

The Single Plan for Student Achievement

Martin Luther King Middle School

School Name

01-61143-6056857

CDS Code

Date of this revision: May 12, 2017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
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The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Martin Luther King Middle School	School Year: 2017-2018
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Summary of School Goals:
 The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

PRIORITIES FOR ADDITIONAL FUNDS: Materials and supplies (\$6000), professional development (\$2000) and conference attendance (\$2000)

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Gabriel Fredman	(Principal): Janet Levenson
(Co-Chair, if applicable): Gabe Fredman	(Teacher): Gabe Fredman
Sara Baughn	(Teacher): Bret Wallan
Diona Cox	(Teacher): Sally Yoo
Lauren Frost	(Classified): Lori Nixon
Rachel Hurwitz	(Teacher): Mary Charlesworth
Lolla Ryabova Ortega	
Mimi Pulich	
Shauna Rabinowitz	
Bruce Simon	
Dave Stevens	

BSEP Planning & Oversight Committee Representative: Bruce Simon, Shauna Rabinowitz

ELAC/DELAC (District English Learner Advisory Committee) Representative: Hiat Abdo, Nadehzda Serebrennikova, Celine Perier, Maria Mejia




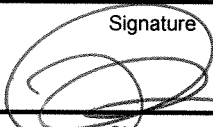
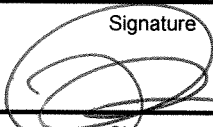
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
School Leadership Team

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on May 1, 2017.
8. This school plan was adopted by the School Governance Council on May 1, 2017.

Janet Levenson Principal	 Signature	5/1/17 Date
Gabriel Fredman School Governance Council Chair	 Signature	5-1-17 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 Date

III. School Vision and Mission

King Middle School is committed to practicing and teaching the ideals of Dr. Martin Luther King in order to insure that every student will be valued as an individual and as a contributing member of a nurturing and equitable learning community. These ideals are Equality, Academic Excellence, Community Action, Respect for Self and Others, Nonviolence, and Leadership based on Democratic Principles. The King vision calls for equitable academic outcomes for all students, and offers a challenging, standards-based curriculum, with attention to the social and psychological needs of developing adolescents.

King students are active participants in their own learning. For example, all students participate in the Edible Schoolyard where their academic learning meets with experiential learning in the garden and kitchen. As they plant, harvest, cook and eat, they explore the foods of other cultures and past civilizations. They learn respect for living systems and practice sustainable, organic environmental stewardship. This project brings the private and public sector together in a community venture for the good of the planet and each King student.

BUSD's vision and mission are always at the core: Excellence, Equity, Engagement, Enrichment

IV. School Profile

Martin Luther King Middle School, a 1996 and 2001 California Distinguished School Award recipient, is a sixth, seventh, and eighth grade school with an ethnically, educationally, and economically diverse student population of 1022 students. It is the largest of three middle schools in the Berkeley Unified School District, an urban school system. The composition of the King student body is 14% African American, 49% White, 10% Hispanic, 7% Asian, 1% API, and 18% self identified mixed ethnicity. As the "newcomer" middle school for Berkeley Unified School District, 9% of the students are English learners. 34% of the students are identified as low income (eligible for free or reduced-price lunch), and 12% of the students qualify for Special Education services.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: King School Information Sheet and 2) Power Point: King SGC Data presentation. The analysis was presented to the School Governance Council in the fall of 2016 and includes state and local multiple measures.

As demographics shift in Berkeley, so they do at King. While the school population has increased dramatically over the past couple of years, there shows a declining enrollment of African American students, Latino students, and Economically Disadvantaged students.

On the AMAO's which show growth for English Language Learners, scores improved this year. See Section VII - Title III

Note: Since this is not a cohort analysis the fluctuations are to be expected.

B. Surveys

Parents were surveyed this year only as part of the BUSD LCAP survey. About 13% of parents responded to the survey. The respondents were not representative of the school's diversity.

Parents largely expressed satisfaction with the school and identified areas for growth that are consistent with staff-identified focus areas but we do not believe we received a representative sample of parents. Parents who are satisfied with the school may have completed the survey in larger numbers than those who are dissatisfied. Areas for improvement mentioned frequently were more academic rigor and addressing bullying and cyberbullying.

Teachers were surveyed and responded with largely positive feedback, with suggestions that school climate and support programs could improve. There was strong support of the cohort model and also a desire to have more consistency across grade levels from administration.

This year we also surveyed students but have not yet analyzed the results. We will give the student survey in the Fall and Spring each year along with the other middle schools and BHS.

