School Year: **2020-21**

# 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 |
|---|---|---|---|
| Martin Luther King Middle School | 01-61143-6056857 | | |

## 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)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

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.

The purpose of this plan is to describe how our school is providing a robust schoolwide program to support all students and to provide details of our comprehensive and targeted support systems for focal students.

# 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).

There was no BUSD LCAP survey this year and King did not complete its own survey due to the unexpected demands resulting from school closures.

All students complete a survey in the Spring each year that aligns with the one given at BHS. The survey was given this current year but staff has not received the results.

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

Administrators conduct informal classroom walkthroughs as well as formal observations as part of coaching and evaluation. Classroom observations indicate that 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 most departments use the same summative assessments. Areas of growth for teachers is to plan lessons with more student-directed learning and less teacher talk. Special education and general education teachers need more time to collaborate to differentiate their roles in terms of in terms of lesson design and tiered modifications.

## 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)

Students are identified for services by both state and local criteria including quarterly STAR math and reading assessments, SBA testing, and English Learners also have an annual ELPAC score.  Students significantly below  grade level in math receive small group instruction during whole class reading periods and support during the 30 minute flexible block period.  If the added support does not prove adequate, a student study team meets to determine if program modification, special education testing or some other measure will lead to more success.  Teachers look at collective and individual data to design and modify their instruction and to determine the need for extra services.  Students who are not performing at grade level in reading, writing or math are placed in an English/language arts or math support class as available in the master schedule.

Resource teachers regularly speak with classroom teachers to determine ways to support students with IEP's in the regular program.  This arrangement allows resource students to be present in their core instructional classes for a maximum amount of time and still receive individual or small group services.  The structure of Special Education is in continual need of review and adjustment as we look at ways to better serve our population, including work on improving attendance rates. In addition, services are more and more being "front loaded" so that students receive the support they need without the need of a special education designation. Student "response to intervention and instruction" (RTI2) is an integral component of any SST process. Our goal is to fully include as many special education students as possible as well as reduce our identification numbers; especially in our overrepresented populations.  The students in the Counseling Enriched Classroom are mainstreamed to the full extent possible for 1-5 periods per day.

English Learners take the ELPAC test annually, which provides additional information to help place English Learners appropriately in classes such as English Language Development classes, SDAIE classes, Academic Language Development (AVID Excel), and mainstream classes.   In sixth grade, English Learners are clustered by English language levels.  In seventh and eighth, there are sheltered humanities classes.  English learners are clustered students in math and science classes and support is provided by an ELD coach.   There is a sheltered after school homework center specifically designed to meet the needs of English Learners.

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

All assessments are aligned to the Common Core pacing guides.  The grade level case management teams (COS) meet weekly and review grade level attendance, behavioral, and academic data to monitor student success.  The staff continues to work on developing more formative data and short intervention cycles.

# Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All King staff meet the NCLB requirements for highly qualified staff.  Classified staff also meet the NCLB requirements.

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

King has been able to recruit outstanding credentialed teachers in all subject areas.  It has become increasingly difficult to recruit and retain young teachers and teachers of color.   Some positions have been harder to fill in recent years such as PE teachers, world languages teachers, and part-time teachers.  The district continues to offer professional development days and departmental collaboration connected to the core curriculum and best pedagogical practices.

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

The site instructional leadership team and grade level COS teams review data frequently to inform programmatic needs and also to inform the site's professional development plan and allotment of BSEP teacher-initiated professional development (TIP) funds.

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

King will focus coaching and professional development based on assessed need through teacher observations and self-reporting.  Site-based and district-level instructional coaches will be utilized.

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

King teachers meet within department grade level teams approximately twice per month for curriculum/assessment mapping work and review of student work in a professional learning community format. Intensive work times are provided at the start of the year to coordinate pacing, content, and assessment and quarterly as needed.

## Teaching and Learning

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

King Middle School's "Early Back" days have focused on alignment and implementation of standards based curriculum and instructional strategies.   Departments and grade levels meet regularly during the school year to articulate within and between grade levels.

In reading and writing, humanities teachers have used the Inquiry by Design curriculum and continue to work on strategies that increase vocabulary and reading comprehension in all subject areas. Teachers have developed schoolwide vertically aligned templates for annotation and summary and academic discussion protocols.

All departments regularly review new materials that will support their program as well as discuss and share strategies for the most effective use of their current resources.

All core subject areas (Math, English, History, and Science) utilize state adopted materials.

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

The school schedule meets district and contract requirements, and includes a modified block schedule with three all period days and two block days.  So students see every teacher four days per week.

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

The humanities, math and science teachers follow district pacing guides.  History has not yet aligned lesson and assessment pacing.  The master schedule has remained flexible enough to add support and intervention classes mostly funded at the site level.  Support classes are an additional dose of grade-level curriculum and intervention classes focus on below grade level skill gaps.  The master schedule always prioritizes early intervention with more support at 6th grade.

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

Berkeley Unified School District has adopted and purchased state approved instructional materials in history, science, mathematics, and English. Each year King submits an order to insure that the materials will continue to be available to all students.

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

State adopted and standards aligned materials are part of the King instructional program in math, science, history, and English. The intervention program for reading support includes the use of Read 180 and math intervention is using ST math.  ELD curriculum includes the use of various software programs.

## Opportunity and Equal Educational Access

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

The King Middle School philosophy and organizational structure promote maximum support for all students.  If students are not experiencing success in any class, teachers use a variety of strategies including adjusting or modifying assignments.  Many teachers provide on-going individual and small group tutoring before school, at lunch and break, and after school.

King vice-principals also take an active role in the support of underperforming students.  Vice-principals and counselors follow a class through their entire tenure at King.  The weekly Coordination of Services Team (COS) meetings have a weekly schedule for reviewing attendance, behavioral and academic data.  The team helps to identify students for services such as support classes, intervention classes or afterschool academic programs.  During the three years that students attend King, the vice-principals, resource teachers, and counselors get to know them well.  This individual attention helps many students become more accountable and successful.  Each grade level has a learning center that is run by the special education staff and is open to any student needing support in a smaller setting.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are widely utilized at King to raise student achievement:
- De-tracked academic classes with high expectations for all students
- Lower class size in math and reading support and intervention classes
- Opportunities for increased time and targeted instruction
- Utilization of state board adopted, research based core programs
- Utilization of research based intervention programs
- School-wide sustained silent reading
- Reinforcing effort through a high profile habits of work grade
- Wide use of Constructing Meaning strategies for annotation, academic vocabulary and academic discussion protocols
- Cohort-based intervention teams meet weekly to review data and student progress and create plans to meet student needs
- Inquiry-based team meetings using formative assessment and team planning to improve target results

# Parental Engagement

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

King Middle School and the Berkeley school community provide many services for students who are performing just at or below grade level:
- Counselor, interns and volunteers
- Berkeley Mental Health and other community-based mental health providers
- English Language Learner tutors through Stiles Hall
- Y mentors
- Bridge math tutros and homework support in LEARNS
- AVID mentors
- Reading coach volunteers
- Counseling interns

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)

King Middle School has an active School Governance Council that meets at least once per month. The parent and staff communities give input through the school survey.  Parents are encouraged to volunteer in classrooms and around the school.  Teachers give input through the biweekly instructional leadership team meetings.

