

School Year: **2022-23**



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
San Jose Intermediate School	21 65417 6058606	October 12, 2022	November 1, 2022

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Families:

Family members at San Jose were surveyed in February 2022 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

In order to put feedback into context, this report compares San Jose family members' ratings to the ratings from family members at 238 other middle schools across the country.

Compared to other participating middle schools, San Jose's highest rated themes were:

Engagement

Culture

and the lowest rated themes were:

Resources

Communication & Feedback

Compared to other participating middle schools, San Jose's highest rated question within the key themes was:

Parent/family members are included in planning school activities. (which is in the Engagement theme)

and the lowest rated question within the key themes was:

I feel comfortable approaching teachers about my child's progress. (which is in the Relationships theme)

This report represents feedback from 143 family members. Based on the enrollment data provided, you had a 26% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

Students

Students at San Jose were administered the Youth Truth Survey in February 2022 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, and Relationships. In addition, students provided feedback about Emotional and Mental Health and Diversity, Equity, and Inclusion.

In order to put student feedback into context, this report compares San Jose students' ratings to the ratings from students at 529 other middle schools across the country.

Compared to other participating middle schools, San Jose's highest rated themes were:

Belonging & Peer Collaboration

Relationships

and the lowest rated themes were:

Academic Challenge

Engagement

Compared to other participating middle schools, San Jose's highest rated question within the key themes was:

How many of your teachers try to be fair? (which is in the Relationships theme)
and the lowest rated question within the key themes was:

The work that I do for my classes makes me really think. (which is in the Academic Challenge theme)

Respondents also provided feedback about Emotional and Mental Health. For example, 57% of respondents responded positively to the question: Overall, how do you feel about your life?

Respondents also provided feedback about Diversity, Equity, and Inclusion. For example, 43% of respondents responded positively to the question: My school has made me more interested in getting to know people of diverse backgrounds.

This report represents feedback from 525 students. Based on the enrollment data provided, you had a 94% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

Staff

Staff members at San Jose were surveyed in February 2022 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support and School Safety.

In order to put feedback into context, this report compares San Jose staff members' ratings to the ratings of staff members from 218 other middle schools across the country.

Compared to other participating middle schools, San Jose's highest rated themes were:

Engagement

School Safety

and the lowest rated themes were:

Professional Development and Support

Relationships

Compared to other participating middle schools, San Jose's highest rated question within the key themes was:

Families treat staff with respect. (which is in the Relationships theme)
and the lowest rated question within the key themes was:

My professional development over the last year has provided me with teaching strategies to better meet my students' needs. (which is in the Professional Development and Support theme)

This report represents feedback from 34 staff members. Based on the enrollment data provided, you had a 65% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers undergo formal observations in accordance with the NUSD collective bargaining unit agreement. The principal conducts informal classroom observations throughout the school year. Students returned to a full, regular in-person school day schedule for the 2022/23 school year. The principal and assistant principal made regular classroom visits for the purpose of evaluating teacher progress and performance.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State mandated assessments are used to monitor student achievement based on California Dashboard outcomes. Locally, students are administered the Galileo Assessment for English Language Arts and MDTP for math. These benchmark assessments are administered three times during the school year. Data from the assessments is used to create, monitor and adjust instruction to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use state and local assessment data to monitor student progress reaching expected levels of proficiency. Student achievement data is collected by our new data specialist and reviewed with the Instructional Leadership Team monthly. The Data Specialist and Principal meet regularly to discuss data and how data will be analyzed with staff.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Credentialed and classified staff meet ESEA highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction and assessment throughout the year. Based on need and LCAP/SPSA goals professional development is offered by trained NUSD personnel or contracted specialists. Satisfaction surveys are administered after each PD session to monitor effectiveness of training to meet ongoing needs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is researched-based and aligned to CA Content Standards, student achievement/SEL data and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is provided by the site administrator and district staff. San Jose Middle School has posted a Wellness Hub coordinator position to help support student and teachers who may need instructional support or reset behavior. San Jose Middle School hired a new full time certificated data specialist. The data specialist supports students and staff with targeted interventions during the school day.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The master schedule for the school has a minimum day schedule to accommodate staff collaboration weekly, with the principal's guidance, teachers are provided with numerous opportunities to collaborate as a whole school team and as grade levels. During these meetings, topics such as curriculum alignment, instructional strategies, standardized test preparation strategies, social emotional health of student body and ongoing issues affecting the school and district are discussed.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Materials are researched and standards-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Site adheres to required instructional minutes for ELA and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