C. Classroom Observations

Administrators conduct informal classroom walkthroughs as well as formal observations as part of the evaluation process. Classroom observations indicate a highly competent teaching staff. The classrooms are managed well, with relatively few disruptions. The teachers display both strong content knowledge and a deep caring for middle school students. There is good communication among teachers in their departments, and many departments use the same summative assessments. Teachers are expanding their repertoire and using a wider variety of instructional strategies with students. Students mostly are on task and focused. More work needs to be done around formative assessment, differentiated instruction, individual/small group instruction, and active learning. It is also clear that more work needs to be done to identify and differentiate the role of the general education and special education teachers in their collaborative effort to support all students, particularly in terms of lesson design and tiered modifications.

D. Student Work and School Documents

Student Work and School Documents

Teachers are asked to examine student work in department meetings as part of the focus student inquiry work. This is easier in math than in other departments that lack a common curriculum and common assignments. The math department can compare exit ticket data. Students at King perform at a wide variety of academic levels. Next year all departments will have a common department meeting agenda that focuses on the questions of a PLC within the structure of consultancies.

E. Analysis of Current Instructional Program

Identify 1-2 strategies or activities per LCAP goal that were particularly effective in improving student learning? (ie: Lit Coaches; ELD teachers; Toolbox; effective Professional Development)

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

There was a continuous school-wide focus on academic vocabulary and using structured student talk to engage English learners and other reluctant participants.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Teachers have started to use the Language Line very successfully to bring parents into partnership with the school where in the past there was a language barrier preventing solid connections. The staff is working closely with the instructional assistants for the first 30 minutes on Wednesdays in "equity families" to develop stronger notions of cultural competency.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

More clubs were offered including the start of a 6th grade GSA and a gender group for 7th and 8th graders.

o What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement? (Percentages not needed; ie: Student attendance increased)

LCAP Goal 1: The data shows an improvement in CELDT scores.

LCAP Goal 2: Number of SST meetings increased.

LCAP Goal 3: Students reporting they feel safer and communicating their needs to administration about improvements still needed.

Identify 1-2 strategies or activities that were ineffective or minimally effective in improving student achievement.

LCAP Goal 1: There still needs to be a clear selection of students by lexile level for Read 180 vs. LLI .

LCAP Goal 2: There is still a disproportionality in discipline data.

LCAP Goal 3: The RJ implementation was not clearly defined and has focused more on Tier 2 than Tier 1.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

(ie: lack of timely implementation or follow up coaching; limited/ineffective PD to support implementation; lack of fidelity; not appropriately matched to student needs/population)

In all cases coaching teachers as close the the point of teaching as possible has the greatest impact on student achievement. The cultural competency work has to be ongoing and intensive. Common assessments must be implemented so teachers know how their students are performing relative to the standards.

Based on the analysis of this practice, would you recommend: Eliminating it from next year's plan

o Continuing it with the following modifications:

There are too many competing initiatives---RJ, Toolbox, academic vocabulary, CCSS, PLC's. There has to be a greater focus on effective instructional methods in the classroom (Tier 1 and Tier 2) and support outside the classroom (Tier 2.5 and Tier 3).

VI. Description of Barriers and Related School Goals

King has a continued need for reading and math intervention programs. While BUSD pays for the Read 180 software program, there is no FTE assigned for these small classes. In addition to the Read 180 class there is a need for small reading and math intervention but there has been no FTE assigned for intervention classes. Raising other class sizes to create more FTE has an adverse effect on other departments. The school also struggles to figure out how to pull struggling students for intervention since without having them miss out on an elective which may be the only area of joy and success in their day.

The school day is short and a 7th period would make it much easier to provide every student with an academic and an enrichment elective. Additionally, there is not a clear hierarchy established for interventions such as whether a student who needs both reading support and EL support should be scheduled for one or the other. The EL Master Plan doesn't address the issue of how to schedule when there are conflicting supports.

The short school day and the rigorous pace of the core curriculum make it difficult to address social and emotional learning goals. King teachers are very protective of academic instructional time and are reluctant to give up time for lessons related to social emotional learning. It would be ideal to have a social living course in the 7th grade taught by a skilled teacher or counselor.

Each year there is a sizable group of 6th grade students who still have not learned their basic math facts by rote, and 7th and 8th graders who need help with fractions and integers. This lack of facility with numbers is a barrier to accessing the math curriculum.

Similarly, there are many students who have received intensive reading intervention in elementary school and are still reluctant and not skilled readers. The academic gap widens when students are not independent readers.

Related School Goals

LCAP Goal 1: High Quality Instruction and Curriculum

School Goal 1: Early intervention in reading and math: All 6th grade students will commit basic math facts to memory and all readers (excluding recent EL's and those with identified learning disabilities) reach grade level by the end of the year.

