

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Jose Middle School	21 65417 6058606	November 28, 2023	December 5, 2023

Purpose and Description

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)

Additional Targeted Support and Improvement

At San Jose, students with disabilities have been identified for ATSI in three areas: chronic absenteeism, ELA, and math.

- 1) Chronic absenteeism is being addressed by hiring a consultant from San Diego County of Ed to support schools across the district in targeted interventions to improve attendance. The consultant is working with dCAN teams at each school site to develop plans to positively recognize students who improve attendance and create opportunities and environments at school that are positive and inclusive for all kids.
- 2) Student achievement in ELA and math for students with disabilities are being addressed through a new district-adopted program called Goalbook. Goalbook supports teachers with designing learning goals and instructional plans that respond to the different ways students learn and their individual needs.

Briefly describe 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.

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, San Jose will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.

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).

Annually, Novato Unified School District offers students, families and staff to participate completing the Youth Truth Survey. The research-based surveys ask students age- and reading-level appropriate questions on the topics such as student engagement, school culture, academic challenges and social/emotional learning. The family and staff survey is designed to provide complementary perspectives, and ask stakeholders practical questions on the topics they have unique insights into.

Engagement

2022-23 Youth Truth Survey - Students

Degree to which students perceive themselves as engaged with their school and their education
14th percentile

2022-23 Youth Truth Survey - Families

Degree to which families are engaged in their school and empowered to influence decision making
69th percentile

School Culture (Safety)

2022-23 Youth Truth Survey - Students

I feel safe during school
12th percentile

2022-23 Youth Truth Survey - Families

Degree to which families believe that their school is a safe place for students
41st percentile

Diversity, Equity and Inclusion

2022-23 Youth Truth Survey - Students

Degree to which adults value people of different backgrounds
22nd percentile

2022-23 Youth Truth Survey - Families

Degree to which adults value people of different background
47th percentile

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. Principal and assistant principal make 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 Math. These benchmark assessments are administered multiple times during the school year. Data from the assessments is used to 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 site data specialist. The data specialist and principal meet regularly to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All but two credentialed staff members and all classified staff meet ESEA highly qualified staff requirement. The district office and school administrators work closely with two teachers to ensure they will meet all State certifications and licensure requirement at the grade level and subject area in which they have been assigned in a timely manner.

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 specialists, central office district staff, and contracted consultants.

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. Teachers are provided with opportunities to collaborate both as a whole school team and as grade levels. During these meetings curriculum alignment, instructional strategies, standardized test preparation strategies, social emotional health of the 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)

With the support of the site data specialist, teachers analyze student achievement data to guide them to provide differentiated instruction and targeted interventions.

Evidence-based educational practices to raise student achievement

- State standards aligned Galileo assessments administered multiple times a year support monitoring student progress.
- Title I personnel provide targeted interventions (academic and social-emotional) for struggling students.
- Advancement Via Individual Determination (AVID) college-readiness program helps students develop the skills they need to be successful to graduate from high school and be college/career ready.
- Parent Institute for Quality Education (PIQE) provides parent education for navigating the school system, and strengthen home-school connection.

Parental Engagement

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

Guidance Counselor
Community Liaison
Data Specialist
EL Specialist
Tutorial/Intervention programs (Scorpion Success Center)
Mental Health Services
Support for students who are chronically absent

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 supports student who are struggling academically, with a focus on those who are chronically absent from school.
- Scorpion Success Center provides interventions for students who are struggling academically.
- Parent Institute for Quality Education (PIQE) provides parent education for navigating the school system, and strengthen home-school connection.

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

The Single Plan for Student Achievement is a collaborative effort with our School Site Council. In addition to the work with SSC, our plan is reviewed annually by our ELAC committee and input is taken during ILT (Instructional Leadership Team) sessions.