San Jose schedule allows for intervention support during and beyond the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to necessary standards-based texts and technology provided to them by NUSD and the school. This is monitored by Williams Act reporting.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All texts and materials used in courses and intervention programs are standards-aligned and available to students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers analyze student achievement data to guide them to provide differentiated instruction and targeted interventions. Math teachers are utilizing Galileo and common assessment data to determine the students who will receive extra support mastering the standards. The three site math teachers are closely collaborating and implementing a system of assigning struggling students to a specific teacher to get individualized support. The goal is to cycle students in and out of program every 6 weeks. The goal is for students to master certain standards or proficiency scales and cycle out of math intervention. Based on the first progress report and BOY Galileo data, math support is our greatest need.

Evidence-based educational practices to raise student achievement

- Use of Galileo assessments in Reading and math three times a year for all students to accurately assess student progress, and potential proficiency scales or areas students need extra support.
- Advancement Via Individual Determination (AVID) is a college-readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills
- The STEAM program's purpose is to provide opportunities for students to learn, thrive, and excel in elective courses they would not have the opportunity to take because the student's elective is ELD or Special Education. This additional education opportunity should help with access and opportunity issues, which would raise student achievement. Sand Jose Middle School is giving these students additional instruction and learning opportunities so they can catch up with their fellow students academically. This program is funded through Extended Learning Opportunities.
- Title I instructional support services

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- School Community Liaison
- Mental Health Specialist
- Tutorial/Intervention programs
- PIQE
- Scorpion Success Center
- Data Specialist Supports

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School districts maintaining programs under this chapter shall provide opportunities for the involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation and evaluation of their consolidated application programs. Schools shall be deemed to have met this requirement by establishing a school site council under the provisions of Education Code sections 52852 and 52855. San Jose has a School Site Council that adheres to all compliance regulations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Title I Coordinator directly intervenes with students who are struggling to engage in the academic process and provides counseling and support. The coordinator also coordinates student recognition and awards ceremonies throughout the year. The Title I coordinator's focus this year is improving student attendance. The Title I Coordinator is closely collaborating with the attendance clerk with the purpose of identifying 15-20 students who are habitual truants. The Title I coordinator is keeping detailed records of her meetings so it can be determined if her interventions are helping to improve attendance.
- Scorpion Success Center provides a credentialed teacher working the library outside of classroom hours five days away. Students who are struggling academically may be directly referred to Scorpion Success Center, or can volunteer.
- Parent Institute for Quality Education (PIQE) provides parent education for navigating the school system. PIQE is well attended by parents, and data shows the more educated and involved parents are, the greater chances of success for their children. PIQE teaches parents who are not familiar or experienced with the school system tools for them to help their child.
- STEAM Program funded through Extended Learning Opportunities Fund.

Fiscal support (EPC)

Educational Partner Involvement

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

2022-23 SPSA Development

San Jose Middle School Administration reviewed , SPSA including Title I priorities, with SSC, ELAC and PTA. Hard copies of the draft were printed and distributed at the monthly SSC, ELAC, and PTA meetings in October 2022. The 2021-22 Youth Truth Survey results were also reviewed to the Annual Review and Update. The 2021/22 Youth Truth Survey revealed families feel welcomed and included in planning school activities, and lowest was families feeling comfortable approaching teachers. For 2022/23 School Site Council will be reviewing the SPSA and how we are progressing toward achieving the goals. Student survey data revealed our greatest strength is belonging, peer collaboration, and relationships. The lowest theme for students was engagement and academic rigor.

