

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King Jr Middle School	01-61143-6056857	May 2, 2022	June 1, 2022

## 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).

The BUSD LCAP survey was sent out the final week of April and data was not available in time to use for site planning purposes this year and King did not complete its own survey.

All students complete a survey in the Spring each year that aligns with the one given at BHS. The survey was not given this current year due to a cut in the position at BREA. The counselors at King have given surveys to students this year.

## 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 the 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 or reading are assigned to an intervention class. 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 INTERVENTION class as available in the master schedule. Students who are slightly below 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 classroom. 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.

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). In sixth grade, English Learners are clustered by English language levels. In seventh and eighth, there are sheltered humanities classes. English learners are clustered 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. The offerings are dependent on FTE provided from the newcomer program.

#### 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 a diverse faculty. Some positions have been harder to fill in recent years, particularly part-time teachers and Special Education case managers. 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 although the math department heavily relies on Desmos which teachers deem superior to Engage NY (Eureka Math).

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 for 7th and 8th grade with three all period days and two block days. So students see every teacher four days per week. The 6th graders see their teachers daily.

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. Some teachers provide on-going individual and small group tutoring before school, at lunch or 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 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
- Stiles Hall mentors
- Bridge math tutros and homework support in LEARNS
- AVID mentors
- Reading coach volunteers

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 additional support and intervention than there is capacity for within the allocated resources for Tier 2 and Tier 3 level groups. The school does not receive dedicated resources for either reading intervention or reading support classes, and very minimal (.6FTE) funding for math support and intervention classes. The school does not qualify for 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	320	332	305
Grade 7	318	334	325
Grade 8	351	317	328
Total Enrollment	989	983	958

### Conclusions based on this data:

1. The size of the school has remained stable.
2. The school population is larger than the October census data shows due to the influx of newcomers throughout the year.
3. There was no subgroup enrollment data provided in this year's plan.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	64	65	47	6.5%	6.6%	4.9%
Fluent English Proficient (FEP)	91	94	102	9.2%	9.6%	10.6%
Reclassified Fluent English Proficient (RFEP)	0	6	5	0.0%	9.4%	7.7%

### 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. Fewer newcomers enrolled during the pandemic year.



# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	321	334	303	305	322	0	303	321	0	95	96.4	0.0
Grade 7	348	318	324	332	307	0	331	305	0	95.4	96.5	0.0
Grade 8	337	348	324	324	339	0	321	338	0	96.1	97.4	0.0
All Grades	1006	1000	951	961	968	0	955	964	0	95.5	96.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2570.	2568.		33.99	35.20		36.30	33.33		16.83	19.31		12.87	12.15	
Grade 7	2609.	2604.		37.46	36.39		40.79	40.33		12.69	12.46		9.06	10.82	
Grade 8	2630.	2625.		39.25	38.17		40.81	37.28		9.35	14.50		10.59	10.06	
All Grades	N/A	N/A	N/A	36.96	36.62		39.37	36.93		12.88	15.46		10.79	11.00	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	43.05	36.71		43.38	47.47		13.58	15.82	
Grade 7	49.39	45.54		39.09	40.26		11.52	14.19	
Grade 8	50.00	51.18		39.06	33.73		10.94	15.09	
All Grades	47.58	44.62		40.44	40.33		11.97	15.05	

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	39.26	37.54		40.94	46.37		19.80	16.09	
<b>Grade 7</b>	49.69	44.08		38.65	44.08		11.66	11.84	
<b>Grade 8</b>	52.24	38.81		33.65	48.96		14.10	12.24	
<b>All Grades</b>	47.22	40.06		37.71	46.55		15.06	13.39	

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	32.33	28.62		60.67	61.01		7.00	10.38	
<b>Grade 7</b>	27.05	28.85		65.35	62.62		7.60	8.52	
<b>Grade 8</b>	38.44	33.43		55.00	61.54		6.56	5.03	
<b>All Grades</b>	32.56	30.39		60.38	61.71		7.06	7.91	

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	47.51	44.79		41.20	43.85		11.30	11.36	
<b>Grade 7</b>	45.59	51.80		48.63	39.02		5.78	9.18	
<b>Grade 8</b>	49.53	47.48		42.63	41.84		7.84	10.68	
<b>All Grades</b>	47.52	47.97		44.26	41.61		8.22	10.43	