<u>Funding</u>

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

See action plans and action plan budgets

Fiscal support (EPC)

BSEP, General Fund, PTA, LCAP

# Stakeholder 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 School Site Committee (SSC) was established through an election process in early September, and is comprised of parents/guardians, teachers, the principal and other staff. They review data and the goals and action items of the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. There is minimal identified funding for intervention and support classes. The school no longer receives Title I funding but still has a relatively high number of unduplicated students.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| **American Indian** | 0.10% | % | 0.2% | 1 | | 2 |
| **African American** | 11.04% | 10.21% | 9.77% | 113 | 101 | 96 |
| **Asian** | 7.13% | 6.77% | 7.63% | 73 | 67 | 75 |
| **Filipino** | 0.49% | 0.71% | 0.61% | 5 | 7 | 6 |
| **Hispanic/Latino** | 14.36% | 15.98% | 16.28% | 147 | 158 | 160 |
| **Pacific Islander** | 0.10% | 0.1% | 0.1% | 1 | 1 | 1 |
| **White** | 49.61% | 48.23% | 47.91% | 508 | 477 | 471 |
| **Multiple/No Response** | % | 0.1% | 17.4% | | 1 | 1 |
| | | | **Total Enrollment** | 1024 | 989 | 983 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 17-18 | 18-19 | 19-20 |
| **Grade 6** | 325 | 320 | 332 |
| **Grade 7** | 353 | 318 | 334 |
| **Grade 8** | 346 | 351 | 317 |
| **Total Enrollment** | 1,024 | 989 | 983 |

**Conclusions based on this data:**

1. The size of the school has remained stable but the ethnic distribution is changing with the African American population decreasing and the White population increasing.

2. The Hispanic/Latino population has decreased which is noticed in our EL newcomer program where more students arriving from elsewhere across the globe.

3. The data does not capture students of multiple ethnicities therefore leaving out a large percentage of non-white students.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **17-18** | **18-19** | **19-20** | **17-18** | **18-19** | **19-20** |
| **English Learners** | 63 | 64 | 65 | 6.2% | 6.5% | 6.6% |
| **Fluent English Proficient (FEP)** | 118 | 91 | 94 | 11.5% | 9.2% | 9.6% |
| **Reclassified Fluent English Proficient (RFEP)** | 9 | 0 | 6 | 12.3% | 0.0% | 9.4% |

**Conclusions based on this data:**

1. There is a continuing annual decrease in the number of English Learners enrolling at King.

2. Fewer students have been reclassifying as English Learners, possibly due to higher reclassification rates at the elementary schools.

3. Fluent English Proficiency rates have also slightly declined.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 346 | 321 | 334 | 330 | 305 | 322 | 328 | 303 | 321 | 95.4 | 95 | 96.4 |
| Grade 7 | 332 | 348 | 318 | 312 | 332 | 307 | 308 | 331 | 305 | 94 | 95.4 | 96.5 |
| Grade 8 | 343 | 337 | 348 | 320 | 324 | 339 | 316 | 321 | 338 | 93.3 | 96.1 | 97.4 |
| All Grades | 1021 | 1006 | 1000 | 962 | 961 | 968 | 952 | 955 | 964 | 94.2 | 95.5 | 96.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2569. | 2570. | 2568. | 34.15 | 33.99 | 35.20 | 37.50 | 36.30 | 33.33 | 16.16 | 16.83 | 19.31 | 12.20 | 12.87 | 12.15 |
| Grade 7 | 2597. | 2609. | 2604. | 36.04 | 37.46 | 36.39 | 37.01 | 40.79 | 40.33 | 12.34 | 12.69 | 12.46 | 14.61 | 9.06 | 10.82 |
| Grade 8 | 2603. | 2630. | 2625. | 31.33 | 39.25 | 38.17 | 34.81 | 40.81 | 37.28 | 18.35 | 9.35 | 14.50 | 15.51 | 10.59 | 10.06 |
| All Grades | N/A | N/A | N/A | 33.82 | 36.96 | 36.62 | 36.45 | 39.37 | 36.93 | 15.65 | 12.88 | 15.46 | 14.08 | 10.79 | 11.00 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 41.10 | 43.05 | 36.71 | 44.79 | 43.38 | 47.47 | 14.11 | 13.58 | 15.82 |
| Grade 7 | 51.16 | 49.39 | 45.54 | 34.22 | 39.09 | 40.26 | 14.62 | 11.52 | 14.19 |
| Grade 8 | 43.95 | 50.00 | 51.18 | 39.17 | 39.06 | 33.73 | 16.88 | 10.94 | 15.09 |
| All Grades | 45.27 | 47.58 | 44.62 | 39.53 | 40.44 | 40.33 | 15.20 | 11.97 | 15.05 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 41.72 | 39.26 | 37.54 | 41.41 | 40.94 | 46.37 | 16.87 | 19.80 | 16.09 |
| Grade 7 | 51.36 | 49.69 | 44.08 | 32.65 | 38.65 | 44.08 | 15.99 | 11.66 | 11.84 |
| Grade 8 | 38.91 | 52.24 | 38.81 | 39.87 | 33.65 | 48.96 | 21.22 | 14.10 | 12.24 |
| All Grades | 43.82 | 47.22 | 40.06 | 38.13 | 37.71 | 46.55 | 18.05 | 15.06 | 13.39 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| Grade 6 | 30.37 | 32.33 | 28.62 | 62.27 | 60.67 | 61.01 | 7.36 | 7.00 | 10.38 |
| Grade 7 | 31.33 | 27.05 | 28.85 | 58.00 | 65.35 | 62.62 | 10.67 | 7.60 | 8.52 |
| Grade 8 | 31.53 | 38.44 | 33.43 | 57.01 | 55.00 | 61.54 | 11.46 | 6.56 | 5.03 |
| All Grades | 31.06 | 32.56 | 30.39 | 59.15 | 60.38 | 61.71 | 9.79 | 7.06 | 7.91 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| Grade 6 | 46.01 | 47.51 | 44.79 | 42.94 | 41.20 | 43.85 | 11.04 | 11.30 | 11.36 |
| Grade 7 | 50.51 | 45.59 | 51.80 | 37.71 | 48.63 | 39.02 | 11.78 | 5.78 | 9.18 |
| Grade 8 | 39.94 | 49.53 | 47.48 | 47.60 | 42.63 | 41.84 | 12.46 | 7.84 | 10.68 |
| All Grades | 45.41 | 47.52 | 47.97 | 42.84 | 44.26 | 41.61 | 11.75 | 8.22 | 10.43 |

