

School Year: **2021-22**

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 Jr Middle School	01-61143-6056857	April 17, 2021	June 23, 2021

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.

Funding

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 Enrollment by Subgroup						
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

Student 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 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 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									
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									
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 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 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 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 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 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 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:

- Over one quarter of the students are socioeconomically disadvantaged.
- Nearly half the students are White.
- 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
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1256 506 1325 533">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="305 705 360 732">Blue</p>		

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.

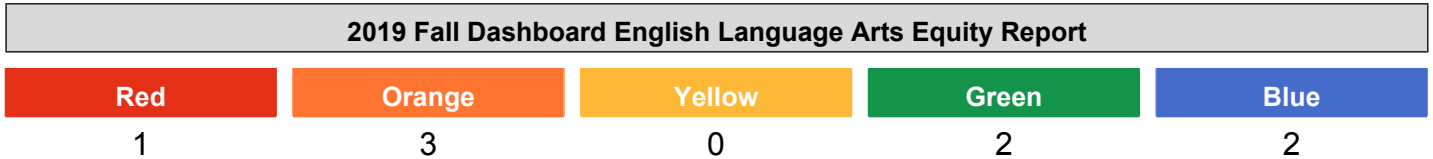
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Blue 50.3 points above standard Maintained -1.4 points 948	<p>English Learners</p>  Orange 58.3 points below standard Declined Significantly -29.3 points 75	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 72.4 points below standard Declined Significantly -26.8 points 19	<p>Socioeconomically Disadvantaged</p>  Orange 20.3 points below standard Declined -4.2 points 246	<p>Students with Disabilities</p>  Red 72.9 points below standard Maintained ++0.8 points 99

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 58.4 points below standard Declined -10.2 points 91	 No Performance Color 0 Students	 Green 25.3 points above standard Maintained ++1.3 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.8 points above standard Declined -5.2 points 148	 Blue 66.1 points above standard Increased ++5.5 points 175	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 77.9 points above standard Maintained -1.2 points 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 Declined Significantly -24.1 points 53	40.9 points above standard Increased ++5 points 22	59.5 points above standard Maintained ++1.9 points 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.

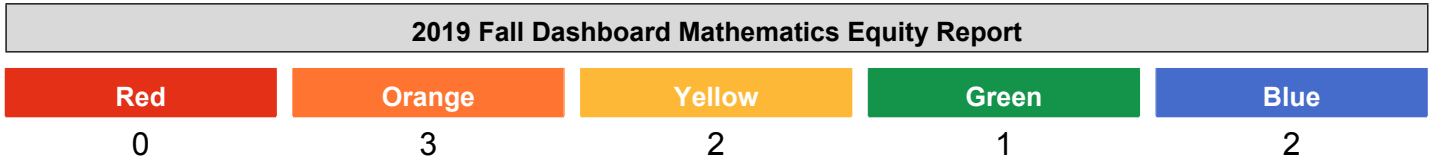
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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		
<p>All Students</p>  Blue 40.6 points above standard Increased ++5.8 points 937	<p>English Learners</p>  Orange 53.3 points below standard Declined Significantly -15.5 points 77	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 122.9 points below standard Declined Significantly -58 points 17	<p>Socioeconomically Disadvantaged</p>  Yellow 31.3 points below standard Increased ++5.9 points 241	<p>Students with Disabilities</p>  Orange 106.4 points below standard Increased ++6.9 points 92

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 85.6 points below standard Declined -4.2 points 86		 Green 30.4 points above standard Maintained -0.3 points 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.9 points below standard Maintained ++0.4 points 148	 Blue 55 points above standard Increased ++7.8 points 173	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 73.7 points above standard Increased ++9.3 points 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 Declined -14.2 points 55	36 points above standard Increased ++12.9 points 22	49.2 points above standard Increased ++8.8 points 795

Conclusions based on this data:

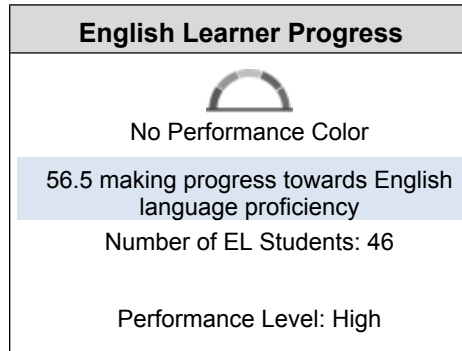
1. There were more gains in math than in English Language Arts.
2. White, Reclassified English Learners, Asian and students of two or more races scored above standard.
3. African American, English Learners, and students who are homeless declined.