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**Conclusions based on this data:**

1. CAASPP testing was halted due to COVID so this data is neither current nor relevant.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	321	334	303	313	320	0	312	319	0	97.5	95.8	0.0
Grade 7	348	318	324	335	304	0	334	303	0	96.3	95.6	0.0
Grade 8	337	348	324	319	332	0	316	330	0	94.7	95.4	0.0
All Grades	1006	1000	951	967	956	0	962	952	0	96.1	95.6	0.0

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2580.	2575.		43.91	41.38		24.36	25.71		15.71	16.30		16.03	16.61	
Grade 7	2601.	2610.		41.32	47.85		28.14	24.42		19.16	14.52		11.38	13.20	
Grade 8	2629.	2636.		44.30	48.79		24.37	22.73		18.04	17.27		13.29	11.21	
All Grades	N/A	N/A	N/A	43.14	46.01		25.68	24.26		17.67	16.07		13.51	13.66	

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	49.68	50.78		28.53	27.90		21.79	21.32	
Grade 7	51.09	56.67		30.53	25.67		18.38	17.67	
Grade 8	53.82	56.05		32.23	30.25		13.95	13.69	
All Grades	51.50	54.45		30.41	27.97		18.09	17.58	

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	46.15	39.81		37.50	40.44		16.35	19.75	
<b>Grade 7</b>	41.44	50.50		44.74	35.97		13.81	13.53	
<b>Grade 8</b>	49.04	46.65		39.49	39.94		11.46	13.41	
<b>All Grades</b>	45.46	45.58		40.67	38.84		13.87	15.58	

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 6</b>	45.51	40.13		36.22	40.13		18.27	19.75	
<b>Grade 7</b>	43.07	48.01		48.80	42.38		8.13	9.60	
<b>Grade 8</b>	48.21	48.76		37.79	45.96		14.01	5.28	
<b>All Grades</b>	45.53	45.60		41.11	42.84		13.35	11.56	

2019-20 Data:

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**Conclusions based on this data:**

1. CAASPP testing was halted due to COVID so this data is neither current nor relevant.

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1528.1	1519.0	1505.3	1529.9	1495.3	1511.6	1525.4	1542.1	1498.5	17	20	12
7	1569.9	1491.7	1541.1	1572.8	1485.4	1545.9	1566.7	1497.6	1535.7	21	23	18
8	1554.8	1577.8	1555.6	1548.6	1591.5	1550.9	1560.5	1563.6	1559.8	16	23	14
All Grades										54	66	44

### 2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	25.00	27.27	*	45.00	36.36	*	0.00	18.18	*	30.00	18.18	17	20	11
7	61.90	17.39	33.33	*	26.09	22.22	*	21.74	27.78	*	34.78	16.67	21	23	18
8	*	34.78	28.57	*	34.78	14.29	*	17.39	42.86	*	13.04	14.29	16	23	14
All Grades	51.85	25.76	30.23	22.22	34.85	23.26	*	13.64	30.23	*	25.76	16.28	54	66	43

### 2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	30.00	45.45	*	40.00	36.36	*	0.00	0.00	*	30.00	18.18	17	20	11
7	66.67	21.74	38.89	*	21.74	27.78	*	21.74	22.22		34.78	11.11	21	23	18
8	*	56.52	28.57	*	17.39	28.57		13.04	28.57	*	13.04	14.29	16	23	14
All Grades	57.41	36.36	37.21	27.78	25.76	30.23	*	12.12	18.60	*	25.76	13.95	54	66	43