**Conclusions based on this data:**

1. A high percentage of students are exceeding or at standard and overall about 12% of students are near standard.

2. Students are improving in all areas with variance by cohort.

3. An area of concern is that nearly 20% of 6th graders scored below standard in writing in 17-18.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 346 | 321 | 334 | 335 | 313 | 320 | 335 | 312 | 319 | 96.8 | 97.5 | 95.8 |
| Grade 7 | 332 | 348 | 318 | 317 | 335 | 304 | 314 | 334 | 303 | 95.5 | 96.3 | 95.6 |
| Grade 8 | 343 | 337 | 348 | 323 | 319 | 332 | 323 | 316 | 330 | 94.2 | 94.7 | 95.4 |
| All Grades | 1021 | 1006 | 1000 | 975 | 967 | 956 | 972 | 962 | 952 | 95.5 | 96.1 | 95.6 |

\* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2580. | 2580. | 2575. | 42.39 | 43.91 | 41.38 | 27.46 | 24.36 | 25.71 | 16.42 | 15.71 | 16.30 | 13.73 | 16.03 | 16.61 |
| Grade 7 | 2596. | 2601. | 2610. | 42.36 | 41.32 | 47.85 | 24.20 | 28.14 | 24.42 | 18.47 | 19.16 | 14.52 | 14.97 | 11.38 | 13.20 |
| Grade 8 | 2632. | 2629. | 2636. | 47.37 | 44.30 | 48.79 | 21.98 | 24.37 | 22.73 | 17.96 | 18.04 | 17.27 | 12.69 | 13.29 | 11.21 |
| All Grades | N/A | N/A | N/A | 44.03 | 43.14 | 46.01 | 24.59 | 25.68 | 24.26 | 17.59 | 17.67 | 16.07 | 13.79 | 13.51 | 13.66 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 51.51 | 49.68 | 50.78 | 30.12 | 28.53 | 27.90 | 18.37 | 21.79 | 21.32 |
| Grade 7 | 51.01 | 51.09 | 56.67 | 30.07 | 30.53 | 25.67 | 18.92 | 18.38 | 17.67 |
| Grade 8 | 57.42 | 53.82 | 56.05 | 29.35 | 32.23 | 30.25 | 13.23 | 13.95 | 13.69 |
| All Grades | 53.30 | 51.50 | 54.45 | 29.85 | 30.41 | 27.97 | 16.84 | 18.09 | 17.58 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 43.28 | 46.15 | 39.81 | 42.09 | 37.50 | 40.44 | 14.63 | 16.35 | 19.75 |
| Grade 7 | 45.69 | 41.44 | 50.50 | 39.30 | 44.74 | 35.97 | 15.02 | 13.81 | 13.53 |
| Grade 8 | 47.99 | 49.04 | 46.65 | 36.84 | 39.49 | 39.94 | 15.17 | 11.46 | 13.41 |
| All Grades | 45.62 | 45.46 | 45.58 | 39.44 | 40.67 | 38.84 | 14.93 | 13.87 | 15.58 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 6** | 40.60 | 45.51 | 40.13 | 40.60 | 36.22 | 40.13 | 18.81 | 18.27 | 19.75 |
| **Grade 7** | 46.08 | 43.07 | 48.01 | 42.16 | 48.80 | 42.38 | 11.76 | 8.13 | 9.60 |
| **Grade 8** | 48.57 | 48.21 | 48.76 | 42.54 | 37.79 | 45.96 | 8.89 | 14.01 | 5.28 |
| **All Grades** | 44.98 | 45.53 | 45.60 | 41.74 | 41.11 | 42.84 | 13.28 | 13.35 | 11.56 |

**Conclusions based on this data:**

**1.** There are more students exceeding the standards in math than in ELA and also more who are below standard.

**2.** Students tested lower across all grades on Concepts and Procedures.

**3.** The distribution across the grades is fairly similar so no one grade level needs to be targeted.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | 1528.1 | 1519.0 | 1529.9 | 1495.3 | 1525.4 | 1542.1 | 17 | 20 |
| Grade 7 | 1569.9 | 1491.7 | 1572.8 | 1485.4 | 1566.7 | 1497.6 | 21 | 23 |
| Grade 8 | 1554.8 | 1577.8 | 1548.6 | 1591.5 | 1560.5 | 1563.6 | 16 | 23 |
| All Grades | | | | | | | 54 | 66 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 25.00 | * | 45.00 | * | 0.00 | * | 30.00 | 17 | 20 |
| 7 | 61.90 | 17.39 | * | 26.09 | * | 21.74 | * | 34.78 | 21 | 23 |
| 8 | * | 34.78 | * | 34.78 | * | 17.39 | * | 13.04 | 16 | 23 |
| All Grades | 51.85 | 25.76 | 22.22 | 34.85 | * | 13.64 | * | 25.76 | 54 | 66 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 30.00 | * | 40.00 | * | 0.00 | * | 30.00 | 17 | 20 |
| 7 | 66.67 | 21.74 | * | 21.74 | * | 21.74 | | 34.78 | 21 | 23 |
| 8 | * | 56.52 | * | 17.39 | | 13.04 | * | 13.04 | 16 | 23 |
| All Grades | 57.41 | 36.36 | 27.78 | 25.76 | * | 12.12 | * | 25.76 | 54 | 66 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 30.00 | * | 20.00 | * | 20.00 | * | 30.00 | 17 | 20 |
| 7 | * | 8.70 | * | 26.09 | * | 26.09 | * | 39.13 | 21 | 23 |
| 8 | * | 21.74 | * | 26.09 | * | 30.43 | * | 21.74 | 16 | 23 |
| All Grades | 33.33 | 19.70 | 20.37 | 24.24 | * | 25.76 | 27.78 | 30.30 | 54 | 66 |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 20.00 | * | 50.00 | * | 30.00 | 17 | 20 |
| 7 | 52.38 | 17.39 | * | 34.78 | * | 47.83 | 21 | 23 |
| 8 | * | 30.43 | * | 56.52 | * | 13.04 | 16 | 23 |
| All Grades | 50.00 | 22.73 | 37.04 | 46.97 | * | 30.30 | 54 | 66 |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 50.00 | * | 20.00 | * | 30.00 | 17 | 20 |
| 7 | 85.71 | 47.83 | * | 21.74 | | 30.43 | 21 | 23 |
| 8 | * | 65.22 | * | 21.74 | * | 13.04 | 16 | 23 |
| All Grades | 70.37 | 54.55 | 22.22 | 21.21 | * | 24.24 | 54 | 66 |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 30.00 | * | 35.00 | * | 35.00 | 17 | 20 |
| 7 | * | 13.04 | * | 30.43 | * | 56.52 | 21 | 23 |
| 8 | * | 26.09 | * | 43.48 | * | 30.43 | 16 | 23 |
| All Grades | 37.04 | 22.73 | 27.78 | 36.36 | 35.19 | 40.91 | 54 | 66 |