ILT/Staff Meeting 11/8/2023
ELAC Meeting 11/15/2023
SSC Meeting 11/28/2023

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	115	89	89	19.0%	16.0%	17.8%
Fluent English Proficient (FEP)	200	196	175	33.0%	35.3%	35.0%
Reclassified Fluent English Proficient (RFEP)	1			0.9%		

Conclusions based on this data:

1. 1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])

ELPAC Initial and Summative test scores are reviewed for student identification, program placement, monitor progress and to designate as fluent English.
Galileo ELA assessment is administered three times during the school year. School site EL Specialist analyzes results and supports teachers to identify student needs and to monitor progress.
CAASPP Summative test scores are reviewed to assess ELs progress meeting state academic standards.
2. 2.a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])

Goal:

b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

Strategies:
Create individual data sheets for English learners that identify benchmark expectations in order to reclassify student as fluent in English.
Identify language goals for English learners and create schoolwide morning announcements that encourage inclusiveness and increasing language fluency.
EL Specialist supports staff by monitoring academic progress of identified English learners.
Bilingual community liaison supports students by maintaining direct communication with families,(translation/interpretation), sharing community resources available to help families and encouraging parent participation in school activities to impact student learning.
Increase parent/guardian knowledge and engagement in student education by offering Parent Education for Quality Education (PIQE) workshops.
3. 3.Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

Centralized District Funds

 - Galileo ELA assessment
 - EL Specialist
 - Bilingual Community Liaison
 - Parent Institute for Quality (PIQE) parent education program

Site funds

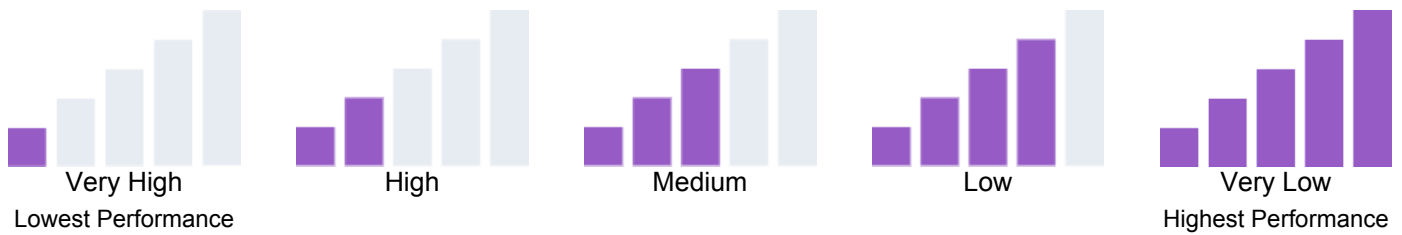
- After school ELA and math intervention programs

School and Student Performance Data

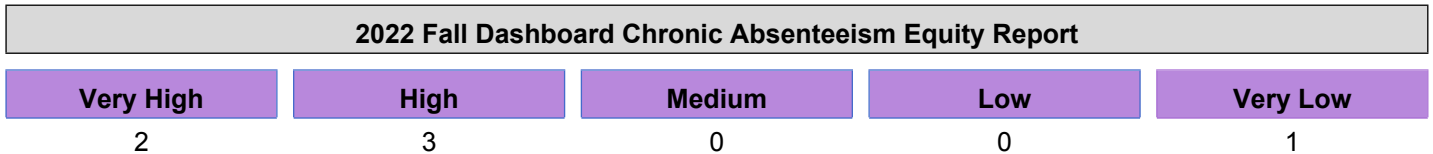
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

