-building and positive school climate. Family engagement services and community partnerships will also be important for addressing external factors that impact student behavior and supporting more consistent, positive outcomes for all student groups.

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: 2025-26

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?

Progress was monitored using California Dashboard indicators, CAASPP assessment data, local benchmark assessments, English Learner progress data, attendance and behavior reports, grades, and intervention program data. Data was reviewed regularly through quarterly benchmark cycles, PLC meetings, student support team meetings, and ongoing analysis of attendance and academic performance throughout the school year.

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

Regular review of benchmark data, PLC collaboration, targeted interventions, and student support meetings helped identify student needs and provide timely support for some students. Increased monitoring of attendance and academic progress also improved communication with families and intervention planning. However, inconsistent attendance, limited intervention time, staffing challenges, and varying implementation of instructional strategies limited overall progress for some student groups. Additional time for data analysis and consistent intervention practices are needed to improve outcomes.

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

Based on the data, the school adjusted intervention schedules, increased targeted support for English Learners and Students with Disabilities, expanded attendance monitoring and family communication efforts, and provided additional academic support in English Language Arts and Mathematics. Staff also increased collaboration through PLCs and used assessment data more consistently to identify students needing intervention and monitor progress throughout the year.

2025-26

Identified Need

KJMS has been identified for Equity Multiplier Funding support due to a non-stability rate over 25%. This means that students transfer in and out of enrollment often times leading to gaps in attendance and lack of consistency around instruction. This plan includes actions to increase educational access and support for students facing the challenges of inconsistent enrollment at one school. The lowest performing student group in the areas of English language arts and mathematics are Asian (Afghan), African American, English Learners, Hispanic, Long Term English Learners and students with Individualized Education Plans (IEP.) Additional English learner progress is an area of need.

Considerable gains have been made in the areas of.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	142 points below standard	+3 scale score points
	English Learners	160.3 points below standard	
	Foster Youth		
	Homeless	156.2 points below standard	
	Socioeconomically Disadvantaged	144.4 points below standard	
	Students with Disabilities	157.3 points below standard	
	African American	124.4 points below standard	
	American Indian		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Asian	170.9 points below standard	
	Filipino		
	Hispanic	128 points below standard	
	Two or More Races	100.2 points below standard	
	Pacific Islander		
	White	139.2 points below standard	
Math State Assessment: Change in scale score	All Students	174.4 points below standard	+3 scale score points
	English Learners	186.1 points below standard	
	Foster Youth		
	Homeless	204.4 points below standard	
	Socioeconomically Disadvantaged	176.1 points below standard	
	Students with Disabilities	198 points below standard	
	African American	171.5 points below standard	
	American Indian		
	Asian	199.1 points below standard	
	Filipino		
	Hispanic	162.4 points below standard	
	Two or More Races	156.4 points below standard	
	Pacific Islander		
	White	157.5 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	25.5	+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 in ELA and Math.	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	School Year 2026-2027
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	5000	School Year 2026-2027

	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	School Year 2026-2027
1.4	Provide additional clerical support for attendance outreach, organization of D/F lists, tutoring organization and parent involvement	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5000	School Year 2026-2027
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 1000	School Year 2026-2027

	and students with poor attendance.		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
1.6	Provide transportation and entrance fees for academic activities and academic (3010 field trips and enrichment field trips (0710). Secure subs so that staff can attend activities with students.	X All Students English Learners X 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	20000 8000	School Year 2026-2027
1.7	In partnership with community organizations, parents and parents' groups to provide family nights, community events, community	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	200	School Year 2026-2027

	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).				
1.8	Supplemental 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	5100 3000	School Year 2026-2027

1.9	Provide physical education and art resources to support grade level content standards (Title I portion for core academic components -- ELA, Math, and Science-related)	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	2500 500	School Year 2026-2027
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,	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 Equity Multiplier	5534 3800 15000	School Year 2026-2027