LCAP Goal 2: Cultural and Linguistic Responsiveness

School Goal 2: All staff will design and deliver instruction using Constructing Meaning strategies. .

LCAP Goal 3: Safe, Welcoming and Inclusive School Climate

School Goal 3: All students will experience community building circles and cultural and justice-themed assemblies at least monthly.

School Goal 4: Provide opportunities for all students to have enriching experiences through the arts.

VII. School and Student Performance Data (continued)

Table 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	332	356	322	329	316	322	97.0	89.6
Grade 7	332	357	310	325	308	323	93.4	90.5
Grade 8	320	325	304	300	299	292	95.0	90.8
All Grades	984	1039	936	954	923	937	95.1	90.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2571.3	2572.9	34	40	36	33	17	12	11	15
Grade 7	2555.1	2593.4	19	30	36	40	19	18	25	12
Grade 8	2586.7	2582.0	20	25	42	33	19	21	17	22
Grade 11		*		*		*		*		*
All Grades	N/A	N/A	25	32	38	35	18	17	18	16

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	36	44	47	40	16	16
Grade 7	30	44	41	40	29	16
Grade 8	35	38	45	40	19	23
All Grades	34	42	44	40	21	18

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	41	46	46	40	12	14
Grade 7	28	44	46	40	26	15
Grade 8	33	32	44	40	21	28
All Grades	34	41	45	40	20	19

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	24	30	70	61	6	8
Grade 7	21	27	58	67	19	6
Grade 8	21	25	64	59	14	16
All Grades	22	28	64	63	13	10

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	42	48	49	44	8	8
Grade 7	29	39	53	49	18	12
Grade 8	39	36	45	48	15	17
All Grades	37	41	49	47	13	12

Conclusions based on this data:

1. Large numbers of students are at or near standard.
2. Students performed less well in the area of listening.
3. 7th graders had lower performance scores.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	332	356	326	330	323	325	98.2	91.3
Grade 7	332	357	321	331	320	325	96.7	91.9
Grade 8	320	325	308	301	306	297	96.3	91.7
All Grades	984	1039	955	962	949	947	97.1	91.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2567.0	2592.1	37	47	25	27	21	14	15	12
Grade 7	2563.1	2592.0	31	38	23	27	21	21	24	13
Grade 8	2589.5	2599.5	29	37	28	21	21	22	22	21
Grade 11		*		*		*		*		*
All Grades	N/A	N/A	33	41	25	25	21	19	21	15

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	41	51	37	32	22	16	
Grade 7	38	53	28	28	33	19	
Grade 8	38	44	38	34	24	22	
All Grades	39	49	34	31	26	19	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	36	49	48	39	16	12
Grade 7	33	42	40	42	27	16
Grade 8	35	41	47	40	17	19
All Grades	35	44	45	40	20	16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	38	46	45	45	18	9
Grade 7	34	47	54	42	11	11
Grade 8	29	38	50	46	20	16
All Grades	34	44	50	44	16	12

Conclusions based on this data:

1. There are large numbers of students at or near the standards.
2. The distribution across the practices is fairly similar.
3. The distribution across the grades is fairly similar.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Martin Luther King Middle School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	58	70	70
Percent with Prior Year Data	96.6%	100%	97.1%
Number in Cohort	56	70	68
Number Met	31	45	39
Percent Met	55.4%	64.3%	57.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	38	38	33	49	41	49
Number Met	4	19	9	23	4	27
Percent Met	10.5%	50.0%	27.3%	46.9%	9.8%	55.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	Yes	No	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	9	4	4	32	48	30	50	37	26		11	13	9		26
7	11	28	27	47	24	38	26	24	31	11	16		5	8	4
8	12		14	12	44	29	35	28	38	24	28		18		19
Total	10	11	16	31	39	33	38	30	31	10	17	4	10	3	16

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.4 Implementation of the Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.(AMAO 1)

Grade Level Math Proficiency: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified subgroups.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

CCSS Training: Professional Development Sign-In
 CCSS Professional Development Evaluations from Teachers
 Annual Teacher Survey
 District Benchmark Assessments for ELA and Math
 Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
 California English Language Development Test (CELDT)
 School Accountability Report Card
 California English Language Development Test (CELDT)
 Re-Designation (RFEP) Records
 Eighth Grade Math Proficiency
 Illuminate Student Access/Enrollment Report