## Writing Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 35.00 | * | 30.00 | * | 35.00 | 17 | 20 |
| 7 | * | 4.35 | 57.14 | 69.57 | | 26.09 | 21 | 23 |
| 8 | * | 4.35 | 68.75 | 86.96 | * | 8.70 | 16 | 23 |
| All Grades | 25.93 | 13.64 | 61.11 | 63.64 | * | 22.73 | 54 | 66 |

**Conclusions based on this data:**

1. English learners continue to show relative strength in oral language and listening skills.

2. The majority of English learners score in the somewhat/moderately category in writing.

3. The distribution of scores for reading is pretty evenly divided across categories.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **989** | **25.7** | **6.5** | **0.1** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 64 | 6.5 |
| **Foster Youth** | 1 | 0.1 |
| **Homeless** | 23 | 2.3 |
| **Socioeconomically Disadvantaged** | 254 | 25.7 |
| **Students with Disabilities** | 110 | 11.1 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 101 | 10.2 |
| **Asian** | 67 | 6.8 |
| **Filipino** | 7 | 0.7 |
| **Hispanic** | 158 | 16.0 |
| **Two or More Races** | 177 | 17.9 |
| **Pacific Islander** | 1 | 0.1 |
| **White** | 477 | 48.2 |

**Conclusions based on this data:**

1. Over one quarter of the students are socioeconomically disadvantaged.

2. Nearly half the students are White.

3. The second largest subgroup is students of two or more races.

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** | **Chronic Absenteeism** | **Suspension Rate** |
| Blue | Green | Green |
| **Mathematics** | | |
| Blue | | |

**Conclusions based on this data:**

**1.** Overall academic performance in math and English are strong.

**2.** The suspension and chronic absentee rates are lower but still relatively high.

**3.** Chronic absenteeism should remain a focus area, particularly for students with disabilities.
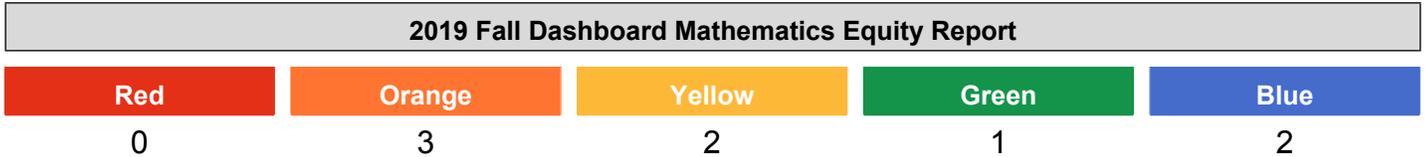
# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 1 | 3 | 0 | 2 | 2 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Orange | No Performance Color |
| 50.3 points above standard | 58.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -1.4 points | Declined Significantly -29.3 points | 1 |
| 948 | 75 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Red |
| 72.4 points below standard | 20.3 points below standard | 72.9 points below standard |
| Declined Significantly -26.8 points | Declined -4.2 points | Maintained ++0.8 points |
| 19 | 246 | 99 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | Green | No Performance Color |
| 58.4 points below standard | 0 Students | 25.3 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -10.2 points | | Maintained ++1.3 points | |
| | | | 7 |
| 91 | | 63 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | Blue | No Performance Color | Blue |
| 23.8 points above standard | 66.1 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 77.9 points above standard |
| Declined -5.2 points | Increased ++5.5 points | 1 | Maintained -1.2 points |
| 148 | 175 | | 462 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 99.6 points below standard | 40.9 points above standard | 59.5 points above standard |
| Declined Significantly -24.1 points | Increased ++5 points | Maintained ++1.9 points |
| 53 | 22 | 807 |

**Conclusions based on this data:**

**1.** Nearly all subgroups declined.

**2.** African American and English learners had the largest decline.

**3.** Students with disabilities were nearly as far below standard as the White students were above standard, the largest gap.

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 3 | 2 | 1 | 2 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Orange | No Performance Color |
| 40.6 points above standard | 53.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++5.8 points | Declined Significantly -15.5 points | |
| 937 | 77 | 1 |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Orange |
| 122.9 points below standard | 31.3 points below standard | 106.4 points below standard |
| Declined Significantly -58 points | Increased ++5.9 points | Increased ++6.9 points |
| 17 | 241 | 92 |

| **2019 Fall Dashboard Mathematics Performance by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | | Green | No Performance Color |
| 85.6 points below standard | | 30.4 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -4.2 points | | Maintained -0.3 points | |
| 86 | | 64 | 7 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | Blue | No Performance Color | Blue |
| 1.9 points below standard | 55 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 73.7 points above standard |
| Maintained ++0.4 points | Increased ++7.8 points | | Increased ++9.3 points |
| 148 | 173 | 1 | 457 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| **2019 Fall Dashboard Mathematics Data Comparisons for English Learners** | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 89 points below standard | 36 points above standard | 49.2 points above standard |
| Declined -14.2 points | Increased ++12.9 points | Increased ++8.8 points |
| 55 | 22 | 795 |

**Conclusions based on this data:**

**1.** There were more gains in math than in English Language Arts.

**2.** White, Reclassified English Learners, Asian and students of two or more races scored above standard.

**3.** African American, English Learners, and students who are homeless declined.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
|  |
| No Performance Color |
| 56.5 making progress towards English language proficiency |
| Number of EL Students: 46 |
| |
| Performance Level: High |
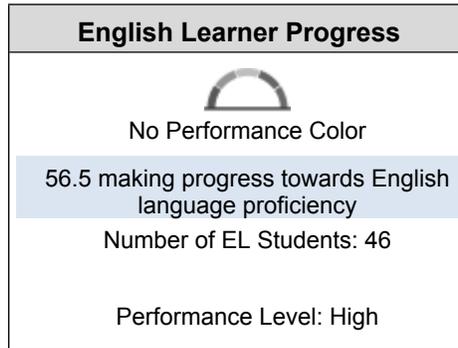
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 4 | 16 | 11 | 15 |

**Conclusions based on this data:**

**1.** Almost 10% of the EL's declined one level.

**2.** One third of the students progressed at least one level.

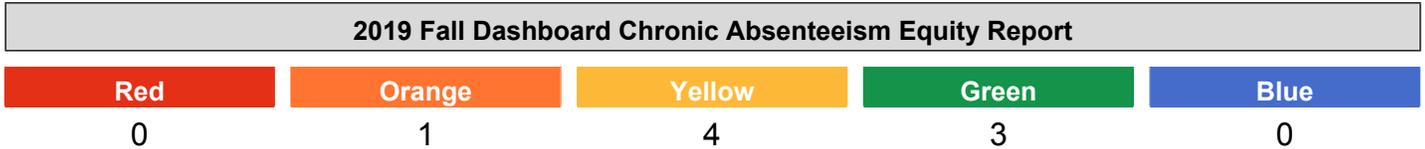**3.** About half of the students maintained their level.

