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	20-65243-6112973	5-20-2021	6-22-2021

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

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.

District Mission Statement
We are deeply committed to 1) the highest student achievement, 2) an orderly learning environment, and 3) a financially sound and effective organization.

District Vision Statement
Where the futures of children are driven by their aspirations and inspired by their circumstances.

School Mission Statement
Martin Luther King Jr., Middle School will ensure all students are empowered to achieve high levels of learning and social-emotional growth in a safe and supportive environment.

School Vision Statement
As a community, MLK will pledge our time, hearts, and support to continuously improve.

Martin Luther King, Jr. Middle School will continue to implement actions set in our School Plan for Student Achievement (SPSA) that have proven to be successful for students and staff. Our goals to increase academic achievement in English, English Language Development, and Math will continue to be our primary focus. Our secondary focus will be on maintaining a positive school climate/culture and improving students' non-academic experiences. Our three-year plan will focus on 4 site goals and several critical actions. This academic year we have merged together Goals I, II, and III into one overarching goal to increase academic achievement in the areas of English Language Arts, English Language Development, and Math. We have 4 goals beginning in the 2020-21 school year. Additionally, we have added 3 actions to Goal I in an effort to further support our student's social-emotional needs and the development of students' English Language acquisition. The SPSA plan will continue to be reviewed at least quarterly with all critical stakeholders so that it may be revised and modified as feedback/data warrants.

2021-2022
Due to COVID-19 Pandemic, all targeted goals will be extended to the 2022 school year

Goal I- Increase academic achievement in English Language Arts, English Language Development, and Math.
Action 1: Certificated Substitutes & Certificated Extra Time
Action 2: Certificated/Classified Professional Development/Travel Conference
Action 3: Instructional Supplies, Books, and Reference Materials/Update Library-Media Resources
Action 4: Field Trips/Fees/Extracurricular Academic Learning & Competitions
Action 5: Intervention Specialist
Action 6: AVID Excel Elective Course for English Language Learners

Goal II- Safe and Healthy Environment for Learning and Work
Action 1: Certificated Substitutes & Certificated Extra Time
Action 2: Certificated/Classified Professional Development/Travel Conference
Action 3: Instructional Supplies, Books, and Reference Materials/Update Library-Media Resources
Action 4: Software/Licensing for Behavioral Interventions & Data System
Action 5: Intervention Specialist
Action 6: Student Advocate

Goal III- Improve Parent Involvement Programs
Action 1: Certificated/Classified Extra Time
Action 2: Print Shop/Duplicating
Action 3: Materials/Supplies

Goal IV- Increase and Improve Technology
Action 1: Purchase/Replace/Repair Technology Resources
Action 2: Software/Licenses and Maintenance Contracts

The purpose of this year's SPSA is to develop a plan to raise the academic performance of students and improve the school's educational program. The focus of the plan is to outline actions using evidence-based strategies to better meet the needs of all students including English Learners (EL), Migrant students, foster/homeless students, students with disabilities, and advanced learners. Administration, department/grade level teams, and District Academic Coaches will continue to refine their collaboration efforts in Professional Learning Communities (PLCs). PLCs will continue to review and analyze student data, identify priority standards, pacing guides, create assessments, lesson plans, and interventions. The administration will support professional development

opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management (PBIS/Time to Teach), Thinking Maps Training, Scholastic Reading Assessment, Write from the Beginning, Peer Observations/Instructional rounds, ELD-ELPAC training, and technology (e.g. Illuminate/Google Classroom, Northwest Evaluation Association) support training. Technology usage will be incorporated into lesson design as students are on a 1:1 ratio in all core subject areas (English, History, Math, and Science).

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).

Martin Luther King Jr. Middle School utilizes different ways in which input from stakeholders is collected. The school has conducted surveys of parents, teachers, and student groups. Students and staff were given the Panorama Education surveys in the Fall of 2020. Teachers were also given the opportunity to provide feedback on the LCAP.
A needs assessment was conducted with SSC and ELAC committees. Parents stated that they want their students to succeed here at Martin Luther King Jr. Middle School and beyond. They would like to learn how better support their child at home. Parents would like to see more tutoring offerings and support to help their child become a successful student.

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

Our goal for the 2020-2021 school year was to informally observe every teacher's classroom at least once a week. Our goal was closer to being met in the fall semester in comparison with the spring semester. During the fall semester, we were able to visit most classes twice a week, yet there were weeks we were only able to visit once. In the spring semester classes were visited once a week, yet with specific classrooms, there were more frequent visits/observations. The classroom observations showed teachers had learning objectives and essential questions posted in most classes. There was current student work posted with evidence of our SAP initiatives. Technology is being utilized and integrated into lessons. The classroom observations do indicate student engagement is an area of need. This was also found to be a contributing factor through our root cause analysis/needs assessment.

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)

As a district, we have created an instructional leadership site team, the Strategic Action Plan (SAP) team. The team met three times during the school year for full-day planning, reviewing, and adjusting our initiatives. At Martin Luther King Jr. Middle School our team met monthly to continue the work with our plan do study act. The site initiatives centered on an ELA and Math initiative that were taken across the content areas. All content areas are represented on the SAP team and worked in their perspective teams/departments to integrate the initiatives in lessons. Posted student work throughout the classrooms were observed on our site initiatives. The SAP team reviewed CAASPP data, NWEA data, RI data, ELPAC data, and site data to provide the direction for the next steps.

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

Martin Luther King Jr. Middle School is a professional learning community. Teachers meet regularly in their teams, departments, and as a staff. The four guiding questions of a PLC are used to guide and facilitate the work of the team. There is a required protocol for each meeting.   Teachers utilize this protocol to identify next steps with instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Martin Luther King Jr. Middle School has most teachers meeting the highly qualified staff requirements. The teachers who do not meet this criteria work closely with our district's support program to guide our new teachers as they become highly qualified.

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

Martin Luther King Jr. Middle School works on having the credential teachers needed per content area. There have been professional development offered by both the district office and site to support teachers in the content areas. Professional development is used to continue to build our teachers "tool box" of strategies.

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

Teachers at Martin Luther King Jr. Middle School have been part of the rigorous curriculum design process. This school year the English Language Arts and Math standards were the focus on revising the pacing guide to ensure students have access to the standards. The process used was the rigorous curriculum design process.