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Student Academic Support in Math</p> <p>Provide flexible options for additional math instruction and support.</p> <ol style="list-style-type: none"> 1. Resource teachers will provide support periods in the Learning Center for scheduled students. 2. Any 6th grader who hasn't committed basic math facts to memory will be assigned to a math advisory for intensive practice. 3. Master schedule will include a 30 minute block advisory/tutorial 2 days/week with the same math teacher at 7th/8th grade. 4. All math teachers will offer challenging assignments through classroom differentiation (extensions) for students. 5. Teachers will use technology- based math support and acceleration for all students. 6. COS teams will monitor the placement of focus students for the 30 minute advisory period to ensure they are receiving extra support. 7. If FTE can be found, math enhancement classes will be taught at 7th and 8th grades, and at 6th grade during wheel rotation. 8. Continue to pair students with Bridge tutors from UC Berkeley in after school program. 	<p>2017-2018 school year</p>	<p>4300 Materials and Supplies</p> <p>5800 Contracted Services (inc software subscriptions</p>	<p>Math materials for differentiation</p> <p>IXL (web based math program), math intervention</p>	<p>BSEP</p> <p>District Allocation</p>	<p>2,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>9. The math coach will work with the teachers to identify math intervention curriculum that can be purchased.</p> <p>10. The math department will continue to look at data in advance of teaching to attain information about their students' readiness.</p>					
<p>2. Provide staff development and time for curriculum development to improve alignment, assessment and instruction.</p> <p>1. Provide opportunities for teachers to observe in each other's classrooms for professional growth and alignment purposes.</p> <p>2. Teachers will be able to attend conferences (math, AVID, NEP, AERA, etc) and share their learning with their colleagues.</p> <p>3. The weekly staff meeting schedule will allow extra time for Constructing Meaning planning time in addition to departmental PLC collaboration.</p> <p>4. The principal and Instructional Leadership Team will plan professional development for Wednesday staff meetings and Early Back days to spread best practices.</p> <p>5. The math, humanities and science departments will be able to take a day off each semester to plan for the following semester's work.</p>	2017-2018 school year	5200 Travel and Conference	Conference attendance	Title I A - Basic Funding	4,000
		1116 Certificated Hourly	Staff and curriculum development	BSEP	5,000
		1116 Certificated Hourly	Staff and curriculum development	PTA	10,000
		1116 Certificated Hourly	Early Back	PTA	18,000
<p>3. Work proactively to address barriers to learning before students are assessed for special education testing.</p> <p>1. The staff will work on universal practices related to student engagement such as "No Opt Out" and active learning structures. The principal and VP's will set expectations around strategies for student engagement for every classroom and reinforce this through frequent classroom visits.</p> <p>2. Faculty will meet in Professional Learning Communities to focus on students who are not scoring proficient on state, district, and classroom</p>	2017-2018 school year	1116 Certificated Hourly	Substitute teachers		
		1102 Certificated Monthly	.25 of 3 VP's	BSEP	114,300
		1102 Certificated Monthly	.6 of the 3rd counselor	BSEP	61,850
		4380 Other/Reserve	Personnel Variance	BSEP	5,060
		5711 Field Trips	AVID - college visits and parent night	Title I A - Basic Funding	1,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>assessments as well as those who are routinely scoring above grade level.</p> <p>3. The RtI Coordinator will reinforce a model of Response to Intervention that focuses on short term interventions with progress monitoring, and classroom-based Tier I and Tier II strategies.</p> <p>4. ELD coach will help other teachers develop ways to scaffold and modify assignments using Constructing Meaning strategies.</p> <p>5. Teachers will be given time to observe other classrooms and plan for differentiated instruction with the resource teachers.</p> <p>6. Filter all data through an ASI filter to monitor a cohort for prioritized intervention, with special attention to the 5th graders entering 6th.</p> <p>7. Literacy coach and literacy intervention teacher will work with students in small intervention groups and support teachers in delivering direct instruction in the classroom.</p> <p>8. Maintain a cohort model of support to support students through all 3 years.</p>					
<p>4. Student Academic Support in Reading</p> <p>Challenge and support all readers by investing in our teachers for a deep understanding of how to assess and teach reading.</p> <p>1. The Literacy Coach will continue to support the 6th grade students in reading intervention support.</p> <p>2. Literacy Coach will continue to support 6th grade teachers in 2017-2018 to improve Tier I and Tier II instruction in reading, while also providing more literacy support for 7th and 8th grade teachers.</p> <p>3. Teachers will continue to build stronger classroom libraries and lay foundation for literature circles by choosing grade level book collections for literature circles.