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

| 2019 Fall Dashboard College/Career for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |
|---|

| Class of 2017 | Class of 2018 | Class of 2019 |
|---|---|---|
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism
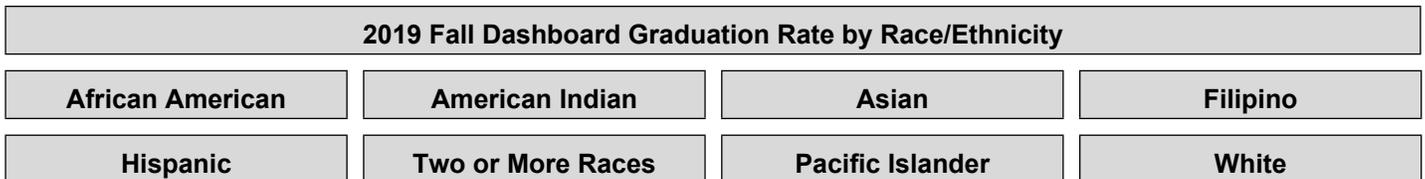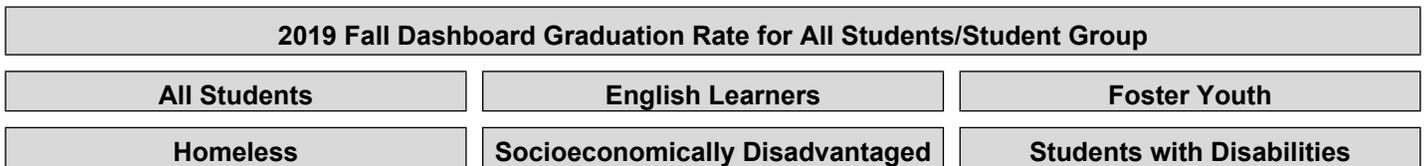
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

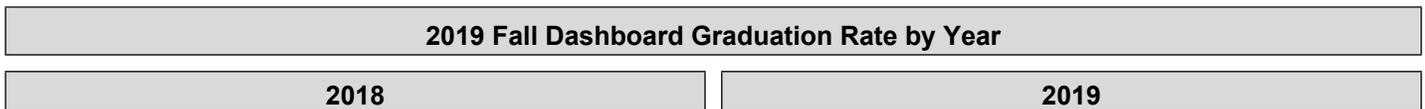| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 4 | 3 | 0 |

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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 6.2 | 5.4 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -1.2 | Declined -0.7 | 1 |
| 1019 | 74 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Yellow |
| 33.3 | 10.9 | 12.5 |
| Increased +5.3 | Declined Significantly -5.3 | Declined -10 |
| 24 | 276 | 120 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | No Performance Color | Orange | No Performance Color |
| 15 | Less than 11 Students - Data Not Displayed for Privacy | 5.8 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -8.5 | | Increased +3.1 | |
| | 0 | | 10 |
| 107 | | 69 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | Green | No Performance Color | Green |
| 9.3 | 3.3 | Less than 11 Students - Data Not Displayed for Privacy | 4.5 |
| Maintained -0.3 | Declined -1.7 | | Maintained -0.2 |
| | | 1 | |
| 162 | 181 | | 489 |

**Conclusions based on this data:**

1. Nearly all subgroups declined which is a positive when looking at absentee data.

2. No subgroup is in the red but African Americans, socioeconomically disadvantaged and students with disabilities all have absentee rates higher than 10% which meets the threshold for chronic absentee rates.

3. There is a bimodal distribution between yellow and green which is an improvement from the previous bimodal distribution between red and green.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |
|---|

| 2018 | 2019 |
|---|---|

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 4 | 2 |
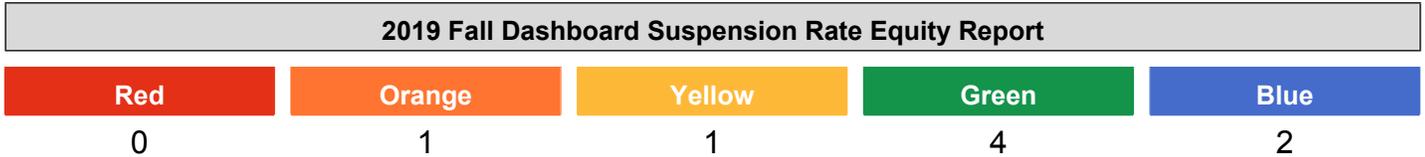
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 2.2 | 1.3 | Less than 11 Students - Data Not Displayed for Privacy |
| | | 1 |
| Declined -1.3 | Maintained -0.2 | |
| 1031 | 77 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | Yellow |
| 20.8 | 7.2 | 9.2 |
| Increased +0.8 | Declined -2.4 | Declined -9.3 |
| 24 | 279 | 120 |

## 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Orange | | Blue | No Performance Color |
| 13.8 | | 0 | Less than 11 Students - Data Not Displayed for Privacy 10 |
| Declined -4.5 | | Maintained 0 | |
| 109 | | 71 | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Green | Green | No Performance Color | Blue |
| 3 | 1.1 | Less than 11 Students - Data Not Displayed for Privacy 1 | 0.2 |
| Declined -1 | Maintained 0 | | Declined -1.4 |
| 165 | 183 | | 492 |

This section provides a view of the percentage of students who were suspended.

## 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|---|---|---|
| | 3.6 | 2.2 |

**Conclusions based on this data:**

1. The overall suspension rate of all students is only 2.2% but some subgroups have much higher rates.

2. There is a higher rate of suspension for African Americans and students with disabilities which may be in part connected to the Counseling Enriched Class on campus.

3. Over 20% of students who are homeless, 14% of African Americans and over 9% of students with disabilities were suspended at least once.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/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.

# Goal 1

Improve lesson design so that high expectations are supported by high help to provide differentiated tasks and small group support as evidenced by classroom observations and lesson plans. Provide support or intervention classes in math and reading to 15% of the student body with a priority on early intervention (6th grade) and students with disabilities.

## Identified Need

Disparity in academic achievement across subgroups

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| SBA testing<br>STAR math and reading<br>District assessments | About 10-15% of students are below grade level in math or reading according to SBA and STAR assessments. Teachers report similar numbers based on classroom assessments. | All students will make at least one year's growth with students below grade level making more than one year's growth. |

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, priority for unduplicated students

Strategy/Activity

Provide academic support and intervention in math and science.