	AVID, college admissions, and post-secondary career options.				
1.11	Provide teachers with the adequate materials for quality first instruction and intervention support.	X All Students English Learners X 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	811 10000	School Year 2026-2027
1.12	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	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Equity Multiplier	6000 6700 20,000	School Year 2026-2027

1.13	Utilize supplemental materials and curriculum to increase differentiated support for students acquiring English. Differentiate using performance on initial and summative ELPAC results. ie, EL Achieve.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing EL - Equity Multiplier	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	55,126	School Year 2026-2027
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 X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation None Specified LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000 6000	School Year 2026-2027
1.15	Provide release time for data driven conferences with classroom	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	800	School Year 2026-2027

	practitioners. Sub costs		Personnel Salaries		
1.16	Provide educational consultant to provide coaching and professional development to support English and ELD growth.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5000 2100	School Year 2026-2027
1.17	ELA Intervention. Provide opportunities for students to receive intervention beyond core instruction by offering extra assignment to	All Students English Learners Low-Income Students Foster Youth X Lowest Performing ELA - African American, Asian, Students with Disabilities, and White	Equity Multiplier	35,000	School Year 2026-2027

	qualified staff for tutoring during prep, before or afterschool. Accommodate professional learning opportunities as requested and aligned.				
1.18	Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier	60,000	School Year 2026-2027

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: 2025-26

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?

Progress was monitored using attendance data, chronic absenteeism rates, behavior and suspension reports, student participation data, grades, and student engagement surveys. Data was reviewed regularly through monthly attendance monitoring, quarterly data reviews, PLC meetings, student support team meetings, and ongoing analysis of student participation and academic progress throughout the school year.

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

Attendance monitoring, family communication, student support meetings, and increased student engagement opportunities helped improve participation and identify students needing support. Counseling services, intervention programs, and extracurricular activities also supported student connection to school. However, chronic absenteeism remained a challenge for some student groups due to inconsistent attendance habits, family barriers, and limited student engagement. Staffing limitations and inconsistent follow-through with interventions also impacted the effectiveness of supports.

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

Based on the data, the school increased attendance outreach and family communication, expanded student support and counseling services, adjusted intervention and enrichment opportunities, and strengthened monitoring of students with chronic absenteeism. Staff also increased collaboration to identify at-risk students earlier and provide more consistent academic, behavioral, and attendance supports throughout the school year.

2025-26

Identified Need

KJMS has been identified for Equity Multiplier Funding support due to a non-stability rate over 25%. This means that students transfer in and out of enrollment often times leading to gaps in attendance and lack of consistency around instruction. This plan includes actions to increase educational access and support for students facing the challenges of inconsistent enrollment at one school. The lowest performing student group in the areas of ...

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	34.1% Chronically Absent	-0.5%
	English Learners	20.4% Chronically Absent	
	Foster Youth		
	Homeless	59% Chronically Absent	
	Socioeconomically Disadvantaged	33.4% Chronically Absent	
	Students with Disabilities	49.4% Chronically Absent	
	African American	63.8% Chronically Absent	
	American Indian		
	Asian	13.7% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 42.9% Chronically Absent Two or More Races 52.8% Chronically Absent Pacific Islander White 29.7% Chronically Absent	
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.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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 X 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	4500 50	School Year 2026-2027
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	School Year 2026-2027

2.3	Provide Compensated times for personnel to execute PBIS and other site initiatives.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1000 2000	School Year 2026-2027
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			School Year 2026-2027
2.5	Purchase of Instructional technology, related accessories, hardware (LCFF), software, and/or web-based programs to	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	3500 1000	School Year 2026-2027

	supplement core and elective curriculum		Site Allocation 4000-4999: Books And Supplies		
2.6	Purchase Instructional software (ex. 5 Star) for intervention support.	X All Students English Learners X 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 1500	School Year 2026-2027
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	5100 500	School Year 2026-2027

			1000-1999: Certificated Personnel Salaries		
2.8	Pay for all 6th grade students to participate in an outdoor science education camp or other instructional trip.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5500	School Year 2026-2027
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	School Year 2026-2027
2.10	Provide resources and professional development for the AVID and	X All Students X English Learners X Low-Income Students X Foster Youth	Title I Part A Site Allocation	1600 500	School Year 2026-2027

	AVID Excel program.	Lowest Performing	5000-5999: Services And Other Operating Expenditures LCFF Supplemental 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,	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation	500 5000	School Year 2026-2027

	discussions, speakers, webinars, books, materials, etc.				