</p> <p>4. Teachers and literacy coach will continue to</p>	2017-2018 school year	<p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p> <p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>4380 Other/Reserve</p>	<p>Books For Classroom Libraries</p> <p>Accelerated Reader and STAR for all students</p> <p>Materials for consistent support across Learning Centers</p> <p>Books</p> <p>1.0 FTE Academic Support Teacher (.72 BSEP, .28 Title I)</p> <p>1.0 FTE Academic Support Teacher (.72 BSEP, .28 Title I)</p> <p>Personnel Variance</p>	<p>PTA</p> <p>PTA</p> <p>District Allocation</p> <p>BSEP</p> <p>BSEP</p> <p>BSEP</p> <p>Title I A - Basic Funding</p> <p>Title I A - Basic Funding</p>	<p>3,000</p> <p>8,000</p> <p>2,000</p> <p>2,000</p> <p>53,000</p> <p>21,000</p> <p>983</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>develop a reading program that creates incentives and pushes students to meet goals beyond what AR offers. The 30 Book Challenge and Readers Rock Advisories will be a part of the program to build a stronger reading culture for all students.</p> <p>5. Supplement district's allocation of LLI intervention materials so that Learning Centers and intervention teachers have access to materials</p> <p>6. The school will work with Writers Coach Connection to add reading support to the coaching protocol.</p>		5800 Contracted Services (inc software subscriptions)	Writer Coach	PTA	17,600
<p>5. Provide systematic support for readers below grade level, including English Learners.</p> <p>1. The Literacy Coach coach will continue to work with teachers on ways to screen for reading difficulties and will model explicit instructional strategies to support those underperforming readers, with a focus on 6th grade.</p> <p>2. All teachers will assess reading comprehension 3x/year using the STAR test.</p> <p>3. All grade level teams will meet at least quarterly to review the reading assessment data.</p> <p>4. The Read 180/System 44 program will serve a minimum of 15 6th grade students and will include a 7th grade class.</p> <p>5. The Principal will define protocols for proper student placement in intervention classes and support groups. Progress monitoring will happen through COS teams using current AR and classroom data.</p> <p>6. Resource teachers will use LLI in the Learning Centers to help struggling readers.</p> <p>7. Teachers will utilize parent and community volunteers as reading coaches for students needing support to reach their reading goal.</p> <p>8. The master schedule will offer an Academic Language Development (ALD) elective for long term English Language Learners in 7th/8th grade as well</p>	2017-2018 school year	4300 Materials and Supplies	Upgrade technology	PTA	1,500
		4300 Materials and Supplies	Upgrade technology	BSEP Carryover	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>as an elective called EL through drama for the newcomers.</p> <p>9. If we have the FTE, students who exit Read 180 will move into an LLI group or a reading enhancement class.</p>					
<p>6. Strengthen the visual and performing arts program to increase access to all students.</p> <p>1. Grade level department teams will explore ways to integrate more art into the curriculum, as part of the 6th grade wheel and as part of the 7th/8th grade electives.</p> <p>2. The afterschool coordinator will offer more visual and performing art classes in the afterschool schedule.</p> <p>3. If funding is confirmed, the PTA will pay for a performing arts program for all 6th graders.</p> <p>4. If FTE is available, add a zero period dance class and also offer dance classes through PE.</p>	2017-2018 school year	4300 Materials and Supplies	art supplies for lunch time programming	PTA	700
		5800 Contracted Services (inc software subscriptions)	6th grade art program	PTA	15,000
<p>7. All students will be given the opportunity to take at least one class outside the normal academic load.</p> <p>1. Students will be allowed to choose an elective or afterschool class that meets their interests.</p> <p>2. VP's will monitor the schedules of all students, particularly those with academic enhancement courses (AVID, ALD, Read 180).</p> <p>3. VP and Counselor will review afterschool class enrollment as part of the snapshot process with the grade level COS teams.</p>	2017-2018 school year	1116 Certificated Hourly	Offer ECO classes	Other	
		4300 Materials and Supplies	Afterschool sports	PTA	3,000
		2916 Noon Supervisors		PTA	16,000
		4380 Other/Reserve	Swimming / Lifeguards	PTA	4,000
<p>8. All students will participate in the Edible Schoolyard program during the school day and after school.</p> <p>1. VP's will monitor the schedules for their grade levels to be sure that all students are participating, particularly those students in academic support classes.</p>	2017-2018 school year	4380 Other/Reserve	Edible Schoolyard	PTA	29,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. Teachers and ESY staff will meet to plan lessons that provide an experiential, hands-on connection to the classroom learning.</p> <p>3. The ESY director and principal will align professional development to help further integrate the ESY program into the school.</p> <p>4. The afterschool program will provide classes in ESY.</p>					
<p>9. Support and monitor implementation of NGSS</p> <p>1. Teacher hourly and substitute days for teacher planning and training in new FOSS units.</p> <p>2. Continue work with UC Berkeley to provide mentoring for all 7th graders on their scientific research project called "You Be a Scientist".</p> <p>3. Purchase materials for the science department that are required to upgrade to NGSS.</p> <p>4. Literacy coach will work with science teachers on close reading strategies for science texts.</p>	2017-2018 school year	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p>	<p>curriculum planning and school visits</p> <p>NGSS and STEM materials</p> <p>7th grade science</p>	<p>PTA</p> <p>BSEP</p> <p>PTA</p>	<p></p> <p>2,500</p> <p>2,000</p>