1. Resource teachers will schedule support periods in the Learning Center for students with disabilities.

2. Any 6th grader who hasn't committed basic math facts to memory will be assigned to a math advisory for intensive practice per teacher availability.

3. Master schedule will include a 35 minute block advisory/tutorial 2 days/week with the same math teacher at 7th/8th grade per teacher availability.

4.  All math teachers will offer challenging assignments through classroom differentiation (extensions) for students.

5.  COS teams will monitor the placement of focus students for the 35 minute advisory period to ensure they are receiving extra support, with a focus on students with disabilities.

6.  Math support classes will be taught at 7th grade, and math intervention and support classes will be in 6th grade during wheel rotation.  (Support classes will provide pre-teaching/re-teaching of current curriculum while intervention classes will
teach foundational skills.)

7.  Continue to pair all students with Bridge tutors from UC Berkeley and with UC Berkeley to provide mentoring for all 7th graders on their scientific research project called "You Be a Scientist".

8.  Purchase more FOSS Kits and consumables for the science department so teachers can be better aligned in their teaching.

(4300 Materials/Supplies $2000 from BSEP)

**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 | BSEP |

## 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

Provide staff development and time for curriculum development to improve alignment, assessment and instruction across grade levels in departments.

1.  Provide opportunities for teachers to observe in each other's classrooms for professional growth and alignment purposes.

2.  The math, humanities and science departments will be able to take a day off each semester to plan for the following semester's work.

3. The math, literacy and ELD coaches will provide individualized support for teachers to meet the instructional goals set by the Instructional Leadership team.


(1116 Substitutes $1000 from BSEP)
(1116 Teacher hourly $3000 from BSEP)

**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) |
|-----------|-----------|
| 4000 | BSEP |

## Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Work proactively to address barriers to learning before students are assessed for special education testing.

1.  Staff development will prioritize helping teachers to implement strategic small group instruction groups within classrooms.

2.  Faculty will use the Professional Learning Communities structure to focus on students who are not scoring proficient on state, district, and classroom assessments as well as those who are well above grade level.

3.  The literacy coach and Response to Intervention coordinator will pull students for short term interventions with progress monitoring, and support classroom-based Tier I and Tier II strategies.

4.  Instructional coaches (ELD and literacy) will help other teachers develop ways to scaffold and modify assignments using academic language strategies.

5.  Teachers and instructional assistants will be given dedicated time to plan for differentiated instruction with the resource teachers and to learn from their colleagues who are teaching intervention and support classes.

(1116 Substitutes $2000 from BSEP)
(classified hourly $2000 from BSEP)

**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) |
|-----------|-----------|
| 4000 | BSEP |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students with a prioritized focus on students one or more years below grade level.

Strategy/Activity

Provide academic intervention and support in reading.

1. The literacy coach will continue to support all grade levels in reading support with direct instruction for 7th grade.

2. The literacy coach will continue to support teachers to improve Tier I and Tier II instruction in reading.

3. Teachers and the literacy coach will continue to create incentives that push students to meet goals such as the 30 Book Challenge and AdvisoriesRock Reading to continue the strong reading culture for all students.

4. The resource teachers will provide pull-out instruction using the Wilson curriculum for students identified as needing this reading support.


(4300 Materials and Supplies $2000 from BSEP)
(1102 Teacher Salary $43,584 for reading support classes from BSEP)

**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) |
|---|---|
| 45584 | BSEP |

# Strategy/Activity 5
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upgrade technology and provide more opportunities for STEM instruction.

1.  Purchase materials for a new MakerSpace to be used by STEM classes and for engineering lessons in science classes.

2.  Purchase chromebooks and upgrade classroom technology such as mounted projectors to allow for more flexible teaching.

(4300 Materials and Supplies $20,898 from BSEP)

**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) |
|---|---|
| 20898 | BSEP |

# Annual Review

**SPSA Year Reviewed: 2018-19**

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.

Strong teaching across the school but still pervasive gaps in achievement.

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

Adding more support and intervention in reading and math.  (See goal 2)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/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.

# Goal 2

Close the academic achievement gap between subgroups with underperforming students making more than one year's growth annually and ensuring at least one year's growth annually for all English Learners.

## Identified Need

There is still a significant achievement gap between subgroups in all subjects but particularly with scored for English and Language Arts declining after an initial surge with the new common curriculum.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| STAR reading and math SBA District assessments | See data analysis for specifics but White and English Only students are scoring higher on all standard tests than their peers. | All students will make one year's growth with underperforming subgroups making more than one year's growth. |

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 with a focus on newcomer English learners and any subgroup with a disproportionate percentage of students below grade level

Strategy/Activity

Provide systematic support for English Learners..

1. Continue to fund a tutorial after school for all English Learners and a homework center in LEARNS.

2. Offer the AVID Excel class for long term English Learners (LTELs) who have not yet been re-designated as English proficient.

3. Purchase any other necessary books, materials, or supplies for instruction or enrichment.

4. Pair ELAC families with families of students who have redesignated and English only families.

(5800 Software Licenses $5000 from BSEP)
(5800 Contract $3000 for Stiles Hall from BSEP)
(4300 Materials and Supplies $2000 from BSEP)

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 10000 | BSEP |

## 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

Focus on Cultural Competency and Cultural Relevancy in Professional Development

1. The Equity Coaches will provide cultural competency training for one hour each month at whole staff meetings.

2. Focus TIP funds for PD on complex instruction so lesson design and delivery become a instrument for disrupting previously predictable outcomes by subgroup.

3. Principal and a small group of teacher leaders will attend professional development specifically related to closing the achievement gap.
(5200 Travel and conferences $5000 from BSEP)

**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 | BSEP |

## 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

Work on lesson planning with explicit supports for linguistically and culturally diverse students

1. Devote professional development time during the year to work on improved lesson design with specific focus on "high help" strategies and differentiated tasks.

2. Provide support to teachers during department meetings to create language supported lessons in coordination with the ELD coach.

3. Purchase more materials, particularly books, that reflect the linguistic and cultural diversity of the student population.

4. Provide time for equity coaches and departments to work on lesson plans with Constructing Meaning supports embedded.

(1116 Teacher hourly $2000 from BSEP)
(4300 Materials and Supplies $3000 from BSEP)

**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 | BSEP |

## 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

Provide a systematic structure to support emotional and academic growth of students.

1. The Response to Intervention 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.

2. A vice principal, counselor and two resource teachers per grade level will support full development of each team using a cohort model. (.75FTE for VP=$121,555 and .6FTE for Counselor=$65778 from BSEP for a total of $187333)

3. Counselors will supervise interns and also work with an outside agency to provide individual mental health counseling for students.

4. Efforts will be made to map out and monitor the class schedules across the 3 years for students receiving math and reading intervention.

5.  Counselors will develop a prevention approach to key issues: drug and alcohol use/abuse among students, sexual harassment, and social media (curriculum implementation, guest speakers, and student leadership).