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: 2025-26

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?

Progress for this LCAP goal was monitored using multiple data sources including attendance and chronic absenteeism data, suspension and behavior incident reports, student and family surveys, school climate data, counseling and referral logs, and facilities and staffing reports. Academic and engagement indicators such as grades, participation in programs, and student support service usage were also reviewed. Data was analyzed on a monthly basis through attendance and behavior teams, with deeper review occurring quarterly during site leadership, PLC, and student support meetings to identify trends and adjust supports.

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

Regular monitoring of attendance, behavior, and climate data helped staff identify students in need of support early and respond more quickly with interventions. Increased counseling services, family outreach, and student support team collaboration improved connectedness for some students and reduced incidents for targeted groups. However, challenges persisted with chronic absenteeism, inconsistent family engagement, and recurring behavior issues for some students. Limited staffing, uneven implementation of behavior supports, and barriers outside of school (such as transportation, housing instability, and health needs) reduced the overall impact of interventions.

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

Based on the data, the school strengthened attendance outreach procedures, increased counseling and student support services, and implemented more targeted behavior interventions. Staff also expanded family engagement efforts through more frequent communication and support meetings, and adjusted discipline practices to focus more on restorative approaches. In addition, the school improved coordination between teachers, administrators, and support staff to ensure earlier identification of at-risk students and more consistent follow-through on interventions.

2025-26

Identified Need

KJMS has been identified for Equity Multiplier Funding support due to a non-stability rate over 25%. This means that students transfer in and out of enrollment often times leading to gaps in attendance and lack of consistency around instruction. This plan includes actions to increase educational access and support for students facing the challenges of inconsistent enrollment at one school. The lowest performing student group in the areas of suspension include ....

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	9.9% suspended at least one day	-0.3%
	English Learners	7.6% suspended at least one day	
	Foster Youth		
	Homeless	16.8% suspended at least one day	
	Socioeconomically Disadvantaged	9.9% suspended at least one day	
	Students with Disabilities	11.6% suspended at least one day	
	African American	23.8% suspended at least one day	
	American Indian		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Asian 10.7% suspended at least one day Filipino Hispanic 3.7% suspended at least one day Two or More Races 5.1% suspended at least one day Pacific Islander 0% suspended at least one day White 5.6% suspended at least one day	
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.	All Students X English Learners X Low-Income Students X Foster Youth	Title I Part A Site Allocation	300	School year 2026-27

		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	School year 2026-27
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	1000	School year 2026-27
3.4	Supporting school culture and connecting students to the	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	4000	School year 2026-27

	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 X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1200	School year 2026-27
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	5000	School year 2026-27

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 X 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	School year 2026-27
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 X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4500	School year 2026-27
3.9		1 FTE Social Worker , 2026-27 through 2027-28, to support	All Students English Learners Low-Income Students Foster Youth	Equity Multiplier	301,538	School Year 2026-27 through 2027-28

	students and families to promote positive choices around behavior and align resources to support idenitified needs.	X Lowest Performing Newcomers (Asian/Afghan), Homeless			
3.10	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	4000	School year 2026-27
3.11	Provide Compensated time for staff to host evening events, such as academic family nights.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3787	School year 2026-27
3.12	Provide recognition and rewards for students who demonstrate successful personal	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2026-27

	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				
3.13	Provide substitute administrator during times site admin are off campus at professional development.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation LCFF Supplemental	4000 2500	School year 2026-27

			Site Allocation		
3.14	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.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	2500 10000	School year 2026-27
3.15	Provide 1.0 FTE (8 hour) campus monitor to increase supervision and promote positive behavior choices	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Newcomers (Asian/Afghan), Homeless	Equity Multiplier	132,179	School year 2026-27 through 2027-28
3.16	Provide 1 FTE School Community Intervention Assistant to increase family/school connections, mentor students and social	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Newcomers (Asian/Afghan), Homeless	Equity Multiplier	127,781	School year 2026-27 through 2027-28

	emotional intervention.				