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

Culture of Caring

LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative, well-maintained campuses where all students feel a sense of belonging.

Goal 1

San Jose Middle School will transform school culture to respond to students and families needs and desires. The key objective is building a school culture that is highly responsive to students, their families, staff, and stakeholders that fosters a "Culture of Caring" for all. Continue to offer and expand social emotional, academic, and extended learning opportunity supports for all students to feel safe and connected to San Jose Middle School. Scorpions Success Center, STEAM program opportunities, school athletics, and Leadership opportunities are some opportunities for students who may not have the means to do privately.

Identified Need

There is a need to increase family involvement and support in our stakeholder groups. Parent and community partners who support our students and school need to be heard by the administration. We will continue to promote and model unity to our students, families, and stake-holder groups. San Jose Middle School needs strong parental support and involvement in order to achieve our goals for the 2022/23 school year. We continue to utilize various forms of communication regularly, including personal phone calls from school staff, mailers, and daily post, in both English and Spanish. We continue to utilize multiple forms of communication to our families to inform them about events at the school. Alma Martinez, the community liaison, makes personal phone calls to our Spanish Speaking families to inform them personally about events or learning opportunities, such as the STEAM program. We utilize Parent Square posts, and alerts (text messages) to communicate with all families about education or volunteer opportunities for students and parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Results for Stakeholder Engagement, Relationship, and Culture	2021-22 Youth Truth Survey Equity and Inclusion/46th percentile degree at which adults value others	2022-23 Youth Truth Survey Equity and Inclusion will percentage will increase from 46th percentile in 2021-22, to 75th percentile in 2022-23
Family Participation data in stakeholder groups	2021-22 Family Participation data for Stake Holder Groups My school creates a friendly environment 24th percentile	2022-23 Parent/Family Participation in Stake Holder Groups will increase from 24th percentile in 2021/22 to 75th percentile in 2022-23. Monthly, between 10-25 parents attend SSC, ELAC, and PTA. ELAC is

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Data Cycle Review Sessions Frequency</p>	<p>Data Cycle Review Sessions This is a new goal for 2022-23</p>	<p>our highest attended stake holder group.</p> <p>2022-23 Data Cycle Review Sessions Frequency San Jose Middle School will partake in data review sessions monthly with the Instructional Leadership Team. The data will be presented at monthly ILT and staff meetings. The data will be analyzed and used to help improve instructional practices so students improve achievement. The data is used to for staff to dive deeper into what data is showing us, and how we can help better support students based on data findings.</p>
<p>Completion of nine-week Parent Institute for Quality Education (PIQE)Parent Education Course</p>	<p>2021-22 school year there wasn't a PIQE program</p>	<p>2022-23 Parent Participation of PIQE program will be 25% of all eligible families. Sessions are every Tuesday.</p> <p>Tuesday, September 20, 2022 orientation Tuesday, September 27, 2022 class 1 Supporting Academic Achievement Through Adolescence Tuesday, October 4, 2022 class 2 Academics –Standards Tuesday, October 11, 2022 class 3 Reviewing Key Academic Concepts and Standardize Testing Tuesday, October 18, 2022 class 4 Preparing to Meet University Admission Requirements Tuesday, October 25, 2022 class 5 Pathway to Post Secondary Education and Financial Aid Option Tuesday, November 1, 2022 school dialogue Tuesday, November 8, 2022 Graduation</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students can seek counseling, or can be referred by school personnel.