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

Martin Luther King Jr. Middle School had two instructional site coaches, one who works with ELA and History and the other with Math and Science. The coaches worked closely with our new teachers. Our new teachers received support with classroom management, content knowledge, lesson delivery, to name a few. The Madera Induction Consortium has also provided new teachers with support in many areas. The site coaches also work with veteran teachers to continue to support them with any area of need.

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

Teachers at Martin Luther King Jr. Middle School meet weekly with their grade level teams by departments. This time is used to focus on student data, standards, and plan next steps. The PLC model is utilized with the four questions are used during their meetings.

Teaching and Learning

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

- All classes used the core adopted textbook and instructional materials. These materials are aligned to the common core state standards. Teachers use the standards and materials to plan lessons, activities, and projects.

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

- All content areas adhere to and go above the recommended 54,000 required minutes.

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

- Martin Luther King Jr. Middle School has been working and continues to work with the master schedule and bell schedule to provide students with intervention opportunities. For the 2020/2021 school year the bell schedule has been adjusted to provide teachers with daily PLC time, this will also allow students to receive support before school that can be provided by counselors, student advocated, and trained personnel.

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

Martin Luther King Jr. Middle School works well with our district office staff to ensure all students have the instructional materials needed and required.

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

All core subjects are aligned to standards. All core courses include the intervention materials needed to support struggling students. Khan Academy was used as a means of intervention.

Opportunity and Equal Educational Access

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

Martin Luther King Jr. Middle School allocated Wednesdays as our intervention days. Teachers used to time to reteach, work in small groups, provide students with the extra support needed.

Evidence-based educational practices to raise student achievement

- Martin Luther King Jr. Middle School teachers received training on Language/Learning Objectives and the EL principles. Teachers were given time to meet in their PLCs to work on Language Objectives and integrating the EL principles into their lessons.

Parental Engagement

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

Martin Luther King Jr. Middle School has teachers who provide tutoring before, during lunch, and after school tutoring. Teachers make arrangements with students and their parents to be able to provide this resource. Parents have been offered PIQUE on-site to help build their capacity. The student advocate at Martin Luther King Jr. Middle School has been an excellent resource for students and parents. The student advocates offer academic tutoring and social-emotional support if needed.

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)

The School Site Council (SSC) and the English Language Advisory Committee (ELAC) are crucial in the process of developing and implementing the Single Plan for Student Achievement (SPSA). The SSC is comprised of parents, staff, and students as a group we review the implementation and expenditures of the plan. The ELAC provides feedback on SPSA. The administration meets with both committees on a monthly basis.

Funding

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

For the 2021/2022 school year, Martin Luther King Jr. Middle School has designated funds to continue the PBIS implementation on site. Another area of focus for the upcoming school year will be classroom management strategies and student engagement, creating high engaging lessons. Our behavioral purpose will emphasize our 3 R's and use awards to recognize students for attendance, and demonstrating the 3 R's (Respectful, Responsible, and Ready to Learn)

Fiscal support (EPC)

Title I Parent Education and Professional Development

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

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE
How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)
As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan include improving students' CAASPP proficiency, NWEA (school-wide and in all subgroups), and ELPAC proficiency for English Learners. Assessment data was reviewed throughout the year. This included data from NWEA, CAASPP, ELPAC, and DPA assessments. A program review was done at each Site Council meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation. Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, Coffee with Administration and Counselors, and Parent Club meetings. Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program and Safety Committee. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings hosted at our site and during teacher's professional development early-out meetings/district teachers CCSC feedback, as well as through surveys sent to stakeholders (e.g. students, teachers, and parents).

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?
Feedback from stakeholders & assessment data was made available to School Site Council members to inform them on how best to evaluate and revise our SPSA. This included, but was not limited to:

- Introduction and discussion of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Training and discussion of the 8 State LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student EL data (monitoring, identification, reclassification, etc.)
- Review of site technology needs
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions, and expulsions

Using the various resources, SSC revised areas of our SPSA when actions did not yield the intended outcomes we wanted to see and has added actions, where additional supports needed, have been identified.

Resource Inequities

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

GREATEST PROGRESS
The progress the site is most proud of is the school climate/culture. Student-teacher rapport and the attainment of accolades for our site PBIS framework (PBIS Gold Award status) as well as the success of our after-school program (being nationally recognized) have helped to transform our student's middle school experiences for the better. Academically, the growth of our student's academic performance levels on high stakes assessments, grade point averages, and English Language proficiency levels have also been commendable. Furthermore, all faculty have started the implementation of Professional Learning Communities to support research-based best practices for teaching and learning. The refinement of restorative justice practices between students and faculty and amongst the associated student body is improving site culture and climate. Additionally, this year, we have begun to implement the Safe School Ambassador and Restorative Justice programs to further cultivate a school climate that is both safe and praiseworthy.

Other progress that is noteworthy is the academic increase in students' ELA CAASPP and NWEA achievement scores over the last two years. Due to COVID, we will utilize the CAASPP Date from 2018-2019 to reference where our students were pre-COVID.

During the 2018-2019 school year, 25% of our 7th graders met or exceeded the standard in ELA, while 28% of our 8th graders met or exceeded the standard in ELA. Examining the 7th-grade cohort from 2017-2018 as they transitioned to 8th grade in 2018-2019, the matched cohort showed an increase of 3% of students meeting or exceeding the standard. This growth can be partially attributed to the PLC work amongst our English/TSA faculty and their continued differentiated professional development.

Furthermore, Martin Luther King, Jr. Middle School demonstrated small growth in student's Math CAASPP achievement scores from the 2017-2018 school year to the 2018-2019 year.

During the 2018-2019 school year, 11% of our 7th graders met or exceeded the standard in Math, while 12% of our 8th graders met or exceeded the standard in Math. Examining the 7th-grade cohort from 2017-2018 as they transitioned to 8th grade in 2018-2019, the matched cohort showed an increase of 3% of students meeting or exceeding the standard. Again, this growth can be partially attributed to the PLC work amongst our math/TSA faculty and their continued differentiated professional development.