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

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**

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	459,375	0.00
Title I Part A Parent Involvement	5,840	0.00
LCFF Supplemental Site Allocation	85,600	0.00
Equity Multiplier	746,624	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	746,624.00
LCFF Supplemental Site Allocation	85,600.00
Title I Part A Parent Involvement	5,840.00
Title I Part A Site Allocation	459,375.00

Expenditures by Budget Reference

Budget Reference	Amount
	625,498.00
1000-1999: Certificated Personnel Salaries	92,227.00
2000-2999: Classified Personnel Salaries	187,607.00
3000-3999: Employee Benefits	138,086.00
4000-4999: Books And Supplies	62,211.00
5000-5999: Services And Other Operating Expenditures	105,210.00
5800: Professional/Consulting Services And Operating Expenditures	7,100.00
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Equity Multiplier	691,498.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	55,126.00

	LCFF Supplemental Site Allocation	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	16,200.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	42,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	16,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,100.00
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
	Title I Part A Site Allocation	9,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	70,387.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	181,607.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	138,086.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	20,211.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	33,084.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	5,000.00
None Specified	Title I Part A Site Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	438,194.00
Goal 2	110,124.00
Goal 3	749,121.00

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
Jeffrey Hoffman	Classroom Teacher
Amber Shannon	Classroom Teacher
Katie Hennessy	Classroom Teacher
Vanessa Landeros	Classroom Teacher
Semeka Ward	Parent or Community Member
Vanessa Williams	Parent or Community Member
Kim Smith	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
	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 May 26, 2026.

Attested:

	Principal, Damon Smith on May 26, 2026
	SSC Chairperson, Amber Shannon on May 26, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Katherine Johnson Middle School

Funding Source: Comprehensive Support and Improvement (CSI) **$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 **$746,624.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Katherine Johnson Middle School

Utilize supplemental materials and curriculum to increase differentiated support for students acquiring English. Differentiate using performance on initial and summative ELPAC results. ie, EL Achieve.	5000-5999: Services And Other Operating Expenditures	$55,126.00	Connected School Communities
1 FTE Social Worker , 2026-27 through 2027-28, to support students and families to promote positive choices around behavior and align resources to support idenitified needs.		$301,538.00	Engaging Academics
Provide 1.0 FTE (8 hour) campus monitor to increase supervision and promote positive behavior choices		$132,179.00	Engaging Academics
Provide 1 FTE School Community Intervention Assistant to increase family/school connections, mentor students and social emotional intervention.		$127,781.00	Engaging Academics
ELA Intervention. Provide opportunities for students to receive intervention beyond core instruction by offering extra assignment to qualified staff for tutoring during prep, before or afterschool. Accommodate professional learning opportunities as requested and aligned.		$35,000.00	Connected School Communities
Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups		$60,000.00	Connected School Communities
		$15,000.00	Connected School Communities

Equity Multiplier Total Expenditures:	$726,624.00
Equity Multiplier Allocation Balance:	$0.00

Katherine Johnson Middle School

Funding Source: LCFF Supplemental Site Allocation **$85,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	$4,500.00	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	$1,000.00	Healthy Environments	
	4000-4999: Books And Supplies	$1,000.00	Healthy Environments	
	5000-5999: Services And Other Operating Expenditures	$1,500.00	Healthy Environments	
	1000-1999: Certificated Personnel Salaries	$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	$1,000.00	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	$4,000.00	Engaging Academics	