Strategy/Activity

Social Emotional Support - Counseling Services
 Counseling services are available to all students and provided by North Marin Community Services (NMCS) . San Jose staff can make student referrals to the new guidance counselor (replaced Dean), who in turn works with NMCS to arrange services for students. Students or parents can self refer for counseling services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded
	Guidance Counselor
	District Funded
	Centralized District Funds - NMCS counseling services - LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Practices promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow people to act and respond in ways that are healing rather than alienating or coercive. The RJ program is managed by the assistant principal who is specifically trained to run restorative circles. San Jose Middle School employs at Reset Room/Wellness Hub and TUPE Coordinator which are to be paid by district centralized funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded Centralized District Funds - Wellness Hub Coordinator - MHSSA Grant TUPE Coordinator - TUPE funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

2500	Parent-Teacher Association (PTA) End of Year Picnic
5700	Parent-Teacher Association (PTA) Enrichment Activities
960	Unrestricted Parent Barbecue Picnic Celebration (Year of Joy Grant Marin Community Foundation)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

Community Building Through Schoolwide Events & Actions

School personnel will work closely with groups such as English Language Advisory Council (ELAC), Parent Teacher Association (PTA) music & drama boosters, and Associated Student Body (ASB) to plan community based events that focus on welcoming all families to connect to the school.

Example of Planned Events:

- WEB Day family lunch
- Coffee with the Principal

- Latino Heritage Celebration
 - BOY Family Barbeque Lunch
 - Bingo Night
 - San Jose Fall Festival
 - Holiday Celebration Under the Dome
 - Auction/Fundraiser
 - EOY Carnival (New!)
-
- Hispanic Heritage Month In October, San Jose's PTA, ELAC and ASB will host a schoolwide event with activities to celebrate the histories, cultures and contributions of Hispanics in America.
-
- Fall Festival and Halloween Dance

In October PTA and ASB is supporting a community Fall Festival and school Halloween school dance.

Marin Community Foundation Grant

San Jose received \$10,000 from Marin Community Foundation (MCF) to celebrate Years of Joy at SJ. We spend \$960 on a "welcome" to families to come have barbeque lunch Under the dome.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
960	Other Marin Community Foundation donation paid for Parent Lunch Under the Dome
500	Parent-Teacher Association (PTA) PTA donated decorations for Latino Heritage Day Celebration
100	Parent-Teacher Association (PTA) PTA Coffee with the Principal First Day of School
9308	Title I Student/Family Engagement
1500	Title I WEB Leader Training and supplies
600	Parent-Teacher Association (PTA) Staff Web Leader Stipends

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students and Families (Non-English Speaking student and parent population)

Strategy/Activity

Fostering Relationships - Community Liaison

San Jose will continue to have a bilingual (English/Spanish) community liaison who connects the school to parents and students to further the academic success of students. Community Liaison is paid from district centralized LCFF Supplemental funds. The Community Liaison extends significant outreach to the Spanish speaking only families. The Community Liaison directly communicates by phone call, text, or email to the Spanish Speaking only families about school related activities, events, or student related issues. The Community Liaison takes the lead organizing and communicating to families about ELAC and PIQE. The Community Liaison also directly supports students in need of support, or need help with translation or navigating school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

District Funded

Centralized District Funds - Community Liaison -
LCFF Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders

Strategy/Activity

Parent Square Communication

The implementation and use of Parent Square has helped improve parental involvement and engagement. Parent Square allows for the school to send translatable texts and emails to a wide-range of pre-arranged school groups. The San Jose Middle School administration utilizes parent square daily to email or text important school related information to families. Parent Square is used to communicate weekly newsletter to families and staff. Parent Square is also available to easily communicate urgent, or emergency information to families via text message or email. Parent Square automatically translate English to Spanish to Spanish speaking only families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

District Funded

Centralized District Funds - Parent Square

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Education

Strategy/Activity

Parent Education for Student Success

Continue to hold Parent Institute for Quality Education (PIQE) workshops to educate parents on how to foster a positive educational environment for their children both at home and at school. San Jose Community Liaison supports PIQE in regards to communicating to families. The PIQE parent education is rigorous. The parents learn about supporting academic achievement, standardized testing, college admissions, financial aid, communicating with the school, and graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

10000

Title I

PIQE Program/Training and supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Culture of caring 2021-22 school year