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Cultural & Linguistic Relevance: By 2017-18, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By 2017-18, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO1). By 2017-18, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Provide a systematic structure to support the emotional and academic growth of all students with a particular focus on students identified as at risk using the Academic Support Index (rating of 3+).</p> <p>1. Principal will work to increase mentoring/role models at King through Stiles Hall, role model visitations, and other creative partnerships.</p> <p>2. "Keepin it Real" will provide mentoring and support to at-risk youth through mentoring groups one day peer week.</p> <p>3. Offer an EL tutorial after school for all EL's.</p> <p>4. Implement the AVID model for the ALD course.</p>	2017-2018 school year	5800 Contracted Services (inc software subscriptions	"Keeping It Real" Mentoring contract (Nikao Youth Services)	BSEP	6,500
		5800 Contracted Services (inc software subscriptions	Stiles Hall Mentorship	Title I A - Basic Funding	13,600
		5800 Contracted Services (inc software subscriptions	Stiles Hall Mentorship	BSEP	6,400
		5800 Contracted Services (inc software subscriptions	EL tutors through Stiles Hall	Title I A - Basic Funding	3,000
		5200 Travel and Conference	AVID conference	District Allocation	
		1116 Certificated Hourly	Extended Day Academic Intervention	District Allocation	13,960
<p>2. Focus on Cultural Competency and Cultural Relevancy in PD</p> <p>1. All staff will be asked to attend the Cultural Competency Foundational Academy.</p> <p>2. Equity work will be integrated into all professional development throughout the year.</p> <p>3. The Equity Coaches and Principal will plan PD on cultural competency in short segments on specific topics for discussion during all whole staff meetings.</p> <p>4. Counselors and staff will continue to deliver content during morning messages and schoolwide activities related to the monthly cultural themes.</p> <p>5. The PBIS team will incorporate cultural celebrations into their annual plan for assemblies.</p>	2017-2018 school year	4300 Materials and Supplies	Materials to support the cultural competency professional development work	Title I A - Basic Funding	
		5200 Travel and Conference	Equity conference	Other	
<p>3. Continue to work on Constructing Meaning strategies and make CM integration into lessons a schoolwide focus for collaboration.</p> <p>1. Provide support to teachers and departments in creating CM materials in coordination with the ELD</p>	2017-2018 school year	1116 Certificated Hourly	Collaboration time for developing units	PTA	
		1102 Certificated Monthly	Early Back days in August for first 2 days of CM training	PTA	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
coach. 2. Send a group of teacher leaders to conferences such as the EL Achieve Symposium and AVID		1116 Certificated Hourly 5200 Travel and Conference	Substitutes and planning time for teachers to observe each other and plan lessons collaboratively. El Achieve	PTA District Allocation	