	5000-5999: Services And Other Operating Expenditures	$3,800.00	Connected School Communities
	5800: Professional/Consulting Services And Operating Expenditures	$2,100.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$1,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$8,000.00	Connected School Communities
	4000-4999: Books And Supplies	$3,000.00	Connected School Communities
Provide School Agendas to promote home/school communication around academic work, school and student goals, etc.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Provide additional clerical support for attendance outreach, organization of D/F lists, tutoring organization and parent involvement	2000-2999: Classified Personnel Salaries	$5,000.00	Connected School Communities
Provide physical education and art resources to support grade level content standards (Title I portion for core academic components -- ELA, Math, and Science-related)	4000-4999: Books And Supplies	$2,500.00	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	$5,000.00	Engaging Academics

Katherine Johnson Middle School

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	$4,500.00	Engaging Academics
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
	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$6,700.00	Connected School Communities

	5000-5999: Services And Other Operating Expenditures	$6,000.00	Connected School Communities	
		$2,500.00	Engaging Academics	

LCFF Supplemental Site Allocation Total Expenditures:	$85,600.00
LCFF Supplemental Site Allocation 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	

Title I Part A Parent Involvement Total Expenditures:	$5,840.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Katherine Johnson Middle School

Funding Source: Title I Part A Site Allocation **$459,375.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide transportation and entrance fees for academic activities and academic (3010 field trips and enrichment field trips (0710). Secure subs so that staff can attend activities with students.	5000-5999: Services And Other Operating Expenditures	$20,000.00	Connected School Communities	
Supplemental 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	$5,100.00	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, AVID, college admissions, and post-secondary career options.	5000-5999: Services And Other Operating Expenditures	$5,534.00	Connected School Communities	
Provide educational consultant to provide coaching and professional development to support English and ELD growth.	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$500.00	Connected School Communities	
	3000-3999: Employee Benefits	$52,559.00	Connected School Communities	
Provide funding for collaboration time and materials for Equity Team.	1000-1999: Certificated Personnel Salaries	$1,200.00	Engaging Academics	
	3000-3999: Employee Benefits	$24,974.00	Healthy Environments	

Katherine Johnson Middle School

Purchase of Instructional technology, related accessories, hardware (LCFF), software, and/or web-based programs to supplement core and elective curriculum	4000-4999: Books And Supplies	$3,500.00	Healthy Environments
Purchase Instructional software (ex. 5 Star) for intervention support.	5000-5999: Services And Other Operating Expenditures	$400.00	Healthy Environments
Provide tutoring opportunities outside of the school day to support students performing below grade level.	1000-1999: Certificated Personnel Salaries	$5,100.00	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	$1,600.00	Healthy Environments
	5000-5999: Services And Other Operating Expenditures	$50.00	Healthy Environments
	1000-1999: Certificated Personnel Salaries	$2,000.00	Healthy Environments
	4000-4999: Books And Supplies	$10,000.00	Engaging Academics
		$5,000.00	Healthy Environments
Provide substitute administrator during times site admin are off campus at professional development.		$4,000.00	Engaging Academics
Provide supplemental afterschool tutoring and academic events.	2000-2999: Classified Personnel Salaries	$4,000.00	Engaging Academics
Provide Compensated time for staff to host evening events, such as academic family nights.	1000-1999: Certificated Personnel Salaries	$3,787.00	Engaging Academics

Katherine Johnson Middle School

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 in ELA and Math.	2000-2999: Classified Personnel Salaries	$95,824.00	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	$6,233.00	Clear Pathways to Bright Futures
Provide professional development options for staff supporting instructional planning, direct instruction, collaboration and data-based instructional decisions. Sub costs for teachers to participate	None Specified	$2,000.00	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
Provide teachers with the adequate materials for quality first instruction and intervention support.	4000-4999: Books And Supplies	$811.00	Connected School Communities
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	$6,000.00	Connected School Communities
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

Katherine Johnson Middle School

	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
	Title I Part A Site Allocation Total Expenditures:	$468,608.00	
	Title I Part A Site Allocation Allocation Balance:	$0.00	
	Katherine Johnson Middle School Total Expenditures:	$1,316,672.00	