- Every morning announcements were made over the public address system in campus events, student successes, updated about the community were shared with the entire school.
- Tutorial/advisory featured different activities, such as digital citizenship instruction

- Implemented Scorpion Strong Program where students were recognized for being lifelong learners, community builders, and change makers. Students were awarded scholar dollars and could "spend" those dollars on prizes that recognized their hard work. Every single student earned scholar dollars. Student of the Month monthly ceremonies were planned and coordinated by the Title I Coordinator. Every teacher was able to select Student of the Month. The student needed to exhibit the characteristics or skills that are detailed in our school mission statement or vision.

Scorpion Success Center:

The Scorpion Success Center operated at lunch and after school. Students utilized the Scorpion Success Center to get extra academic or social emotional supports. Students could be mandated or voluntarily attend.

Counseling:

Counseling services was available to students.

Restorative Practices

San Jose staff worked in collaboration with NUSD Restorative Practice personnel to address student behaviors or decisions that warranted a restorative circle or a community conversation.

PIQE

PIQE was not implemented for the 2021/22 school year, but is being coordinated and implemented. PIQE is extremely effective at engaging and educating families about navigating the school system. PIQE holds morning and evening classes on Tuesdays. PIQE is funded through Title I. 2022-23 Parent Participation of PIQE program will be 25% of all eligible families. Sessions are every Tuesday. The key components to PIQE are orientation, supporting academic achievement, academic standards, academic concepts & standardized testing, college admission requirements, pathway to post secondary education, financial aid options, and graduation.

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

- Based on stakeholder needs and preferences some school events were held virtually instead of in-person.
- Although the Scorpion Success Center was open for the 2021/22 school year, finding staff to undertake paid extra duties was challenging.
- PIQE 2021-22 did not take place in 2021-22.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Counseling

Hired a of the new full time school guidance counselor.

Restorative Practices

The Assistant Principal is trained in Restorative Practices and will run restorative circles regularly. This as an improvement from 2021-22 because restorative circles can be held in a more timely

manner, and not have to wait for days or weeks for someone from outside SJMS staff to come campus to hold a circle.

PIQE

The PIQE program will return to back to San Jose Middle School for the 2022-23 school year. Data shows the more parents are connected and involved in their child's education, the greater the student achievement. all of our families to PIQE . The key components to PIQE are supporting academic achievement, academic concepts & standardized testing, college admission requirements, pathway to post secondary education, financial aid options, and graduation. The program will be implemented via Zoom on Tuesday morning and evenings.

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

Culture of Competence

LEA/LCAP Goal

Continue to support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness, and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

San Jose Middle School staff will continue to Implement systems of behavior, and academic/ social emotional supports using equity promoting behavior. San Jose Middle School staff will continue to implement clearly articulated systems for behavior, academics, and social-emotional system of supports (MTSS) for students and parents to reduce achievement gaps and increase equitable outcomes for students. This goal is aligned with the recommendations from the San Jose Middle School 2021/22 Equity Audit.

Identified Need

Based on assessment, data behavior and attendance records, achievement and opportunity gaps persist between students of different racial, ethnic, linguistic, ability, and socioeconomic groups within the San Jose learning community. The 2021/22 CAASPP data below shows the significant achievement gap between San Jose Middle School white and Latino students. The main recommendation from the San Jose Middle School equity audit conducted by Dr, Anthony Muhammad in 2021/22 is to close the widening achievement gap. Even though Reading and Math scores improved, there is a significant achievement gap. We are supported by the implementation of Positive Behavior Intervention Support. The Novato Unified School District Education Services department are supporting all the school sites with intensive training and implementation of PBIS. It is expected all certificated staff utilize PBIS strategies when implementing behavior interventions.