GREATEST NEEDS
greatest needs include:
- An increased achievement in CAASPP for ELA and Math
- Increased reclassification rates/Baseline data for ELPAC
- Increased performance on Local Interim Assessments (ELA & Math)
- Increased literacy fluency & comprehension/Scholastic Reading Inventory (SRI)/Northwest Evaluation Association (NWEA)
- Increased fluency on math facts and foundational math skills

After sending several of our site Leadership team members to the DuFour's Professional Learning Community Summer Institute to enhance our collaborative practices, we have again allocated funds to prioritize sending additional faculty this summer. Furthermore, we intend to continue to scaffold professional development to new faculty and differentiate professional development based upon individual teacher needs. Site administration will participate in grade-level PLCs and teacher

planning days. Instructional rounds will be scheduled for teachers to participate in ongoing coaching/learning opportunities. A focus on good initial first instruction based on researched best practices will be a continued ongoing priority. Overall, English Language Arts has shown significant growth. Math has also made some progress, primarily with our 7th graders moving into 8th grade. However, as students transition from 6th grade into 7th, we see minimal progress. In an effort to build all our math departments' capacity, we sent the entire department to the mid-year Mathematics PLC conference to help jump-start their collaborative process as many faculty members were new to their assignments and/or our school site this year.

PERFORMANCE GAPS
English/Language Arts: School-wide all students decreased -7.7 points. Students who were English Learners decreased by -3.4 points. Students with disabilities decreased by -13.0 points. Students that are socioeconomically disadvantaged decreased by -5.9 points. Hispanic students decreased by -7.2 points. However, our African American students increased by +6.8 points (although, statistically this group is not a significant subgroup as defined by the state since we had only 27 African American students).

Math: School-wide all students increased +6.0 points. Students who were English Learners increased by +15.9 points. Students with disabilities decreased by -11.3 points. Students that are socioeconomically disadvantaged increased by +5.8 points. Hispanic students increased +6.4 points. Our African American students increased by +18.9 points and our white students increased by +2.0 points (although, statistically both groups are not a significant subgroup as defined by the state since we had only 26 African American students and 21 white students).

As a means to address these performance gaps on our school site we will:
1) Continue to work with our EL students during our integrated and designated ELD times.
2)   Continue to support teachers in their classrooms as we improve our ability to provide targeted Tier II interventions to all subgroups.
3) Address the quality of instruction in classrooms, both for initial instruction as well as during intervention time.
4)   Continue to provide collaboration time for teachers to analyze student assessment data and align pacing guides to account for the identification of essential standards as well as supporting standard review.
5) Staff will also set aside a "sacred" intervention time embedded in their instructional calendar every Wednesday.
6) Continue to provide professional development in the areas of English & Math.

INCREASED OR IMPROVED SERVICES
The site will increase or improve services for all students by continuing the following practices:
- Department chairs will continue to have planning days with subject/grade-level teams
- Administration and academic coaches will collaborate with subject/grade-level teams
- Teams will review and analyze student achievement data to guide their collaborative efforts and identify priority standards.
- Subject/grade level teams will plan/update RCD units/pacing guides, lesson plans, and lesson delivery.

In addition, certificated and classified staff will get scaffolded and ongoing training in the following areas when needed:
- Professional Learning Communities
- New Teacher MLK Site Orientation
- New Teacher Thinking Maps Training

- New Teacher Gang Awareness Training
- Kagan Cooperative Learning Training
- Sped Collaboration Assignment Planning and Development
- PBIS/RtI training by the counseling team
- Restorative Justice (Tier 1 and Tier 2) training
- Safe School Ambassador Training
- ELD foundational concepts and data analysis, building teacher capacity in regards to ELD standards, the ELCAP assessment, illuminate data system knowledge, and ELCAP
- Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science)
- NWEA training
- SRI training for our EL teachers
- CAASPP teacher training
- Educational Technology Coaches support training with Chromebook devices, SAMR model, Demos, Google Classroom, etc.

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	0.51%	0.41%	0.21%	5	4	2
African American	2.44%	2.04%	2.38%	24	20	23
Asian	0.92%	1.33%	1.55%	9	13	15
Filipino	0.31%	0.1%	0.1%	3	1	1
Hispanic/Latino	93.38%	93.35%	93.69%	917	913	905
Pacific Islander	%	%	0%			0
White	1.93%	2.45%	1.76%	19	24	17
Multiple/No Response	%	%	0.21%			1
			Total Enrollment	982	978	966

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	17-18	**18-19**	**19-20**
Grade 7	504	503	451
Grade 8	478	475	515
Total Enrollment	982	978	966

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	249	270	251	25.4%	27.6%	26.0%
Fluent English Proficient (FEP)	470	444	412	47.9%	45.4%	42.7%
Reclassified Fluent English Proficient (RFEP)	11	40	39	5.7%	16.1%	14.4%

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 7	455	497	508	434	488	502	434	487	499	95.4	98.2	98.8
Grade 8	453	472	471	444	469	465	444	469	465	98	99.4	98.7
All Grades	908	969	979	878	957	967	878	956	964	96.7	98.8	98.8

* 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 7	2491.	2485.	2495.	4.38	2.26	5.41	20.28	18.69	21.64	29.03	31.42	29.26	46.31	47.64	43.69
Grade 8	2523.	2514.	2510.	5.18	4.90	3.44	26.58	23.03	22.15	31.08	31.34	32.90	37.16	40.72	41.51
All Grades	N/A	N/A	N/A	4.78	3.56	4.46	23.46	20.82	21.89	30.07	31.38	31.02	41.69	44.25	42.63

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 7	8.76	5.34	9.31	38.71	37.37	37.25	52.53	57.29	53.44
Grade 8	13.77	9.38	8.82	43.57	39.66	42.58	42.66	50.96	48.60
All Grades	11.29	7.32	9.07	41.16	38.49	39.83	47.55	54.18	51.09

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 7	11.52	9.05	11.99	46.08	47.33	52.44	42.40	43.62	35.57
Grade 8	11.76	10.02	6.48	45.93	48.61	54.21	42.31	41.36	39.31
All Grades	11.64	9.53	9.32	46.00	47.96	53.30	42.35	42.51	37.38

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 7	3.92	3.08	4.85	56.91	57.91	63.84	39.17	39.01	31.31
Grade 8	6.77	6.18	5.16	71.11	63.97	63.44	22.12	29.85	31.40
All Grades	5.36	4.60	5.00	64.08	60.88	63.65	30.56	34.52	31.35

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 7	10.83	9.65	15.76	50.46	53.39	46.46	38.71	36.96	37.78
Grade 8	12.19	11.30	12.04	53.95	55.22	51.83	33.86	33.48	36.13
All Grades	11.52	10.46	13.96	52.22	54.29	49.06	36.26	35.25	36.98

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 7	455	496	508	451	493	498	451	493	498	99.1	99.4	98
Grade 8	453	472	471	451	472	466	451	472	466	99.6	100	98.9
All Grades	908	968	979	902	965	964	902	965	964	99.3	99.7	98.5