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



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
8.6	34.7	23.9	32.6

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.

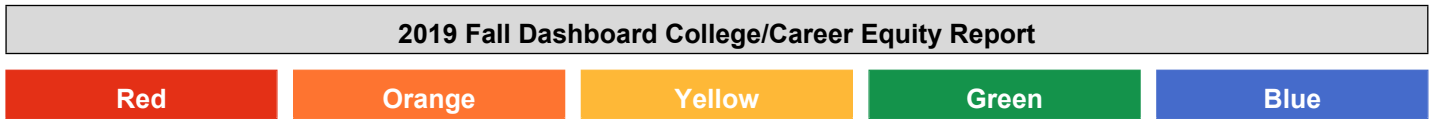
School and Student Performance Data

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.



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.

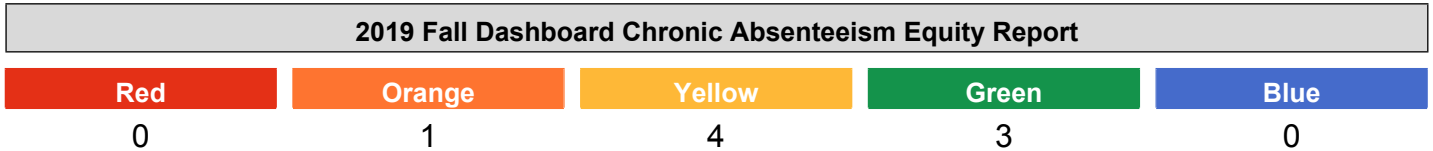
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Green</p> <p>6.2</p> <p>Declined -1.2</p> <p>1019</p>	<p>English Learners</p>  <p>Green</p> <p>5.4</p> <p>Declined -0.7</p> <p>74</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>33.3</p> <p>Increased +5.3</p> <p>24</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.9</p> <p>Declined Significantly -5.3</p> <p>276</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>12.5</p> <p>Declined -10</p> <p>120</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

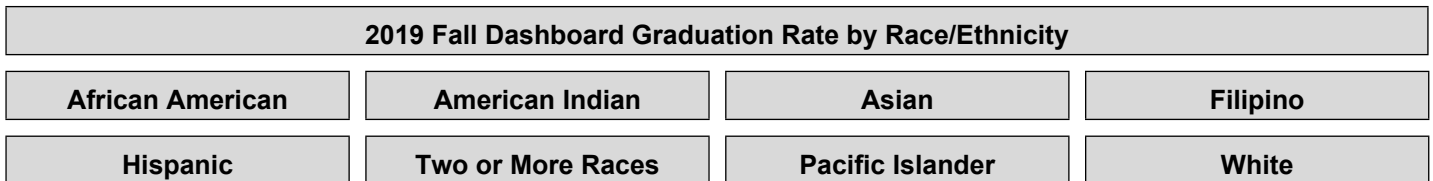
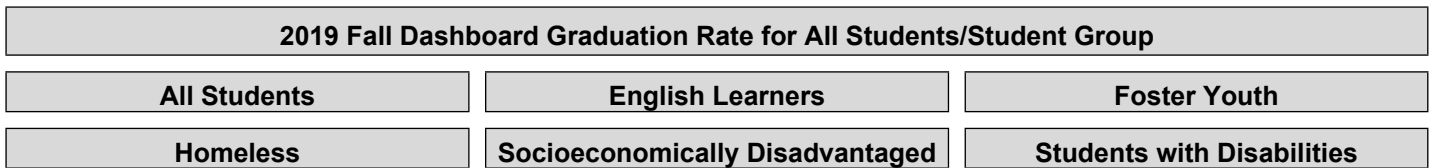
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