CAASPP Data 2021-22

*Percentage met or nearly met standard

2021/22 2020/21

English Language Arts: 54% 44.94% +9.09%

Math 38.36% 36.98% +1.38

2021/22 Comparison

SJMS NUSD State

Reading

53.5% 55.36% 47%

Math

38.36% 38.9% 33.38%

Science

54% 55.36% 29.45%

Latino

2021/22 ELA 29.74% Math 18.65%

2020/21 ELA 27.28% Math 18.24%

White

2021/22 ELA 79.11% Math 56.96%

2020/21 ELA 60.39% Math 56.86%

Achievement Gap

Math 38.25%

ELA 49.37%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balance English Language Arts (ELA) and Math students who have met or exceeded standards by grade level	2021-2022 Smarter Balanced English Language Arts(ELA) and Math All Students who met or exceeded standards 6th grade ELA 41% Math 36% 7th grade ELA 58% Math 37% 8th grade ELA 57%. Math 47%	2022-23 Smarter Balanced English Language Arts(ELA) and Math All Students who have met or exceeded standards will increase by 10%
Smarter Balance English Language Arts (ELA) and Math students who have met or exceed standards	2020-2021 Smarter Balanced English Language Arts(ELA) and Math All Students who met or exceeded standards ELA 55% Math 34%	2022-23 Smarter Balance ELA and Math Scores All Students from each grade level who have met or exceeded standards will increase by 20%.
Student English Language Acquisition ELPAC Summative Overall Scores Overall score of Moderately/Well Developed	2021-22 ELPAC Overall Summative Scores Moderately/Well Developed 56.52%%	2022-2023 ELPAC Summative Overall Scores Moderately/well developed scores will increase by 10%
Smarter Balanced English Language Arts(ELA) and Math English Learners who have met or exceeded standards	2021-22 Smarter Balanced English Language Arts(ELA) and Math English Learners who met or exceeded standards ELA 13% Math 14%	2020-21 Smarter Balanced English Language Arts(ELA) and Math English Learners who met or exceeded standards scores will increase by 10%?

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo ELA and Math Assessment All students who have met or exceeded standards	2021-22 (EOY) End of Year All students who met or exceeded standards ELA 49% Math 33%	2022-23 End of Year (EOY) All students who met or exceeded standards will increase by 10% from BOY to EOY

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students who need or want help

Strategy/Activity

The Scorpion Success Center is a program where students can be connect with a certificated staff member at lunch or afterschool to receive direct, one-on-one academic or life skills support. Activities range from academic support, receiving clarification regarding assignments, to how to better organize schoolwork. As a school wide program Title I school, this activity enhances the entire education program of the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
30,000	Title I Scorpion Success Center teacher stipend/extra duty pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

8th Grade students

Strategy/Activity

Advancement Via Individual Determination (AVID) is a college-readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. San Jose teachers are trained to deliver equitable student-centered AVID strategies to 8th grade students in designated classes. Centralized LCFF funds pays for the annual AVID contract and for teachers to attend the annual Summer Institute.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

	District Funded
	Centralized District Funds - AVID contract and Summer Institute - LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD and Special Education Students

Strategy/Activity

STEAM is a new specialized program that specifically gives extended learning opportunities for students who don not have opportunity to take a traditional elective in the six period schedule.. At San Jose, STEAM is offered to grade levels and targets and targets skills and knowledge acquisition in the regular academic math, sculpture, choir, and coding. STEAM is funded through Extended Learning Opportunity Funds and was added to the regular master schedule, taught by credentialed San Jose Middle School teachers. The goal for the special education and ELD students is to give them the opportunity to thrive in courses they find challenging, fun, relevant, and engaging. This opportunity should better connect students to school, and make the school experience more meaningful and fun. The engagement in school should make students more engaged, and prepared for their other courses. Our goal for our ELD students is to properly educate and increase a language fluency level annually. The STEAM opportunity will give the students the school experience and opportunities they deserve, and better connect them to the school community and learning. For special education students, the goal is for students to improve progress to their IEP goals. The STEAM opportunity will give special education students the school experience and opportunities they deserve, and better connect them to the school community and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