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% 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 7	2445.	2458.	2474.	2.88	2.23	3.82	7.76	8.92	13.05	21.29	29.41	28.92	68.07	59.43	54.22
Grade 8	2465.	2466.	2468.	2.00	4.03	3.43	9.76	7.63	7.73	20.18	19.49	24.03	68.07	68.86	64.81
All Grades	N/A	N/A	N/A	2.44	3.11	3.63	8.76	8.29	10.48	20.73	24.56	26.56	68.07	64.04	59.34

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 7	4.88	4.87	9.43	18.18	24.14	26.84	76.94	70.99	63.73
Grade 8	3.78	5.73	4.13	22.44	19.75	23.48	73.78	74.52	72.39
All Grades	4.33	5.29	6.86	20.31	21.99	25.21	75.36	72.72	67.93

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 7	4.66	4.06	7.63	33.92	39.96	39.96	61.42	55.98	52.41
Grade 8	6.22	6.14	4.53	28.00	44.70	34.05	65.78	49.15	61.42
All Grades	5.44	5.08	6.13	30.97	42.28	37.11	63.60	52.64	56.76

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 7	3.33	3.04	4.49	44.79	52.94	54.90	51.88	44.02	40.61
Grade 8	2.89	3.82	4.99	44.67	44.16	43.38	52.44	52.02	51.63
All Grades	3.11	3.42	4.73	44.73	48.65	49.32	52.16	47.93	45.95

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 7	1525.7	1529.0	1517.7	1523.0	1533.2	1534.4	127	145
Grade 8	1520.8	1542.6	1505.6	1539.3	1535.4	1545.5	99	98
All Grades							226	243

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
7	25.98	9.66	36.22	44.14	26.77	34.48	11.02	11.72	127	145
8	21.21	11.22	46.46	43.88	21.21	34.69	11.11	10.20	99	98
All Grades	23.89	10.29	40.71	44.03	24.34	34.57	11.06	11.11	226	243

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
7	42.52	31.03	36.22	38.62	14.17	24.14	*	6.21	127	145
8	37.37	26.53	45.45	45.92	*	21.43	*	6.12	99	98
All Grades	40.27	29.22	40.27	41.56	11.95	23.05	7.52	6.17	226	243

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
7	15.75	3.45	26.77	26.21	33.07	50.34	24.41	20.00	127	145
8	19.19	8.16	29.29	27.55	31.31	40.82	20.20	23.47	99	98
All Grades	17.26	5.35	27.88	26.75	32.30	46.50	22.57	21.40	226	243

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
7	32.28	10.34	55.91	62.76	11.81	26.90	127	145
8	27.27	13.27	60.61	64.29	12.12	22.45	99	98
All Grades	30.09	11.52	57.96	63.37	11.95	25.10	226	243

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
7	56.69	52.41	37.80	42.07	*	5.52	127	145
8	57.58	46.94	34.34	47.96	*	5.10	99	98
All Grades	57.08	50.21	36.28	44.44	6.64	5.35	226	243

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
7	15.75	4.14	29.92	51.72	54.33	44.14	127	145
8	22.22	12.24	22.22	32.65	55.56	55.10	99	98
All Grades	18.58	7.41	26.55	44.03	54.87	48.56	226	243

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
7	17.32	8.28	79.53	85.52	*	6.21	127	145
8	16.16	5.10	78.79	94.90	*	0.00	99	98
All Grades	16.81	7.00	79.20	89.30	*	3.70	226	243

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**
978	**97.0**	**27.6**	**0.6**
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	270	27.6
Foster Youth	6	0.6
Homeless	34	3.5
Socioeconomically Disadvantaged	949	97.0
Students with Disabilities	84	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	2.0
American Indian	4	0.4
Asian	13	1.3
Filipino	1	0.1
Hispanic	913	93.4
Two or More Races	3	0.3
White	24	2.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Orange		

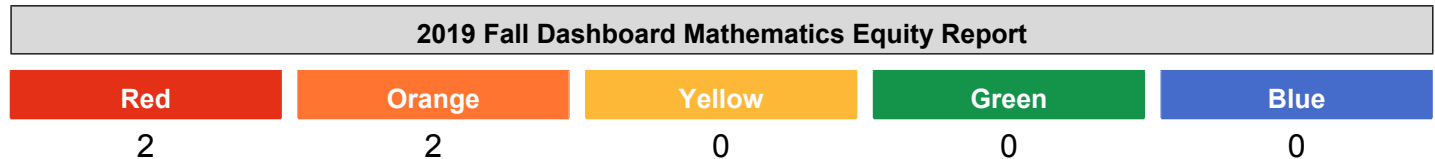**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	1	1	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
56 points below standard	89.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.3 points	Maintained ++0.1 points	
921	424	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
63.1 points below standard	56.3 points below standard	143.6 points below standard
Increased Significantly ++27.1 points	Increased ++3.2 points	Declined -13.5 points
45	898	79

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
116.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -19.9 points	4	13	1
16			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
56.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	26.5 points below standard
Maintained ++1.1 points	3		Increased ++8 points
865			19

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**
124.6 points below standard	48.6 points below standard	60 points below standard
Increased ++3.6 points	Increased ++9.7 points	Maintained ++2.2 points
228	196	242

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
103.6 points below standard	140.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.6 points	Maintained ++1.9 points	
918	425	5
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
114.3 points below standard	104.4 points below standard	199.4 points below standard
Increased Significantly ++28.5 points	Increased ++8.6 points	Maintained ++0.1 points
45	895	79

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
160.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	47.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -15 points	4	13	1
16			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
103.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy		84.2 points below standard
Increased ++7.2 points	3		Declined -3.3 points
862			19

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**
173.1 points below standard	103.6 points below standard	105.4 points below standard
Increased ++7.4 points	Increased ++8.2 points	Increased ++11 points
227	198	238

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.1 making progress towards English language proficiency
Number of EL Students: 243
Performance Level: Medium
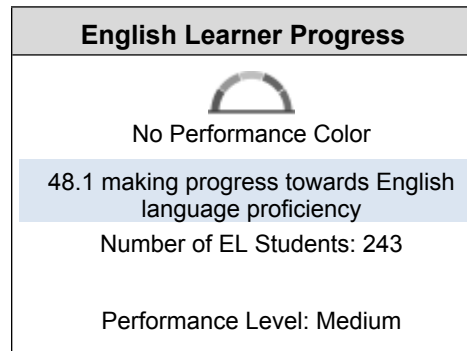
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
18.9	32.9	1.2	46.9