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

3.1 Social-Emotional Skills and Mental Health: K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) and mental health services.

3.2 Consistent Attendance: The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [*number will be adjusted based on enrollment]

3.3 Positive Supports, Effective Discipline: The number of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth, court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)

3.4 Family Partnership: The percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report

Family Connectedness Survey

District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Middle School Drop out Report

Suspension, expulsion and truancy rates

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Increase parent understanding of the middle school academic program and provide fun opportunities for whole family engagement around learning.</p> <p>1. 6th grade VP and counselor and PTA room parents will organize 6th grade parent nights---potlucks in Sept and information nights in January and March.</p> <p>2. PTA will host a Parent Education series of guest speakers in targeted areas (parent-teen communication, cyber safety, drug and alcohol use/abuse, etc).</p> <p>3. PTA will organize a "Welcome Fair" for all grade levels in August before the start of the school year- collect and distribute information about the whole school and special programs.</p> <p>4. VP's and teachers will schedule "academic information nights" in key areas such as math, reading, science to help parents understand how to support their students in these subjects.</p> <p>6. The master schedule will offer 2-3 sections of AVID as an elective to serve approximately 40-60 total students in 7th and 8th grade. There will be parent outreach through the AVID program including bringing parents on the college tours.</p> <p>7. Parent meetings will be scheduled mid-year (in lieu of a staff meeting) for teachers to meet with the</p>	<p>2017-2018 school year</p>	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Teacher Curric Dev hourly for Academic information nights</p> <p>Mailings and Other Communications</p> <p>Food for dinners and events</p> <p>Food for dinners and events</p>	<p>PTA</p> <p>District Allocation</p> <p>PTA</p> <p>Title I A - Parent Involvement</p>	<p>1,000</p> <p>3,500</p> <p>989</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
families of students who are struggling academically. 8. The principal will send a quarterly newsletter to help explain PowerSchool, the grading policy, and expected academic benchmarks.					
2. Improve School-Home Communication. 1. PTA will maintain the school website with up to date information about the school and school events, send out information weekly via the school etree, and post to Facebook to update parents on important school information. 2. Principal will continue weekly phone and email message to the parent community. 3. Teachers and VP's will increase the number of face to face meetings they have with parents. 4. A grade level VP and/or counselor will hold intake meetings with all new students and their parents to get background information and establish the expectation of parent involvement. 5. Staff will provide translation of all robocalls and written materials sent home from the office. 6. Our intervention specialist will work with organizations to provide free computers to any family that doesn't have one. 7. Provide an ongoing mechanism for parents to provide feedback to the school.	2017-2018 school year	1116 Certificated Hourly 4300 Materials and Supplies 2116 Classified Hourly	Teacher Curric Dev hourly to create an information booklet about King, and to work on community events such as parent education. Printing for handbook Translation	PTA PTA PTA	1,000
3. Build a stronger and more cohesive parent community that is truly inclusive. 1. The PTA will host a welcome event each year in June for all new incoming families so they can meet and we can begin to bring them into the community. 2. The 6th grade VP/PTA room parents will schedule 6th grade core classroom potlucks in the first three weeks so parents can make connections with each other early.	2017-2018 school year	4300 Materials and Supplies 5711 Field Trips	Parent Involvement / Welcome / Hospitality 8th grade events	PTA PTA PTA	4,900 25,000 2,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3. PTA will prioritize schoolwide community events that are not fundraising events, such as the Fall Festival.</p> <p>4. The VP assigned will ensure that the school has a functioning ELAC.</p> <p>5. The VP's will create community within each cohort through special events that are grade level specific.</p>					
<p>4. Engage parents whose students have behavioral or academic challenges.</p> <p>1. Teachers and VP's will schedule face-to-face meetings with families whenever students are underperforming either behaviorally or academically.</p> <p>2. VP's and counselors will develop a behavior improvement check in/check out system that facilitates communication between home and school and incentivizes positive behavior.</p> <p>3. The VP's/Counselors will hold intake meetings with the family of any student transferred to King midyear.</p> <p>4. The counselors and administrative team will continue to implement alternatives to suspension when allowable.</p> <p>5. Any student receiving a 1/1 grade will remain on the COS team monitoring list until the grade improves.</p> <p>6. Give students a chance to reflect and engage in a restorative process when discipline issues are minor.</p>	2017-2018 school year	4300 Materials and Supplies	Student incentives	BSEP Carryover	
<p>5. Improve the school climate and increase student engagement/ownership.</p> <p>1. The counselors will continue to work on ways to develop student voice and ownership of campus (send students to statewide Student Council conference and GSA conference; include students on safety, school climate, SGC, and technology committees; hold focus groups; and survey students annually).</p> <p>2. The VP's and counselors will provide opportunities</p>	2017-2018 school year	4300 Materials and Supplies	Workshops / Assemblies	PTA	800