10,000	Extended Learning Opportunity
	STEAM teacher salary
10,000	Extended Learning Opportunity
	STEAM Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Title I Program Coordinator

The Title I Program Coordinator assists the principal and staff to provide learning support to students and parent outreach opportunities with the purpose of closing the opportunity gap. In addition to managing Title I program compliance, the coordinator organizes parent outreach activities and communication between school and families. For 2022-23, the coordinator will work with at risk students directly to support connection with school to increase academic achievement. The Title I coordinator maintains a case load of habitual truant students, and meets with them regularly to review their progress toward improvement. The goal is for the Title I coordinator to build strong relationships with these students so the students know they have a trusted adult caring and looking after their best interest.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
25,000	Title I Title I Coordinator

Annual Review

SPSA Year Reviewed: 2021-22

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

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

- The teachers managed the Scorpion Success Center monitored student attendance and activities, while the counselor and teacher closely monitored the center's effectiveness through grade reports, Galileo & common assessment data.
- Title I coordinator, at the direction of the principal, regularly monitored and met with 15 individual students who were earning multiple failing grades or truant from school. The Title I Coordinator was tasked with making strong connections and guiding these students so they stay on task, and improve in their overall engagement at school.
- AVID Excel (for English learners) was slowly phased out during the 2021/22 school year due to lack of teacher and student interest in the program.

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

- It was challenging to find consistent school staff to work the Scorpions Success Center, and After & Before School extra duty for the 2021-22 school year.
- Regular committees were slowly phased due to returning to campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Title I Coordinator - Increase supporting number of students

For the 2022-23 school year, the coordinator will work individually with at-risk students directly to support minimizing gap in achievement. Students are based on grades and attendance records. This strategy aligns with NUSD Culture of Caring NUSD Equity Imperative. The coordinator will be assigned 20 students to monitor, and build strong relationships. The coordinator will complete regular check-ins and monitor the students overall progress, including monitoring assessment results, grade, discipline, and attendance data to determine the students growth and progress toward the mastery of standards.

Elective Offerings

For the 2022/23 School year, a Mental/Physical Wellness elective course is being offered to all students. This course will be replace a section of technology. This course was chosen to help students better care for their physical and mental health. Students have more physical energy and improve their critical thinking skills when they are physically and mentally healthy.

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

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based education, San Jose Middle School staff will continue use of proficiency scales and essential standards to demonstrate mastery of desired learning outcomes. All students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life. These skills are detailed in the NUSD Graduate Profile.

Goal 3

San Jose staff will continue to develop the use of proficiency scales and essential standards for students to demonstrate mastery of desired learning outcomes.

Identified Need

San Jose Middle School teachers, particularly new teachers to the district, need continued support and training in order to effectively implement all aspects of Proficiency Based Education. San Jose Middle School teacher PBE teacher leader is a a member of NUSD Teacher Leadership Team and supports the implementation and growth of PBE at San Jose Middle School. We need continued professional development in order for all teachers to properly implement PBE into their daily lessons, units, and assessments. NUSD Education Services is doing an outstanding job supporting the implementation of PBE at San Jose Middle School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced English Language Arts(ELA) and Math All Students who have met or exceeded standards	2021-22 CAASPP Smarter Balanced English Language Arts(ELA) and Math All Students who met or exceeded standards ELA 55% Math 34%	2022-23 CAASPP Smarter Balanced English Language Arts(ELA) and Math All Students who have met or exceeded standards will increase by 10%
Galileo ELA/Math Assessment All students who met and exceeded standards	2021-22 End of Year (EOY) All students who met or exceeded standards ELA 49% Math 33%	2022-23 End of Year (EOY) All students who met or exceeded standards will increase by 10% from BOY assessment
Number of F grades in ELA and Math	TBD at semester of 2021-22 school year	Decrease number of F grades in ELA and Math by 20% from Spring 2021-2022 semester to Spring 2022-23 semester

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development & Staff Collaboration San Jose Teacher Leaders
 NUSD Education services team and San Jose Middle School teacher leaders (TLT) will continue to support San Jose Middle School teachers to further align local formative assessments to proficiency scales to monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3284	Title II Part A: Improving Teacher Quality teacher hourly - professional development
	District Funded Centralized District Funds - TLT stipend - California School Leadership Academy (CSLA) Grant

Annual Review

SPSA Year Reviewed: 2021-22

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

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

San Jose teachers continued to work on implementing proficiency based education and essential standards into their daily instructional practices, assessments, and grading.