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	30.00	18.18	*	20.00	18.18	*	20.00	18.18	*	30.00	45.45	17	20	11
7	*	8.70	11.11	*	26.09	33.33	*	26.09	27.78	*	39.13	27.78	21	23	18
8	*	21.74	21.43	*	26.09	21.43	*	30.43	14.29	*	21.74	42.86	16	23	14
All Grades	33.33	19.70	16.28	20.37	24.24	25.58	*	25.76	20.93	27.78	30.30	37.21	54	66	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	20.00	18.18	*	50.00	63.64	*	30.00	18.18	17	20	11
7	52.38	17.39	16.67	*	34.78	55.56	*	47.83	27.78	21	23	18
8	*	30.43	28.57	*	56.52	57.14	*	13.04	14.29	16	23	14
All Grades	50.00	22.73	20.93	37.04	46.97	58.14	*	30.30	20.93	54	66	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	50.00	60.00	*	20.00	20.00	*	30.00	20.00	17	20	10
7	85.71	47.83	61.11	*	21.74	33.33		30.43	5.56	21	23	18
8	*	65.22	42.86	*	21.74	42.86	*	13.04	14.29	16	23	14
All Grades	70.37	54.55	54.76	22.22	21.21	33.33	*	24.24	11.90	54	66	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	30.00	27.27	*	35.00	9.09	*	35.00	63.64	17	20	11
7	*	13.04	27.78	*	30.43	16.67	*	56.52	55.56	21	23	18
8	*	26.09	21.43	*	43.48	28.57	*	30.43	50.00	16	23	14
All Grades	37.04	22.73	25.58	27.78	36.36	18.60	35.19	40.91	55.81	54	66	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	35.00	9.09	*	30.00	63.64	*	35.00	27.27	17	20	11
7	*	4.35	5.56	57.14	69.57	72.22		26.09	22.22	21	23	18
8	*	4.35	7.14	68.75	86.96	85.71	*	8.70	7.14	16	23	14
All Grades	25.93	13.64	6.98	61.11	63.64	74.42	*	22.73	18.60	54	66	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>958</b>	<b>21.6</b>	<b>4.9</b>	<b>0.2</b>
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	4.9
Foster Youth	2	0.2
Homeless	27	2.8
Socioeconomically Disadvantaged	207	21.6
Students with Disabilities	109	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	98	10.2
American Indian or Alaska Native	1	0.1
Asian	75	7.8
Filipino	4	0.4
Hispanic	154	16.1
Two or More Races	166	17.3
Native Hawaiian or Pacific Islander	1	0.1
White	457	47.7

### Conclusions based on this data:

1. Over one fifth 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="305 751 362 779">Blue</p>	<p data-bbox="673 667 948 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="773 751 852 779">Green</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1252 751 1331 779">Green</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="305 951 362 978">Blue</p>		

#### Conclusions based on this data:

1. This data is 3 years old and irrelevant since none of these students attend our school.
2. No current data is available due to the pandemic.

# School and Student Performance Data

## Academic Performance English Language Arts

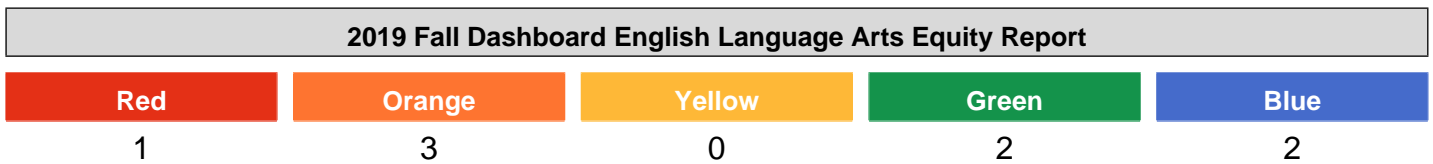
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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><b>All Students</b></p> Blue 50.3 points above standard Maintained -1.4 points 948	<p><b>English Learners</b></p> Orange 58.3 points below standard Declined Significantly -29.3 points 75	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 72.4 points below standard Declined Significantly -26.8 points 19	<p><b>Socioeconomically Disadvantaged</b></p> Orange 20.3 points below standard Declined -4.2 points 246	<p><b>Students with Disabilities</b></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. CAASPP testing was halted due to COVID so this data is neither current nor relevant.
2. African American students, English learners, and students with disabilities are identified subgroups who have historically underperformed.