6.  Hold snapshot meetings at start of year to compile lists of student support needs for counselors, support staff and classroom teachers.
(1302 VP salary $121,555 for.75 VP from BSEP)
(1202 Counselor salary $65,778 for .6 counselor from BSEP)

## 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) |
|---|---|
| 187333 | BSEP |

# Strategy/Activity 5
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

| Required reserve for personnel variance: |
|---|

## 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) |
|---|---|
| 15000 | BSEP |

# Annual Review

## SPSA Year Reviewed: 2018-19

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

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

The professional development focus on Constructing Meaning has been strong and the strategies are not seen yet across classrooms.

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

Provide more hourly time for teachers to develop lesson plans with the help of a coach.  Attend complex instruction training to inspire change in lesson delivery.

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.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/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.

# Goal 3

Establish a baseline of how many families are engaged and develop systems to ensure that all families are involved in the 3 years their students attend King as measured by participation rates according to defined metrics.

## Identified Need

Positive academic growth and positive student behavior are closely connected to family support and school connectedness.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 2019-20 attendance data<br>2019-20 LCAP parent survey<br>2019-20 Student survey<br>SIgn in sheets from events such as Open House, Welcome Fair, parent conferences, parent education nights.<br>Notes form SST and other parent meetings<br>Justice Council sign in sheets | 2018-19 attendance data<br>2018-19 LCAP parent survey<br>2018-19 Student survey | School will engage all families in school events or student-focused meetings |

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

Increase parent understanding of the middle school academic program and provide opportunities for whole family engagement around the middle school curriculum.

1. The PTA will organize a "Welcome Fair" for all grade levels in August before the start of the school year to collect and distribute information about the whole school and special programs.

2. The 6th grade VP and counselor and PTA will organize welcome dinners for all 6th grade families in late September/early October.

3. At least monthly the PTA will host parent education nights with guest speakers in targeted areas (parent-teen communication, cyber safety, drug and alcohol use/abuse, etc)

4. Teachers will schedule "academic information nights" for math and reading to help parents understand how to support their students in these subjects.

5. In lieu of a staff meeting in February teachers will Parent meetings will be scheduled mid-year (in lieu of a staff meeting) for teachers to meet with the families of students who are struggling academically.

6. Counselors will present information to parents on common patterns of need in the middle school years.

**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 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve School-Home Communication.

1. PTA will maintain the school website with up to date information about the school and school events and send out information weekly via the school etree to update parents on important school information.

2. Principal will continue weekly phone and email message to the parent community in both English and Spanish.

3. A grade level VP and counselor will hold intake meetings with all midyear newly assigned students and their parents to get background information and establish the expectation of parent involvement.

4. Use the Language Line to ensure that translation is not a barrier to communicating 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)

# 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

Engage parents whose students have behavioral or academic challenges by including them in the behavior management process.

1.  Teachers and VP's will schedule face-to-face meetings with families whenever students are underperforming either behaviorally or academically.

2.  VP's and counselors will continue to refine a check in/check out system that facilitates communication between home and school and incentivizes positive behavior.

3.  The counselors and administrative team will continue to implement alternatives to suspension when allowable, and to give students and their parent a chance to reflect and engage in a restorative process when discipline issues occur.

4.  Any student receiving a 1/1 grade will remain on the COS team monitoring list until the grade improves.

5.  Special education teachers will work with the district behaviorists to add behavioral goals to IEP's for students with disabilities as needed to help reduce the number of suspensions.

**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 4
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve the school climate and increase student engagement/ownership.

1. All staff will continue to work on ways to develop student voice and leadership on campus to increase school spirit such as Student Council, student film festival, lunchtime activities, student vs. staff contests, Spirit Days,
clubs, student created assemblies, etc.

2. Provide positive incentives for students meeting grade level or schoolwide goals.

3. School will survey students annually to get feedback on their experience.

4. Students will serve as guides at the welcome Fair, Back to School Night, parent conferences, and Open House.

5. Expand the student mentor program to match more 8th graders with 6th graders as positive peer role models.

6. Develop and deliver a strong educational series for students on sexual harassment and cyber citizenship.

## 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 5
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement a restorative practices frame for discipline.

1. The restorative practices counselor will support teachers to use classroom community building circles. The number of teachers using circles in their classrooms will increase by 5% annually.

2. The Restorative Justice Council (a Youth Court model with a more positive name) will continue with 8th graders serving as panel members for cases involving any student in the school who has been referred for behavioral
issues.

3. Parents of students assigned to Justice Council will be asked to attend with their student.

4. Every student who is suspended will be welcomed back with a re-entry circle led by the VP, counselor, and other adults particularly connected to the student.

5. Circles of support and accountability will be used for students whose behavior is challenging to remind them that they have caring adults around to help them before they make poor decisions.

**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 6

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

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

All students

Strategy/Activity

Increase school connectedness and attendance through a combination of accountability, incentives and positive support

1.  VP's will use the SART and SARB process for students who are absent frequently, including students with excessive excused absences due to illness.

2.  Counselors will work with the district homeless coordinator to provide support to the families of homeless students who are truant.

3.  Attendance data will be reviewed monthly during each grade level's COS team meeting.

4.  Students with excessive absences who are excused for medical reasons will be referred to the District nurse for follow up.

5.  Convene IEP team meetings when any student with a disability has an attendance rate below 10%.  Create an attendance goal for that student.

6.  Provide on site mentors to provide check in/check out to students who are missing more than 10% of any given month and reward improved attendance through incentives.

7.  Continue to offer a food pantry, Room of Requirement, and other methods of supplying basic supplies to those students who are in need.

**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 7

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

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

All students

Strategy/Activity

Support a diverse representation of languages and cultures in all school events and committees.

1. Staff will actively recruit diverse candidates when hiring for vacant teacher positions.

2. Principal and parents will actively recruit a diverse representation of parents for the various school and district committees including SSC, PAC, BSEP, and PTA.

3. One hour of staff meeting time per month will be dedicated to equity work led by the school's equity teacher leaders.

4. Principal and PTA leadership will review school events to ensure equal access and opportunity for all families, and continually work to improve diverse representation at all school events.

**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: 2018-19

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.

King has a strong community and many parents express that it is difficult to navigate such a large school and know how to support their students emotionally and academically.

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

More parent education provided by counselors and teachers.

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.

Focus on students with disabilities due to ASTI status. This subgroup has been added to each goal.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

We will provide opportunities for learning that are infused with the arts; that are hands-on; and that build creativity, critical thinking, and independence.

## Identified Need

With the strong focus on academics and rigor there also needs to be an opportunity for students to experience the arts and hands-on learning.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| All students will be enrolled in a class or activity that meets this goal. | Admin will review schedules in August 2020 to get baseline data | All students will be given the opportunity to take at least one class outside the normal academic load either during the school day or through LEARNS. |

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

All students will be given the opportunity to take at least one class outside the normal academic load.