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

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

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

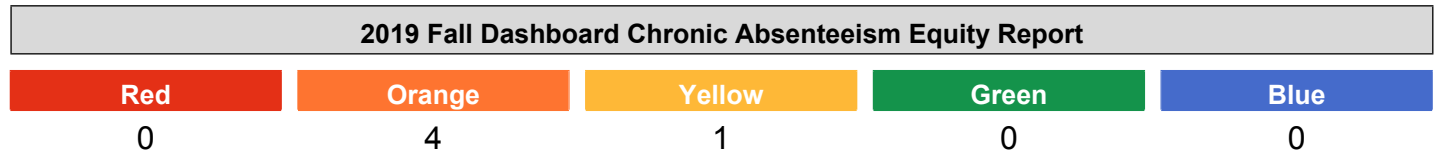| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
12.4	10.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +1.5	
1025	282	10
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
20.4	12.6	17.8
Declined -13.6	Increased +0.6	Declined -6.4
54	996	90

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
28.6	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +6.3	4	14	1
21			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
11.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28
Increased +0.7	3	0	Increased +3
957			25

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	0	0
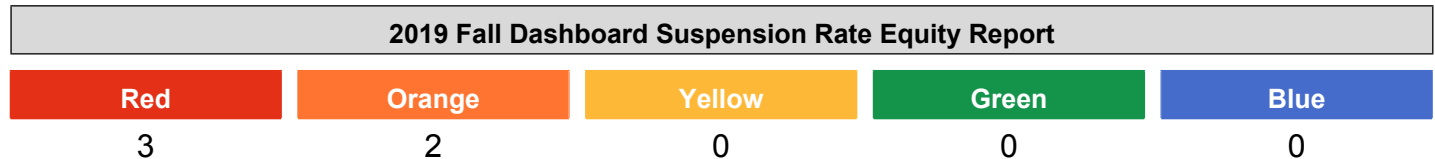
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
13.8	19.1	45.5
Maintained -0.2	Increased Significantly +5	Declined -0.7
1052	288	11

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Orange
14.3	14.1	21.6
Declined -1.8	Maintained 0	Declined -1.2
56	1022	97

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
20.8	Less than 11 Students - Data	0	Less than 11 Students - Data
	6		1
Declined -19.9		14	
24			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color		No Performance Color
13.6	Less than 11 Students - Data		14.8
	3		
Increased +0.8			Declined -1.9
977			27

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	13.9	13.8

Conclusions based on this data:

1.

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

State Priorities   X 1 X 2 3 X 4 5 6 X 7 X 8
Local Priorities Math Assessment, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs
3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain a mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal:
ELA: King Middle will obtain an ELA academic score of low green performance for all students as measured by the California Dashboard. This will require a combined growth of at least +48 points. Interim goals will require us to grow an average of +16 points a year to meet our 3-year goal.

Math: King Middle will obtain a mathematics academic score of medium-high (green) or medium (yellow), performance for all students as measured by the California Dashboard based. This will require a combined growth of at least 94.3 points. (The determining factor between green and yellow will be the level of increase in the 2019-20 assessment: 24.3-94.3 points will give us a yellow ranking, while more than 94.3 points will give us a green ranking.) Interim goals will require us to grow 15 points per year for three years would result in a middle yellow category with a DF3 of -74.3

ELD: King Middle will obtain an English Learner progress score of medium-low (orange) performance for all EL and recent RFEP students as measured by the California Dashboard for the 2018-19 school year, and attain a yellow status for the 2019-20 school year.

Due to the COVID-19 pandemic and associated school shutdowns, SBAC testing will be not administered during the Spring 2021 school year. Martin Luther King Jr. Middle School will be using the local NWEA testing program to monitor student progress while many students remain in distance learning. The Fall Math NWEA testing administration to Winter testing administration showed that we maintained our RIT score. The Fall Reading NWEA testing administration to Winter testing administration showed an average of no growth of RIT. Our goal is for all students to show growth from the Winter administration of the NWEA to the Spring administration. In order to close the achievement gaps students will need to meet their best growth goals that are identified in the district's MetoBe individualized student reports.

Identified Need

Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	2016-17 DF3: -51.8 (Color: Yellow) 2017-18 DF 3: - 58.5 (Color: Orange) 2018-19 DF 3: -56.0 (Color: Orange) 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Yellow): DF3:-45 2021-2022
Local Interim Assessment ELA (NWEA)	Mean RIT Scores (Fall of 2020 to Winter 2021): 7th/8th = from Fall 2020 (204.9) we increased to (205.1) in the Winter of 2021	For Spring, all 7th/8th grade should score above 206.
Scholastic Reading Inventory: English Language Students in 7th & 8th	25% of students are scoring at proficient or advanced on test 2 in 19/20. In 20/21 only 2% were scoring at proficient and advanced.	no assessment in the 2020-2021 school year
CAASPP SBAC Math Distance from Level 3 (DF3)	2016-17 DF3: -119.3 (Color: Orange) 2017-18 DF 3: - 111.5 (Color: Orange) 2018-19 DF 3: -103.6 (Color: Orange) 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Orange): DF3:-110 2021-2022
Local Interim Assessment Math (NWEA)	Mean RIT Scores (Fall of 2020 to Winter 2021):	For Spring, all 7th/8th grade should score above 216.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th/8th = from Fall 2020 (214.3) we maintained to (214) in the Winter of 2021	
English Learner Progress (ELPAC)	Color 2019: Status: Yellow 51.5% making progress towards English language proficiency	Color: (Projected 2022): Status: Green 60% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 12 students 2020-2021 = 16 students	2021-2022 = 20 students

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)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Certificated Substitutes
- Coverage during the duty day
Certificated Extra Time
- Paid time beyond the duty day
- Classified extra time
interpreting and translating to communicate with non-English speaking parents
- Student Advocate
To empower students to create a healthy academic, behavior and social performance.
Monitor the progress of identified "at-risk" students
Review progress and missing assignments with students on a weekly or bi weekly basis.
Provide students with a packet of missing assignments, current grades/GPA and attendance.
Organize and schedule meetings with parents and
students and relevant staff
Establish progress and work with teachers to ensure implementation
Provide academic and behavioral support
Shadow students in class
Conduct home visits
Small group and individual interventions

Who:
- Administration
- Administrative Assistant
- Classroom Teachers
- District TSAs