# School and Student Performance Data

## Academic Performance Mathematics

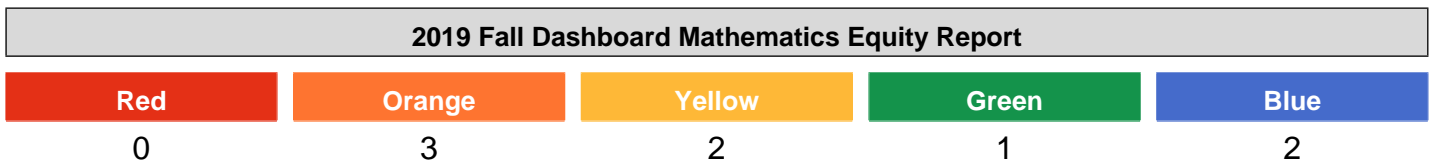
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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><b>All Students</b></p> Blue 40.6 points above standard Increased ++5.8 points 937	<p><b>English Learners</b></p> Orange 53.3 points below standard Declined Significantly -15.5 points 77	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 122.9 points below standard Declined Significantly -58 points 17	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 31.3 points below standard Increased ++5.9 points 241	<p><b>Students with Disabilities</b></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. CAASPP testing was halted due to COVID so this data is neither current nor relevant.
2. African American students, English learners, and students with disabilities are identified subgroups who have historically underperformed.

# School and Student Performance Data

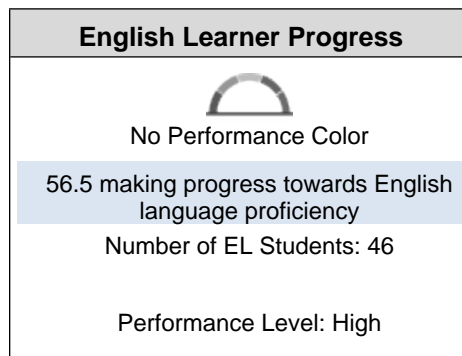
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. This data is neither current nor relevant since these students no longer attend our school.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

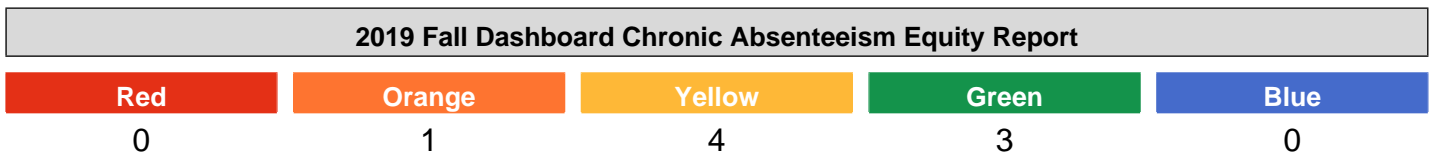
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

**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:**

1. This data is not relevant since it is from 2019.
2. There are a high number of students who meet the federal threshold for truancy.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. N/A



# School and Student Performance Data

## Conditions & Climate Suspension Rate

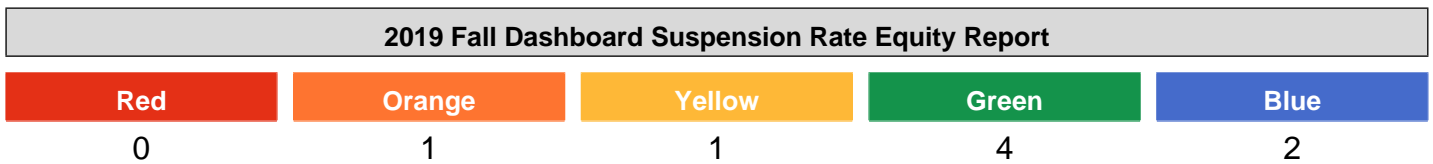
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

- This data is 3 years old and neither relevant nor current.

# 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 15-20% 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 intervention and support classes will be in 6th grade during wheel rotation, and also offered in 7th and 8th grade. (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".  
(.80 teacher FTE, \$4000 for 1116 teacher substitutes and teacher hourly, \$3000 for 2116 classified hourly, \$5613 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)
83844	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 strengthen the Tier 1 program, 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 provided a collaboration day 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.
  4. Instructional coaches (ELD and literacy) will help other teachers develop ways to scaffold and modify assignments using academic language strategies. These working sessions will be made possible by releasing teachers using a rotating substitute.
  5. All new teachers will be given training in ELD strategies (Constructing Meaning).

**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. 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 and writing.

1. The literacy coach will continue to support all grade levels in reading support with direct instruction for 6th and 8th 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 and Lexia 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)
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## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

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.

COVID brought our plans to a standstill.

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 and a concern that the gap has widened in math due to the pandemic.