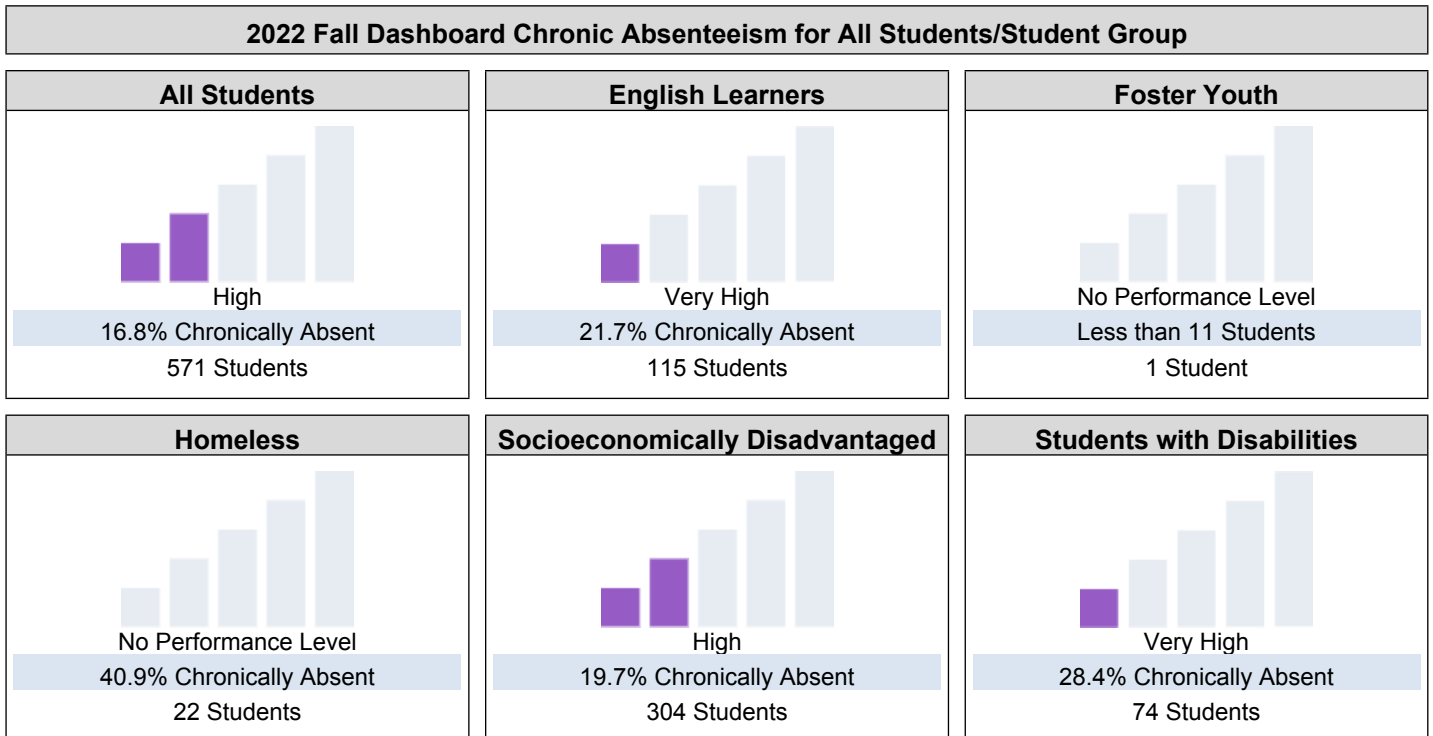
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