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

No major differences for 2022-23 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2022/2023 school year, San Jose has four teacher leaders who professional development from district staff who will work with staff to focus on aligning assessments with proficiency scales and progress monitoring. The San Jose Middle School math department chair heads the PBE committee at San Jose Middle School. The principal will be working with Ed. Services staff to support learning outcomes based on proficiency based education and essential standards for all students.

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

High Quality Data Based Decision Making

LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement, time bound data cycles to monitor and improve student outcomes.

Goal 4

Continue to use State/District assessment data to monitor student progress toward mastery of standards and improve instruction. We utilize Data Matters to analyze CAASPP/ELPAC/Galileo test scores to assess student progress toward mastery of standards.

Identified Need

To improve using student data to monitor student success and shape instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced English Language Arts(ELA) and Math All Students who have met or exceeded standards	2020-21 CAASPP Smarter Balanced English Language Arts(ELA) and Math All Students who met or exceeded standards ELA 41% Math 36%	2021-22 CAASPP Smarter Balanced English Language Arts(ELA) and Math All Students who have met or exceeded standards will increase by 10%
ELPAC Summative Students who received an overall score of Moderately/Well Developed	2020-20 ELPAC Summative Students who received an overall score of Moderately/Well Developed 60%	2020-21 ELPAC Summative Students who received an overall score of Moderately/Well Developed will increase by 10%
Galileo ELA and Math Assessment All students who have met or exceeded standards	2021-22 Beginning of Year (BOY) All students who met or exceeded standards ELA 58% Math 45%	2021-22 End of Year (EOY) All students we met or exceeded standards will increase by 10%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and Student Groups

Strategy/Activity

San Jose staff will us DataMatters to review and monitor student assessment data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

New goal for 2022/23 school year

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mike Casper	Principal
Mary Pozzi	Classroom Teacher
Peter Urmini	Classroom Teacher
Liliana Lopez	Other School Staff
Alma Magana	Parent or Community Member
Lucianna Castellucci	Parent or Community Member
Gianna Castellucci	Secondary Student

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.

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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 [Clear] [Empty Signature Box]

Signature [Clear] [Handwritten Signature] [Handwritten Date: OCT/26/2022]

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Signature [Clear] [Empty Signature Box]

- Committee or Advisory Group Name
- State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
[Handwritten Signature: Jose L. San Roman]
 - Special Education Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Compensatory Education Advisory Committee
 - Departmental Advisory Committee
 - Other:

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2022

Attested:

Signature [Clear] [Handwritten Signature] [Handwritten Date: 10-26-22]

Principal, Michael Casper on October 12, 2022

Signature [Clear] [Empty Signature Box]

SSC Chairperson, Lucianna Castellucci on October 12, 2022
[Handwritten Signature] [Handwritten Date: 10.26.22]

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Budget Summary - San Jose Middle School 2022-23

Federal	Approved Budget
Title I	\$75,808
Title II	\$3,284
Funds provided to the school through the Consolidated Application	\$79,092

State and/or Local	Approved Budget
Unrestricted	\$30,289
Expanded Learning Opportunity	\$20,000
Lottery Instructional Material	\$17,045
Special Education	\$500
Textbook Replacement	\$74
Library Book Replacement	\$36
School Fuel Foundation	\$1,700
Parcel Tax	\$3,409
General Donation	\$52,827
PTA	\$9,400
Total	\$135,280

Total federal, state, and/or local funds for this school	\$214,732
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