Tasks & Due Dates:
Weekly, Monthly, Quarterly
- Professional Learning Community (PLC) daily morning meeting time
- Analyze student achievement data: Site, District, State
- Review priority standards
- Update pacing guides
- Plan Lessons
- Create assessments
- Research instructional resources
- Professional Development
- Instructional Rounds/Peer Observation
- Feedback meetings on teacher instructional effectiveness
- Interactive/Cognitive Coaching
- Lesson demonstrations
- Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
- Interdisciplinary curriculum planning
- Collaboration time between the Special Education staff and general education staff
- Development/Planning of Tier II/Tier III academic & behavioral interventions
- Before/after school tutoring & Intervention
- Administer and organize placement testing and scoring
- Communicate with parents/students/staff
- Redesignate EL students, monitor progress of R-FEP students
- Collaborate and coordinate with counselors on student placement and scheduling based
- Plan professional development for staff on EL strategies
- Conduct data chats with teachers to support progress monitoring of EL students
- Coordinate student placement with feeder schools
- Collaborate with Migrant Program Liaison regarding student identification and services
- Classified extra time for interpreting and translating to communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk students in their classes; push-in model. Provide PD to staff to help support PBIS/MTSS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

5,000	Certificated Subs 1125 (Title I)
8,000	Certificated Extra Time 1190 (Title I)
0	Paraprofessional Extra Time 2190 (Title I)
0	Other classified 2990 (Title I)
0	Certificated Subs 1125 (CSI)
0	Certificated Extra Time 1190 (CSI)
0	Other Cert. Salaries 1900 (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Certificated/Classified professional development/travel conference to include outside contracted services

Who:
- Administration
- Certificated faculty
- Classified Staff

Tasks & Due Dates:
Throughout the 2021-22 school year as needed
- Assist with pedagogy
- Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, Fred Jones, etc.)
- Continue transition to common core
- Lesson planning/design
- Use of effective instructional strategies, literacy, composition, close reading in all core subject areas
- Enhance employee skills
- Registration fees and other related expenses
- PLC Summer Institute/AVID Summer Institute

Duplicating / Printshop
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher

resources, or other items that support instruction to help students access the core or intervention.

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)
20,000	Travel and Conference
500	Duplicating / Printshop

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

Who:
- Administration
- Administrative Assistant
- Classroom Teachers
- District TSAs

Tasks & Due Dates:
- Purchase instructional supplies, books, and materials
- Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, SuperScience, Choices, AVID Weekly, etc.
- Reading Lab instructional materials (e.g. American Reading Company: ARC)
- Print shop services to provide assessment materials, etc.
- Leveled reading materials
- Updated reading selections of high interest (fiction/nonfiction)
- Interactive notebooks for Math & Science
- Whiteboards/eraser pens
- Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.)
- Maintenance Contract for copy machines (split funded $6,000 from Title 1 & $9,000 from General)

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)
25,500	Instructional Supplies
0	Instructional Supplies 4310 (Carryover)
2,500	Book and reference materials

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Field Trips/Fees/Extracurricular academic learning & competition opportunities

Who:
- Administration
- Administrative Assistant

Tasks & Due Dates:
Throughout the 2020-21 school year as needed
- Registration fees
- Material/supply costs to compete
- Teacher extra time (e.g. Pentathlon events, Destination Imagination, Odyssey of the Mind, AVID, CJSF, ASB Clubs & Science Bowl)

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

Amount(s)	Source(s)
5,000	Entry Fees

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

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Intervention Specialist

Tasks & Due Dates:
- Identify students failing to meet proficiency in core curricular classes.
- Assign and maintain intervention rosters and schedules.
- Collaborate with instructional staff to monitor student performance.
- Disaggregate and present data in a cycle of inquiry to improve instructional strategies.
- Participate in school-wide training, decision-making, and related activities.
- Assign students to appropriate intervention offerings to meet their needs and goals.
- Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required.
- Maintain accurate records of student, parent and staff contacts.
- Meet with assigned departments or designated organizational units.
- Conduct and facilitate necessary stakeholder meetings.
- Plan, organize, and or assist with common formative assessment testing programs.
- Assist with the orientation program for feeder schools.
- Other related duties as assigned.

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)
112,626.36	Other Cert. Salaries 1900 (Title I)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
AVID Excel Elective Option for English Language Learners

Who:
- Administration
- Administrative Assistant
- AVID Excel Teacher

Tasks & Due Dates:
- Site Annual Program Evaluation
- AVID Excel Annual Recertification

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)
0	Other Cert. Salaries 1900 (Title I)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
English Language Development (ELD) Teacher on Special Assignment

Who:
- Administration
- Administrative Assistant
- ELD TSA

Tasks & Due Dates:
Weekly, Monthly & Quarterly
- Oversee classified bilingual office staff and student data
- Oversee EL office related operations
- Administration and organization of CELDT testing
- Score writing exam for IPT and CELDT; coordinate and oversee scoring team
- Communicate with parents/students/staff about CELDT results

- Re-designate EL students from LEP to R-FEP status and monitor progress of R-FEP students for two years after original date of re-designation
- Collaborate and coordinate with counselors on student placement and scheduling based on student data; make recommendations for English or ELD class placement
- Attend Leadership Team meetings on site
- Member of District Curriculum Support Provider Team
- Member of MUSD Tri-Annual Review team representing MLK
- Assist administration in the facilitation of ELAC meetings
- Serve as ELD Department Chair; organize all ELD department meetings and provide professional development for all staff on EL strategies
- Conduct data chats with EL students to monitor program progress
- Work collaboratively with Special Education teachers to provide professional development and conduct progress monitoring for Sped-EL students
- Coordinate student placement with feeder schools
- Communicate and coordinate with the Migrant Ed Liaison
- Program regarding student identification and services

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)
0	Other Cert. Salaries 1900 (Title I)

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.

Strategy/Activity 1:
Certificated Substitutes
- Coverage during the duty day
Certificated Extra Time
- Paid time beyond the duty day
- Classified extra time
interpreting and translating to communicate with non-English speaking parents
- Student Advocate
To empower students to create a healthy academic, behavioral, and social performance.

What were the activities implemented?
Certificated Substitutes

- Coverage during the duty day: We were able to get some sub but not to the extent that was needed to address the educational needs of our struggling students.

Certificated Extra Time
- Paid time beyond the duty day: We did have some team members that were able to utilize this time to create valuable resources for our classrooms.
- Classified extra time

interpreting and translating to communicate with non-English speaking parents: Use for parent conferences but use little due to COVID 19 restrictions.