## 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. Provide parent education in Spanish and support all EL families with the help of a home school liaison.

(\$1692 for 4300, \$2000 for 4200, \$3000 for 5800, .75 VP, \$34000 for .4 home school liaison)

**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)

158133

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. Focus Teacher Initiated Professional Development (TIP) funds on differentiated instruction so lesson design and delivery become an instrument for disrupting previously predictable outcomes by subgroup.
2. The equity teacher leaders will collaborate with the principal and instructional leadership team to plan monthly PD focused on race and equity.
3. Continue staff book club by purchasing more relevant professional texts around issues of race and education.
4. Offer "equity walkthroughs" for teachers who are interested in getting ideas from colleagues by looking for specific tools and strategies that help all students access the curriculum.

(5200 Travel and conferences \$5000 from District TIP allocation)

**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



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 the start of year to compile lists of student support needs for early intervention from counselors, support staff and classroom teachers.
7. Teacher, case managers, and instructional assistants will meet regularly to coordinate and collaborate. on student 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)
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#### **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

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)
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# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

This year was one of survival; all staff focused on getting students to school keeping them safe, and helping them to re-engage as students.

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

The needs were greater than anticipated. We especially saw an increased need in math with students lacking basic number concepts.

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. Adding more support for English Learners if General Funds are available.

# 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
Attendance data LCAP parent survey Student survey Sign in sheets from events such as Open House, Welcome Fair, parent conferences, parent education nights. Notes form SST and other parent meetings Justice Council sign in sheets	Attendance data LCAP parent survey 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 and 7th grade VPs and counselors and PTA will organize welcome dinners for all 6th and 7th 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. Counselors will present information to parents on common patterns of need in the middle school years.
- (\$82,668 for counselor, 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)
82668	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 and increase sense of whole school community.

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. The grade level VP, counselor or RTI coordinator 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.
5. Pilot video messages to families to spotlight some important messages.
6. The PTA will sponsor events to bring families together such as Edible Schoolyard family nights, game nights, a talent show, Fall festival, and 6th& 7th grade family dinners.

**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 use 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.
7. Hold monthly assemblies to teach and celebrate the ideal school climate we are striving to achieve.
8. Increase lunch time programming to engage students in positive play/connection---clubs, leadership, tournaments, yard equipment.

**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 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 or counselor, with 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. The administrator team 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 COS team meetings.
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)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

We were not able to gather as a community this year but did our best to remain in close communication with families. Student behavior was challenging and we need a strong behavioral reset for next year to teach the behaviors we wish to see.

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

COVID prevented us from bringing families into school.

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.

Start the year with strong messaging around expected behaviors, and our vision for our school.



# 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

Carryover Priorities

## Goal 4

Carryover Priorities

## Identified Need

Utilize carryover funds to support all students

## 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 7

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

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

All students

### Strategy/Activity

Mental Health Counseling	34,000	
Prof Devt/Hourly for IA's	20,000	
LEARNS classes	22,000	
Materials and Supplies	15000	
Field trips	5000	
Substitutes (for Teacher/IA meetings).	12000	
Student Groups	10000	

### 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)
118000	BSEP Carryover

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

N/A

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

N/A

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

N/A

# 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	\$442,645.00

## 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	\$324,645.00
BSEP Carryover	\$118,000.00

Subtotal of state or local funds included for this school: \$442,645.00

Total of federal, state, and/or local funds for this school: \$442,645.00

# 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
Ember Kelley	Classroom Teacher
Ron Chung	Other School Staff Parent or Community Member
Jeff Selk	Classroom Teacher
Christina Freschl	Classroom Teacher
Tom Nishioka	Parent or Community Member
Chetan Kamdar	Parent or Community Member
Nicole Chabot	Parent or Community Member
Weldon Bradstreet	Parent or Community Member
Heather Gilbert	Parent or Community Member
	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 5/2/22.

Attested:



Principal, Janet Levenson on 5/2/22



SSC Chairperson, Tom Nishioka on 5/2/22

Kathy Fleming  
Director of Local Resources

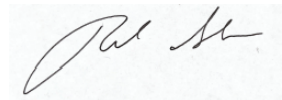


5-24-22

Signature

Date

Ruben Aurelio  
Associate Superintendent, Educational Services



5/25/22

Signature

Date