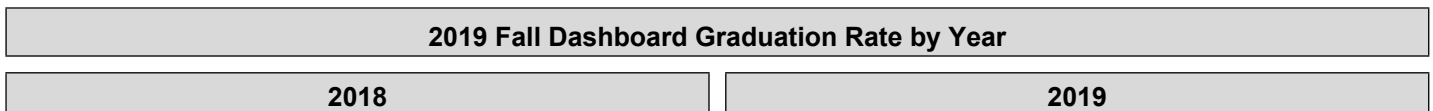
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

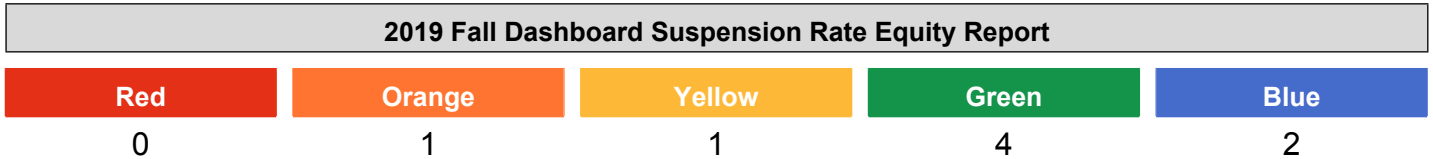
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Green</p> <p>2.2</p> <p>Declined -1.3</p> <p>1031</p>	<p>English Learners</p>  <p>Green</p> <p>1.3</p> <p>Maintained -0.2</p> <p>77</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>20.8</p> <p>Increased +0.8</p> <p>24</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.2</p> <p>Declined -2.4</p> <p>279</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>9.2</p> <p>Declined -9.3</p> <p>120</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13.8 Declined -4.5 109	 No Performance Color Less than 11 Students - Data 10	 Blue 0 Maintained 0 71	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 Declined -1 165	 Green 1.1 Maintained 0 183	 No Performance Color Less than 11 Students - Data 1	 Blue 0.2 Declined -1.4 492

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 STAR math and reading 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.
- (.85 teacher FTE, .25 VP FTE, \$5582 software)

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)
135922	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.

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)

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.

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 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 Advisories Rock 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.

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

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

(\$17884 for 1116 and \$3000 for 5800 and .25 VP)

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)

57830

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)

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.

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

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.

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)

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)

Annual Review

SPSA Year Reviewed: 2020-21

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 2019-20 LCAP parent survey 2019-20 Student survey Sign in sheets from events such as Open House, Welcome Fair, parent conferences, parent education nights. Notes from SST and other parent meetings Justice Council sign in sheets	2018-19 attendance data 2018-19 LCAP parent survey 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.
(\$66232 for counselor FTE, .25 VP, includes 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)
117,598	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

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)
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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)
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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: 2020-21

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 8

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)

PTA

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
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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)
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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	\$311,350.00

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 (\$)
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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	\$311,350.00

Subtotal of state or local funds included for this school: \$311,350.00

Total of federal, state, and/or local funds for this school: \$311,350.00

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
Guillermo Nueva	Classroom Teacher
Mariam AlShawaf	Other School Staff
Amielle Zemach	Other School Staff
Mark Adams	Parent or Community Member
Chetan Kamdar	Parent or Community Member
Prashant Jawalika	Parent or Community Member
Heaven Walker	Parent or Community Member
Heather Gilbert	Parent or Community Member
Jess Reich	Parent or Community Member
Anya Hurwitz	Classroom Teacher
Candace Martinez	Parent or Community Member
Peter Ross	Parent or Community Member
Sandra Loving	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 5/21/20.

Attested:



Principal, Janet Levenson on 5/21/21



SSC Chairperson, Heather Gilbert on 5/21/21



Natasha Beery, Director of BSEP and Community Relations



Dr. Brent Stephens, Superintendent of Schools