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>for student involvement to increase school spirit such as Student Council, student film festival, lunchtime activities, student vs. staff contests, Spirit Days, clubs, student created assemblies, etc.</p> <p>3. The counselors and PBIS team will plan monthly grade level assemblies with a focus on school climate through quarterly justice themes.</p> <p>4. The VP's will develop and implement a schoolwide PBIS plan, continuing the quarterly student recognition assemblies that provide incentive rewards for positive behavior.</p> <p>5. Pilot an anonymous bullying tip line so students can report incidents of bullying and other student safety issues.</p> <p>6. Start a LinkCrew or other peer mentoring program for 8th graders to support 6th graders in making the transition to middle school.</p> <p>7. School will survey students twice per year to get feedback on their experience.</p>					
<p>6. Improve on time attendance.</p> <p>1. Principal/VP's and attendance clerical assistant will explain to families the absence codes and process for excusing absences, clearly and repeatedly through written documentation and reminders.</p> <p>2. VP's will use the SART and SARB process for students who are absent frequently, including students with excessive excused absences due to illness.</p> <p>3. Counselors will provide support to the families of homeless students who are truant.</p> <p>4. Principal/VP's will provide quarterly incentives to students individually and as a grade level for meeting attendance goals.</p> <p>5. Attendance data will be reviewed monthly during each grade level's COS team meeting.</p> <p>6. Students with excessive absences who are</p>	2017-2018 school year	4300 Materials and Supplies	attendance incentives	PTA	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
excused for medical reasons will be referred to the District nurse for follow up.					
<p>7. Provide a systematic structure to support emotional and academic growth of students.</p> <p>1. The RtI Coordinator will continue to provide consistency across grade level teams in terms of referrals, use of data, individual learning plans, case management, and parent communication.</p> <p>2. A third counselor and two resource teachers per grade level will support full development of each team using a cohort model.</p> <p>3. Counselors will supervise interns and also work with an outside agency to provide individual mental health counseling for students.</p> <p>4. An articulated program of support for reading and math intervention will be developed to clarify where and with whom students will receive support.</p> <p>5. Counselors/VP's will implement comprehensive school approach to prevent drug and alcohol use/abuse among students (curriculum implementation, guest speakers, and student leadership).</p> <p>6. The PTA will support all 7th graders to receive sex education from a qualified instructor.</p>	2017-2018 school year		Health Connected Workshops	PTA	15,000

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	44,083	0.00
Title I A - Parent Involvement	989	0.00
BSEP	260,610	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	260,610.00
District Allocation	13,960.00
PTA	181,500.00
Title I A - Basic Funding	44,083.00
Title I A - Parent Involvement	989.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	250,150.00
1116 Certificated Hourly	48,960.00
2916 Noon Supervisors	16,000.00
4300 Materials and Supplies	33,900.00
4380 Other/Reserve	39,043.00
5200 Travel and Conference	4,000.00
5711 Field Trips	26,500.00
5800 Contracted Services (inc software subscriptions)	63,089.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	229,150.00
1116 Certificated Hourly	BSEP	5,000.00
4300 Materials and Supplies	BSEP	8,500.00
4380 Other/Reserve	BSEP	5,060.00
5800 Contracted Services (inc software	BSEP	12,900.00
1116 Certificated Hourly	District Allocation	13,960.00
	PTA	19,500.00
1116 Certificated Hourly	PTA	30,000.00
2916 Noon Supervisors	PTA	16,000.00
4300 Materials and Supplies	PTA	25,400.00
4380 Other/Reserve	PTA	33,000.00
5711 Field Trips	PTA	25,000.00
5800 Contracted Services (inc software	PTA	32,600.00
1102 Certificated Monthly	Title I A - Basic Funding	21,000.00
4380 Other/Reserve	Title I A - Basic Funding	983.00
5200 Travel and Conference	Title I A - Basic Funding	4,000.00
5711 Field Trips	Title I A - Basic Funding	1,500.00
5800 Contracted Services (inc software	Title I A - Basic Funding	16,600.00
5800 Contracted Services (inc software	Title I A - Parent Involvement	989.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	402,993.00
Goal 2	43,460.00
Goal 3	54,689.00

BUDGET SUMMARY 2017-18

King Middle School (132)	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
Budget Item		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Vice Principals (3)	1302	114,300	0.75								2.25	3.00
Counselor	1202	61,850	0.60								0.40	1.00
Restorative Practice (Counselor)	1202						1.00					
Academic Support Teacher	1102	53,000	0.72	21,000	0.28							1.00
ELD TSA	1102						0.70					0.70
ALD TSA	1102						0.20					0.20
RtI TSA	1102						1.00					1.00
Middle School Math Support	1102						0.40					
Extended Day Academic Intervention	1116					13,960						
Certificated Hourly - Early Back	1116							18,000				
Certificated Hourly - PD	1116	5,000						10,000				
Noon Supervisors / Swimming & Lifeguards								20,000				
Materials & Supplies	4300	8,500						17,000				
Technology	4300											
Parent Involvement / Welcome & Hospitality	4300			989				6,900				
Grade Level Activities								23,000				
Field Trips								25,000				
Travel & Conference	5200			4,000								
Workshops / Assemblies								15,000				
Edible School Yard								29,000				
Contract (Stiles Hall)	5800	6,400		13,600								
Contract (Stiles Hall Tutors)	5800			3,000								
Contract (Nikao)	5800	6,500										
Contract (Writer Coach)								17,600				
AVID (college visit/parent night/conference)	5800			1,500								
Unallocated Reserve		5,060		983								
Total Expenditures		260,610		45,072			3.30	181,500				
Revenue Allocation		260,610		45,072								

Carryover Priorities

- Materials and Supplies
- Certificated Hourly
- Travel and Conference
- Noon Supervisors