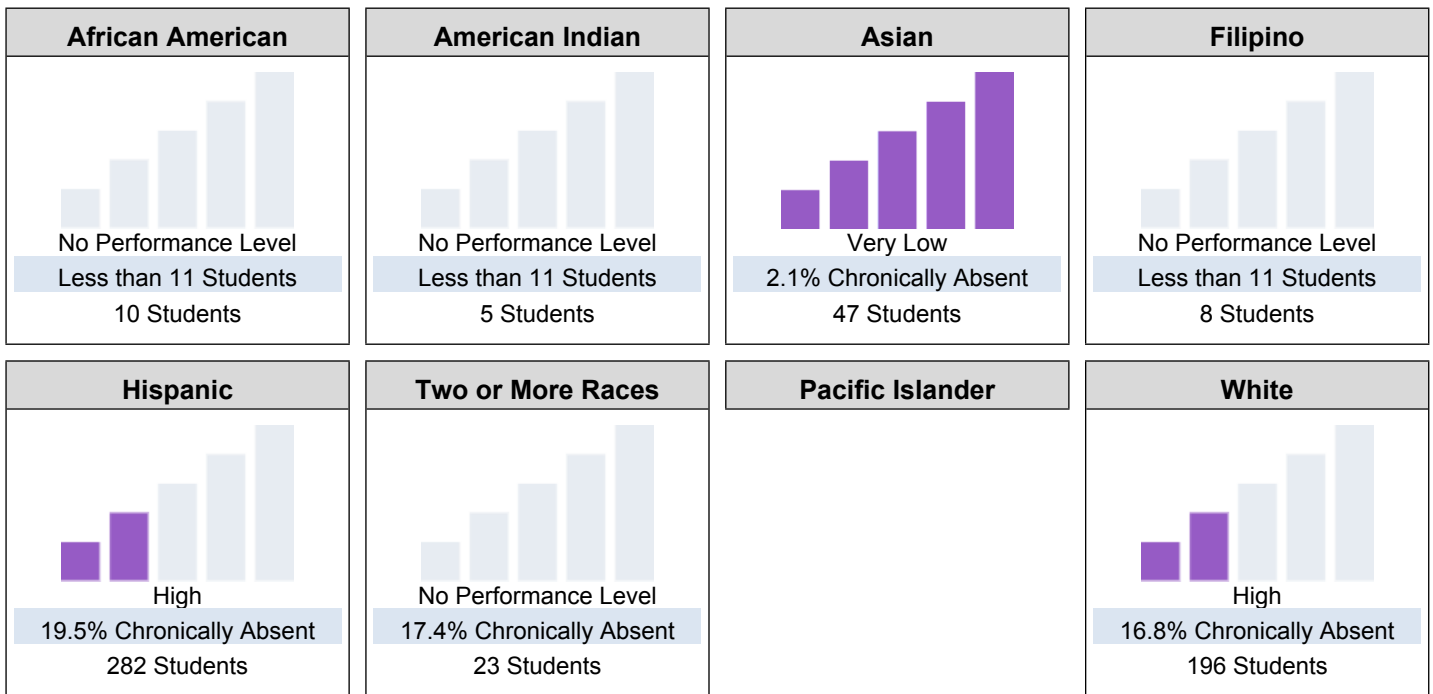
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- Chronic absenteeism is being addressed by hiring a consultant from San Diego County of Ed to support schools across the district in targeted interventions to improve attendance. The consultant is working with dCAN teams at each school site to develop plans to positively recognize students who improve attendance and create opportunities and environments at school that are positive and inclusive for all kids.

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 continue to foster a school culture that responds to students and families needs and desires. The school will offer social emotional, academic, and extended learning opportunity supports for students to feel safe and engaged.

Identified Need

Based on results from Youth Truth Survey administered in February of 2023, families felt more engaged than students. San Jose will continue to promote activities that foster family engagement and work to toward having student's become more engaged in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement - Student Survey	2022-23 Youth Truth Survey Degree to which students perceive themselves as engaged with their school and their education 14th percentile	2023-24 Youth Truth Survey increase percentile by 5
Engagement - Family Survey	2022-23 Youth Truth Survey Degree to which families are engaged in their school and empowered to influence decision making 69th percentile	2023-24 Youth Truth Survey Increase percentile by 3
School Culture (Safety) - Student Survey	2022-23 Youth Truth Survey I feel safe during school 12th percentile	2023-24 Youth Truth Survey Increase percentile by 10
School Culture (Safety) - Family Survey	2022-23 Youth Truth Survey Degree to which families believe that their school is a safe place for students 41st percentile	2023-24 Youth Truth Survey Increase percentile by 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diversity, Equity & Inclusion - Student Survey	2022-23 Youth Truth Survey Degree to which adults value people of different backgrounds 22nd percentile	2023-24 Youth Truth Survey Increase percentile by 10
Diversity, Equity & Inclusion - Family Survey	2022-23 Youth Truth Survey Degree to which adults value people of different background 47th percentile	2023-24 Youth Truth Survey Increase percentile by 5
Completion of nine-week Parent Institute for Quality Education (PIQE)Parent Education Course	2023-24 - San Jose will implement nine week program	Parent Participation 25% of all eligible families.

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

Social Emotional Support - Counseling Services

Counseling services are available to all students. San Jose personnel can make student referrals to the guidance counselor who arranges services for students. Students or parents can also ask for counseling services through an organized referral process in each student's bookmark menu on their device.

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 - counseling services

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, and reflective approaches for building and being in a community. These approaches allow people to act and respond in ways that address and repair harm caused in the community. Currently, the RJ program and restorative practices are managed by the site administrators who are specifically trained to run restorative circles and processes.