1.  Students will be allowed to choose an elective or afterschool class that meets their interests.

2.  VP's will monitor the schedules of all students, particularly those with academic electives (AVID, AVID Excel, Read 180, math and reading intervention or support).

3.  VP and Counselor will review afterschool class enrollment as part of the snapshot process with the grade level COST teams.

4. Purchase art materials to support more classes.

(4300 Materials and Supplies $1000 from BSEP)

**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) |
|---|---|
| 1000 | BSEP |

# 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

All students will participate in the Edible Schoolyard program during the school day.

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.

2.  Teachers and ESY staff will meet to plan lessons that provide an experiential, hands-on connection to the classroom learning.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
|  |  |

# 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

Strengthen the visual and performing arts program to increase access to all students.

1.  Grade level department teams will collaborate with the art teacher to explore ways to integrate more art into the curriculum.

2.  The afterschool coordinator will offer a selection of visual and performing art classes in the afterschool schedule.

3. The district's Visual and Performing Arts department will provide support for an arts elective. (.2FTE from VAPA)

4. The drama program will include at least one large stage production annually.

## 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) |
|---|---|
|  | PTA |

# Annual Review

**SPSA Year Reviewed: 2018-19**

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

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

The school has not implemented consistent monitoring systems yet to ensure all students are positively impacted.

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

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |

# Budget Summary

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $299,815.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

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

| State or Local Programs | Allocation ($) |
|---|---|
| BSEP | $299,815.00 |

Subtotal of state or local funds included for this school: $299,815.00

Total of federal, state, and/or local funds for this school: $299,815.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

| Name of Members | Role |
|---|---|
| Janet Levenson | Principal |
| Sara Dieli | Classroom Teacher |
| Mallorie Baron | Classroom Teacher |
| Christina Freschl | Classroom Teacher |
| Mariam AlShawaf | Other School Staff |
| Joann Marshall | Other School Staff Parent or Community Member |
| Stuart Strickland | Parent or Community Member |
| Chetan Kamdar | Parent or Community Member |
| Prashant Jawalikar | Parent or Community Member |
| Marla Winston | Parent or Community Member |
| Heather Gilbert | Parent or Community Member |
| Mia Parsons | Parent or Community Member |
| Sarah Jackson | Classroom Teacher |
| David Kojan | Parent or Community Member |
| Peter Ross | Parent or Community Member |
| Lynn Whaley | Parent or Community Member |
| Lisette Flores | Parent or Community Member |
| Susie Bergman | Parent or Community Member |
| Deborah Bamberger | Parent or Community Member |

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.
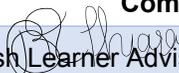
# Recommendations and Assurances

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 |
| | Other: School Leadership Team |

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 5/10/20.

Attested:

| | |
|---|---|
| | Principal, Janet Levenson on 5/10/20 |
| | SSC Chairperson, Heather Gilbert on 5/10/20 |

Baje Thiara, Associate Superintendent of Educational Services

*5/29/20*

Natasha Beery, Director of BSEP, Communications, and Community Relations

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| | SSC Chairperson, Heather Gilbert on 5/10/20 |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Stakeholder Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

## Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

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

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

### Requirements for Development of the Plan
I.  The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan
II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

| BUDGET SUMMARY 2020-21 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **King Middle School (132) 5/13/20** | **Goal/ Strategy** | **Obj Code** | **BSEP Site Funds Resource 0752** | | **LCAP Resource 0500** | | **PTA Resource 9110 (DDF 906)** | | **Other Resources** | | **Sum of FTE** |
| **Budget Item** | | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Vice Principal | 2/4 | 1302 | 121,555 | 0.75 | | | | | | 0.25 | 1.00 |
| Counselor | 2/4 | 1202 | 65,778 | 0.60 | | | | | | 0.40 | 1.00 |
| Academic (Classroom Teacher) | 1/4 | 1102 | 18,483 | 0.20 | | | | | | 0.80 | 1.00 |
| Academic (Classroom Teacher) | 1/4 | 1102 | 8,025 | 0.10 | | | | | | 0.90 | 1.00 |
| Academic (Classroom Teacher) | 1/4 | 1102 | 17,076 | 0.20 | | | | | | | 1.00 |
| RTI Coordinator | | 1102 | | | | 1.00 | | | | | 1.00 |
| ALD Classsroom Teacher | | 1102 | | | | 0.20 | | | | 0.80 | 1.00 |
| ELD Teacher | | 1102 | | | | 0.20 | | | | 0.90 | 1.10 |
| ELD Teacher | | 1102 | | | | 0.50 | | | | 0.60 | 1.10 |
| Math (Classroom Teacher) | | 1102 | | | | 0.20 | | | | 0.80 | 1.00 |
| Math (Classroom Teacher) | | 1102 | | | | 0.20 | | | | 0.20 | 0.40 |
| Math (Classroom Teacher) | | 1102 | | | | 0.20 | | | | 0.80 | 1.00 |
| Restorative Justice Counselor | | 1202 | | | | 1.00 | | | | | 1.00 |
| Extended Day Intervention | | 1116 | | | 9,620 | | | | | | |
| Teacher Substitutes | 1/2, 1/3 | | 3,000 | | | | | | | | |
| Certificated Hourly | 1/2, 2/2 | 1116 | 5,000 | | | | | | | | |
| Classified Hourly | 1/3 | 2116 | 2,000 | | | | | | | | |
| Noon Supervision | | 2916 | | | | | | | | | |
| Lifeguards | | 2916 | | | | | | | | | |
| Books | | 4200 | | | | | | | | | |
| Materials & Supplies | 1/1, 1/4, 2/1, 2/2, 4/1 | 4300 | 10,000 | | | | | | | | |
| Technology | 1/5 | 4300 | 20,898 | | | | | | | | |
| Travel & Conference (AVID, EL, etc) | 2/2 | 5200 | 5,000 | | | | | | | | |
| Contract (Stiles Hall) | 2/1 | 5800 | 3,000 | | | | | | | | |
| Contract (PD for Distance Learning---TBD) | | 5800 | 0 | | | | | | | | |
| Contract (Be A Scientist) | | 5800 | | | | | | | | | |
| Contract (Writer Coach) | | 5800 | | | | | | | | | |
| Software Licenses | 2/1 | 5800 | 5,000 | | | | | | | | |
| **Unallocated Reserve** | 2/6 | | 15,000 | | | | | | | | |
| **Total Expenditures** | | | 299,815 | | 9,620 | 3.50 | 0 | | | | |
| **Revenue Allocation** | | | 299,815 | | | | | | | | |
| | | | 0 | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | | |
| | | | | | | | | | | | |
| **Total Carryover Priorities** | | | 0 | | | | | | | | |