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)

1,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Supplies and personnel for RJ program

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

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

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)

2,120

Source(s)

Other

BHRS Grant

7,000

Title I Part A: Basic Grants Low-Income and Neglected

Materials for PBIS

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**

School personnel will work closely with groups such as English Language Advisory Council (ELAC), Parent Teacher Association (PTA), and Associated Student Body (ASB) to plan community based events that focus on increasing family engagement

Proposed Planned Events:

- WEB Day family lunch
- Coffee with the Administrators
- Turkey Trot
- Latino Heritage Celebration
- Family Barbecue Lunch
- Bingo Night
- San Jose Fall Festival
- Auction/Fundraiser
- Carnival/Picnic

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)**

5,000

Donations

2,000

Title I Part A: Basic Grants Low-Income and Neglected

Materials for community building activities

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

Focus on Unduplicated Students

Strategy/Activity

San Jose's Community Liaison supports the instructional program by providing students and their families with Spanish translation when needed, information regarding available programs/services, explaining school procedures, and monitoring attendance irregularities to foster an ongoing partnership between the home and 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 students

Strategy/Activity

Strengthening School-Home Communication
The purpose of the online service Parent Square program is to strengthen communication between school and home. This program allows for school personnel to send translatable messages schoolwide or to selected groups. San Jose staff members utilize Parent Square daily to send notices, a weekly newsletter and reminders regarding school events to both families and staff.

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
Parent Square program - Centralized District Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Hispanic, English learners, Immigrants and Low-Income Students

Strategy/Activity

Parent Engagement and Community Building
During the 23-24 school year, San Jose will host a nine-week Parent Institute for Quality Education (PIQE) workshop to help parents/guardians foster a positive educational environment for their student. During the weekly sessions, participants learn how to support academic achievement, strengthen parent-teacher communication, track requirements to graduate, and prepare for college admissions. San Jose's community liaison supports PIQE by communicating the opportunity to participate in this program with 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)
2000	Title I Part A: Basic Grants Low-Income and Neglected PIQE program

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Counseling Services

- San Jose students were offered counseling services to support student well-being

Community Building Events

- Every morning announcements were made over the public address system that shared upcoming campus events, student successes and school news
- Student of the Month - Teacher's were able to select a student who was recognized for exhibiting San Jose's school vision
- Scorpion Strong program recognized students for being community builders and catalysts for changes. Students were given Scholar Dollars to buy exchange for materials needed for school.

Community Liaison

- The community liaison served to bridge communication between staff, students and parents/guardians.

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

None

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.

PBIS - During the 22-23 school year, San Jose staff members received training to develop the PBIS program. For 23-24, the school will implement the program.

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 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 results, behavior statistics and attendance records, achievement and opportunity gaps persist between students of different racial, ethnic, linguistic, ability, and socioeconomic status within the San Jose learning community.

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	<p>2022-2023 Smarter Balanced English Language Arts(ELA) and Math All Students who met or exceeded standards 6th grade ELA 45.52% Math 43.13% 7th grade ELA 51.57% Math 45% 8th grade ELA 42.53% Math 30.69%</p> <p>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%</p>	<p>2023-2024 Smarter Balance ELA and Math Scores All Students from each grade level who have met or exceeded standards will increase by 10%</p> <p>2022-2023 Smarter Balance ELA and Math Scores All Students from each grade level who have met or exceeded standards will increase by 20%</p>
Smarter Balance English Language Arts (ELA) and Math	2022-2023 Smarter Balanced English Language Arts(ELA) and Math	2023-2024 Smarter Balanced English Language Arts(ELA) and Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students who have met or exceed standards	<p>All Students who met or exceeded standards ELA 46.43% Math 39.32%</p> <p>2021-2022 Smarter Balanced English Language Arts(ELA) and Math All Students who met or exceeded standards ELA 54% Math 38%</p>	<p>All Students who have met or exceeded standards will increase by 8%</p> <p>2022-2023 Smarter Balanced English Language Arts(ELA) and Math All Students who have met or exceeded standards will increase by 10%</p>
Student English Language Acquisition ELPAC Summative Overall Scores Overall score of Moderately/Well Developed	<p>2022-2023 ELPAC Overall Summative Scores Proficient (Well Developed)16.13% Moderately Developed 34.41%</p> <p>2021-2022 ELPAC Overall Summative Scores Moderately/Well Developed 56.52%%</p>	<p>2023-2024 ELPAC Summative Overall Scores Proficient scores will increase by 10% Moderately Developed scores will increase by 8%</p> <p>2022-2023 ELPAC Summative Overall Scores Moderately/well developed scores will increase by 10%</p>
Smarter Balanced English Language Arts(ELA) and Math English Learners who have met or exceeded standards	<p>2022-2023 Smarter Balanced English Language Arts(ELA) and Math English Learners who met or exceeded standards ELA 1.3% Math 2.38%</p> <p>2021-2022 Smarter Balanced English Language Arts(ELA) and Math English Learners who met or exceeded standards ELA 2.30% Math 0%</p>	<p>2022-2023 Smarter Balanced English Language Arts(ELA) and Math English Learners who met or exceeded standards scores will increase by 8%</p> <p>2021-2022 Smarter Balanced English Language Arts(ELA) and Math English Learners who met or exceeded standards scores will increase by 10%</p>
Galileo ELA and Math Assessment All students who have met or exceeded standards	<p>2022-2023 (EOY) End of Year All students who met or exceeded standards ELA 56% Math 37%</p> <p>2021-2022 (EOY) End of Year</p>	<p>2023-2024 End of Year (EOY) All students who met or exceeded standards will increase by ELA 5% Math 3%</p> <p>2022-2023 End of Year (EOY)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students who met or exceeded standards ELA 49% Math 33%	All students who 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)

Students Requiring Intervention

Strategy/Activity

For 23-24, the Scorpion Success Center is where students receive targeted interventions from certificated staff members based on their academic needs as the result of low test scores, grades and missing assignments.

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)

50,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Scorpion Success Center teacher 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)

Eligible 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 developing sound critical thinking, teamwork, organization and reading/writing skills. San Jose teachers are trained to deliver equitable student-centered AVID strategies students in designated classes.

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
2,000	Title I Part A: Basic Grants Low-Income and Neglected Program supplies
4,088	Title I Part A: Basic Grants Low-Income and Neglected College fieldtrips

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

In 2022-23, San Jose started the STEAM program that provided extended learning opportunities for those students who do not have the opportunity to take an elective in the six period schedule. Classes in sculpture, choir and coding were taught by teachers. Based on student interest, choir will continued to be offered for these students during 23-24.

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)
19,000	Other teacher salary - Prop 28

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Title I Program Coordinator
The Title I Program Coordinator monitors program compliance, organizes activities for students that provide incentives to engage in school (Kona Ice Days), works directly with at-risk students with school work and manages the school's participation in the the DCAN program to decrease chronic absenteeism.

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)
27,800	Title I Part A: Basic Grants Low-Income and Neglected Title I Coordinator salary
3,000	Title I Part A: Basic Grants Low-Income and Neglected Supplies for Title I activities

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a focus at risk-students

Strategy/Activity

Scorpion Supply Shop: Once a week, students can self refer or staff can refer students to a lunchtime session for students to get organized, request supplies they need to be successful, review grades and assignments, and make a plan to support their academics and organization.

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)
5000	Title I Part A: Basic Grants Low-Income and Neglected Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Parent Engagement

Strategy/Activity

Per San Jose families request, San Jose will host educational evenings to inform parents/guardians about best practices to support student success.

- Provide strategies regarding study and organizational skills,
- Interpreting State assessment (CAASPP and ELPAC) results.
- Understanding academic goals for each grade level.
- Proficiency Based Education

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)
6,000	Title I Part A: Basic Grants Low-Income and Neglected Teacher extra pay and supplies
1,000	Title II Part A: Improving Teacher Quality Teacher hourly to research best practices to provide families

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Scorpion Success Center

The goals of the center were carried out and provided students with support.

AVID

Students successfully completed AVID coursework.

EL and Special Education Program

The idea of supporting these students with unique learning opportunities was well received.

Title I Program Coordinator

The program coordinator served as an ongoing support to those students who

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 between intended implementation and expenditures strategies and activities to meet articulated goal.

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.

Scorpion Success Center/Intervention

For 23-24, Scorpion Success Center/Intervention will be specifically offered as an intervention for those students who are struggling academically to reach expected levels of proficiency, missing homework assignments and/or receiving low test scores.

AVID

For 23-24, 6th grade will be added.

EL and Special Education - STEAM

Based on student interest, choir will be offered for to students for the 23-24 school year.

Title I Program Coordinator

For the 23-24 school year, the Title I program coordinator will manage the dCAN program to improve attendance for those students who are chronically absent.

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 the 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

In Semester 2 of the 2023-24 school year, 100% of the teachers will refer to proficiency scales to guide their instructional plans, teach essential learning standards, and assess the proficiency levels of their students and provide students with constructive feedback. Students will be actively engaged with their own learning progression, referring to proficiency scales and participating in self-assessment.

Identified Need

To increase student proficiency level of knowledge and skills of all subject matter content with an emphasis on ELA and Math. To empower students to assess where they are on their own learning progression and what they need to do to continue their growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBE Walk-Throughs	Current observations suggest that approximately 20% of teachers are referring to proficiency scales in some way to inform their instruction and assessment practices. Approximately 10% of teachers are involving students in self-reflection using these scales.	In Semester 2 of the 2023-24 school year, 100% of the teachers will refer to proficiency scales to guide their instructional plans, teach essential learning standards, and assess the proficiency levels of their students and provide students with constructive feedback. Students will be actively engaged with their own learning progression, referring to proficiency scales and participating in self-assessment.
Teacher Self-Reporting Survey	There is no current baseline. Data will be collected at the end of Semester 1 of the 2023-24 school year.	At the end of Semester 1, 25% or more of teachers will report that they are using proficiency scales in some way to inform their instructional practices and assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Data will be collected at the end of Semester 2 of the 2023-24 school year.	At the end of Semester 2, 100% of teachers will report that they used proficiency scales to design, plan, and assess at least one comprehensive unit of study.
Student Survey	There is no current baseline. Data will be collected at the end of Semester 1 of the 2023-24 school year. Data will be collected at the end of Semester 2 of the 2023-24 school year.	At the end of Semester 1, students will report that 25% or more of their teachers are using proficiency scales with them in some way to inform them about their learning. At the end of Semester 2, students will report that 100% of their teachers are using proficiency scales routinely for introducing a unit of study, providing scale-based feedback along the way, giving students opportunities to self-assess, and assessing their summative project/work.

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

Administrators will provide PBE-focused workshops/training during monthly staff meetings to support teachers in the development of proficiency scales and gradebook set-up to reflect proficiency-based grading practices.

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)

10,000

Source(s)

Title II Part A: Improving Teacher Quality

teacher hourly - professional development

District Funded

Centralized District Funds - TLT stipend - California School Leadership Academy (CSLA) Grant

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

Administrators will conduct quarterly PBE walk-throughs to observe PBE implementation in classrooms, provide constructive feedback, and plan for ongoing workshops/training.

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)

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

Administrators will develop a self-reporting survey for teachers and students at the end of Semester 1 and Semester 2 to measure the level of PBE implementation in classrooms.

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)

1811

Title II Part A: Improving Teacher Quality

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

Teachers will participate in District-wide PBE activities that include meeting in content area/grade level teams to develop proficiency scales, learning maps, and common assessments and focused professional development days.

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: 2022-23

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

ANALYSIS

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.

There will be a stronger focus on equity integrated in the implementation of PBE.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$122,699.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,819.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$109,888.00
Title II Part A: Improving Teacher Quality	\$12,811.00

Subtotal of additional federal funds included for this school: \$122,699.00

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

State or Local Programs	Allocation (\$)
Donations	\$5,000.00
Other	\$21,120.00

Subtotal of state or local funds included for this school: \$26,120.00

Total of federal, state, and/or local funds for this school: \$148,819.00

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

Name of Members	Role
Whitney McEachern	Principal
Mary Pozzi	Classroom Teacher
Peter Urmini	Classroom Teacher
Desiray Vedol	Other School Staff
Helena Phelps	Parent or Community Member
Cornelia Taylor	Parent or Community Member
Cassidy Cooper	Secondary Student
Brooke Evans	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.

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 November 28, 2023.

Attested:



Principal, Whitney McEachern on 11/28/23



SSC Chairperson, Cornelia Taylor on 11/28/23