What was not implemented that was in the 2020-21 site plan?
- Student Advocate was not utilized. The Student Advocate position was to be split funded with a grant. The student advocate took another position. As a result, we weren't able to keep the position as the grant required that the current student advocate take the position. The School Site Council, as a result, decided to fund the instructional supplies and parent education.

To empower students to create a healthy academic, behavioral, and social performance.

What was the overall effectiveness?
The overall effectiveness was impacted due to COVID restrictions and distance learning.

Strategy/Activity 2:
Certificated/Classified professional development/travel conference to include outside contracted services
Duplicating / Printshop

What were the activities implemented?
Certificated/Classified professional development/travel conference to include outside contracted services; staff were able to attend virtual conferences through zoom. COVID impacted the ability to have in-person events requiring travel.
Duplicating / Printshop was used to print our Mission and Vision to distribute to our staff to support our students.

What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?
A team has been established to address the needs of our students who may be struggling social, or facing bullying, and harassment due to hate speech. Our Mission and Vision has become part of each staff and leadership meeting.

Strategy/Activity 3:
Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

What were the activities implemented?
Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources. Support materials were purchased to support our students academically and socially. A teacher resource area was established.

What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?
A teacher resource area was established in our library to support our student's socio-emotional and academic needs.

Strategy/Activity 4:
Field Trips/Fees/Extracurricular academic learning & competition opportunities

What were the activities implemented?
Field Trips/Fees/Extracurricular academic learning & competition opportunities, this was used in our Academic Pentathlon and Math competitions, that did it through zoom.

What was not implemented that was in the 2020-21 site plan?
Due to COVID restrictions, no Field Trips/Fees took place
What was the overall effectiveness?
Students were given the opportunity to participate and excelled due to the opportunity to compete virtually.

Strategy/Activity 5:
Intervention Specialist

What were the activities implemented?
Intervention Specialist; students were supported academically and socio emotionally. Groups were created to support the students, zoom session and phone contact was made to students and parents for continue support during our distance learning.
What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?
 Groups were created to support the students, zoom session and phone contact was made to students and parents for continue support during our distance learning.

MLK will maintain funding in the above areas in order to build and improve on the site initiatives in order to increase student achievement. We will continue to use our structured PLC time and will utilize planning days to align lessons and assessments to content standards. We will continue with our Intervention Specialist in order to target our Tier 3 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.

Strategy/Activity 1:
Certificated Substitutes
 • Coverage during the duty day

*Budgeted: $ 4076 Estimated Actuals: $ 74
*Difference: $ 4002
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that

needed to be expended first.
Certificated Extra Time
- Paid time beyond the duty day

*Budgeted: $ 8152 Estimated Actuals: $0
*Difference: $ 8152
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that needed to be expended first.
- Classified extra time
interpreting and translating to communicate with non-English speaking parents

*Budgeted: $ Estimated Actuals: $
*Difference: $
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that needed to be expended first.
- Student Advocate
To empower students to create a healthy academic, behavioral, and social performance.

*Budgeted: $ 45000 Estimated Actuals: $0
*Difference: $ 45000
Why or why not is there a difference:
Student Advocate took another position at another district, funds were redistributed with School Site Council approval
IF the school provides certificated and classified staff coverage during the duty day and paid time beyond the duty day, THEN staff will be able to attend professional development, PLC planning days, and devote time to duties such as communication with families, progress monitoring, provide differentiation, as well as, intervention/enrichment opportunities to students. THEREFORE they would be allotted time to deepen their understanding of the expectations of the ELA Common Core State Standards and the ELD Framework/ELD standards; analyze student data; develop better data and assessment literacy; communicate with families and students on status and progress; reclassify students; develop and refine protocols and systems to monitor student progress and develop data and assessment literacy for students; learn research-based strategies to address student needs, and develop lessons and assessments grounded in the standards and research. For 2019-2020 we allocated $9,000 for certificated teacher subs, our estimated actuals were 8,708. There was a difference of $292, due to the school closures for COVID-19 in March 16, 2020. For 2020-2021 we revised the budget to:($5,000-Certificated Teacher In-Service) ($5,000-Certificated Extra Time) For 2021-2022 we will revise the budget to:($5,000-Certificated Teacher In-Service) ($8,000-Certificated Extra Time)

Strategy/Activity 2:
Certificated/Classified professional development/travel conference:

*Budgeted: $ 19122 Estimated Actuals: $ 7090
*Difference: $ 12032
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that needed to be expended first.
Duplicating / Printshop:

*Budgeted: $ 500 Estimated Actuals: $ 148.50
*Difference: $ 351.50
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that needed to be expended first.
IF the school provided certificated and classified staff with opportunities to attend professional development/travel conferences, THEN staff would develop a deeper knowledge of pedagogy, classroom management, the transition to common core, lesson planning/design, the ELD Framework, ELD standards, ELPAC, CAASPP, NWEA and the use of effective instructional strategies, such as close reading, literacy, composition, etc.
For 2019-2020 we allocated $17,600 for certificated teacher travel and conference, our estimated actuals were 17,915. We established a Reading Committee (after school) Reading Apprenticeship Courses to establish a literacy program at MLK, RTI Team to establish academic Tier 2 supports. We also sent four certificated teaches to a Co-teaching Conference to support our Co-lab students, a math Conference to enhance our student math supports. For duplicating we allocated $800, our actual expenditures were 463.75, the difference was due to the school closures for COVID-19 on March 16, 2020. The duplicating services were used by our PE department and certificated staff members to print handbooks, as a way of communicating with our parents. For 2020-2021 we will revise the budget to; (($5,000-Entry Fees,) ($10,000-travel Conference) ($500 Duplicating) For 2021-2022 we will revise the budget to; (($5,000-Entry Fees,) ($20,000-travel Conference) ($500 Duplicating)

Strategy/Activity 3:
Instructional Supplies:

*Budgeted: $ 45355 Estimated Actuals: $ 31508.90
*Difference: $ 13846.10
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that needed to be expended first.

Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources:

*Budgeted: $ 1237 Estimated Actuals: $ 1236.69
*Difference: $ 48
Why or why not is there a difference:
Funds were allocated to support our library and teacher resources to support our students
IF the school purchases instructional supplies, books, and reference materials and updates library-media resources to develop a literacy program and other resources, THEN staff would have the access to materials to differentiate appropriately for all students. THEREFORE, staff would be better equipped to provide language-rich lessons scaffolded appropriately for students differing levels. These resources would also provide non-linguistic scaffolds (eg. visuals, realia, etc.) which allow ELs to better access content. ($20,000-Instructional Supplies) ($1,000 Books and Other Reference Materials)
For 2019-2020 we allocated $31,701 for instructional supplies and 2,500 for book and reference materials, our estimated actuals were $25,386.59. There was a difference of $6842.41, due to the school closures for COVID-19 in March 16, 2020. For our books and reference our estimated actuals were $1,869. For the 2020-2021 school year we revised the budget to; ($20,000-Instructional Supplies) ($1,000 Books and Other Reference Materials) For the 2021-2022 school

year we will revise the budget to; ($25,500-Instructional Supplies) ($2,500 Books and Other Reference Materials)

Strategy/Activity 4:
Field Trips/Fees/Extracurricular academic learning & competition opportunities:

*Budgeted: $ 5000 Estimated Actuals: $ 250
*Difference: $ 4750
Why or why not is there a difference:
Due to COVID restrictions and distance learning. In addition, there were other relief funds that needed to be expended first.
IF the school provides field trips/fees/extracurricular academic learning & competition opportunities, THEN students will have opportunities to participate in activities that they cannot normally have access to. All students will be provided equitable access to extracurricular and academic learning opportunities, THEREFORE, student achievement, morale, and school climate will improve.
For 2019-2020 we allocated $1,500, our estimated actuals were 2,800 after revising our budget, to help meet the needs of our students. For 2020-2021 we allocated ($2,000) For 2021-2022 we allocated $5,000)

Strategy/Activity 5:
Intervention Specialist:

*Budgeted: $82581 Estimated Actuals: $ 82581
*Difference: $ 0
Why or why not is there a difference:
The intervention Specialist position was funded to support our students academically and socially
If we provide an intervention specialist our students will be able to meet their needs, by identifying students who are failing to meet proficiency in core curricular classes, assign and maintain intervention rosters and schedules, collaborate with instructional staff to monitor student performance.
For 2019-2020 we allocated 110,564, for 2020-2021, we will be allocating 111,000. For 2021-2022, we will be allocating 112,626.36.

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.

Strategy/Activity 1:
Certificated Substitutes
- Coverage during the duty day
Certificated Extra Time
- Paid time beyond the duty day
- Classified extra time
interpreting and translating to communicate with non-English speaking parents
- Student Advocate
To empower students to create a healthy academic, behavioral, and social performance.

*Changes: Keep, Delete, or Modify?
Keep,

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, they help support our continued site literacy goals when they plan with the goal of implementing literacy within their lessons.

Strategy/Activity 2:
Certificated/Classified professional development/travel conference to include outside contracted services
Duplicating / Printshop

*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
- Adjusted pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Planed, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- Allowed for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Allowed time for testing, scheduling, and compiling information about students.
- Provided after-school tutoring or other interventions for students.
- Provided teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Provided professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
- Utilized highly effective, immediately usable professional development across content areas to build literacy and content

Strategy/Activity 3:
Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

MLK purchased books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
With our Title I funds we purchased materials and supplies to support the implementation of advanced thinking skills. We also purchased materials and supplies to support character education and PBIS.
Strategy/Activity 4:
Field Trips/Fees/Extracurricular academic learning & competition opportunities:

*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Opportunity to provide all of our students with academic experiences.
These funds would provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Strategy/Activity 5:
Intervention Specialist:

*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
They empowered students to create healthy academic, behavioral, and social choices. They monitored the progress of identified "at-risk" students.
Also, they reviewed progress and missing assignments with students on a weekly or bi-weekly basis. They provided students with a packet of missing assignments, current grades/GPA, and attendance.

In response to the NWEA data, there was an increase in assessment proficiency between the fall and winter tests. We developed a test block schedule and our students took their assessment in their CORE classes. They typically do better when they do. Students and teachers were aware of the high stakes tied to the assessment and the importance of the test was shared.

In 19/20, the percentage of students scoring proficient and advanced improved from Test 1 to Test 2 was significant. Teachers and other literacy support members were sent to a reading intervention training to help provide training on teaching reading to our students. No assessment in the 2020-2021 school year

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

State Priorities 1 2 X 3 4 5 6 7 8
Local Priorities Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate
Identified Need Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work
3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard.and will increase the school climate survey favorable index score each year.
3-Year School Specific Goal: King Middle will obtain an Suspension score of medium-high performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2018-2019 = 13.8 2019-2020 = 0.09 2020-2021 = no data	Expected increase of 8.00%
PBIS Framework	We maintained our PBIS Model Award School Gold Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.	By June 2022, we will look to attain the PBIS Model Award School Platinum Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7th-8th Grade School Climate Favorable	The survey was modified so results cannot be compared at this time.	The survey was modified so results cannot be compared at this time.

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)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 1
Travel and Conference
Certificated Subs

Planned:
PBIS- SIte-Wide Programs to promote social-emotional support for our students, through our Restorative Justice and Character Strong Program

Who:
- Administration
- Administrative Assistant
- Counselors
- Classroom Teachers
- Restorative Justice Coordinator

Tasks & Due Dates:
Weekly, Monthly, Quarterly
- PLC/COST/SST/MTSS meeting time
- Analyze student achievement data: Site, District, State5,00
- Review priority socio-emotional lessons
- Plan Lessons
- Research instructional resources
- Professional Development
- Instructional Rounds/Peer Observation/Respect Agreement Facilitation
- Feedback meetings on teacher instructional effectiveness
- Interactive/Cognitive Coaching
- Collaboration time between the Special Education staff and General Education staff
- Development/Planning of Tier II/Tier III academic & behavioral interventions

- Before/after school small groups & Intervention; Preferably during the school day
- Professional development once a month on Wednesdays during early-release for staff to analyze behavior data, develop (homeroom) Time to Teach lessons, participate in PBIS trainings, and participate in-house

"Staffing" meetings of tier III students/COST meetings.

- School site staff volunteer their lunch hour monthly to participate in our Mentor-Mentee tier III program
- Create behavior support plans with our school site psychologist and counseling/administration teams
- Facilitate small group counseling sessions based upon socio-emotional needs (e.g. grief/loss, relational aggression, resiliency, drug abuse, etc.).
- Facilitating restorative justice meetings with the student and teacher(s); peer to peer

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)
650	Travel & Conference 5200 (Title I)
0	Certificated Subs 1125 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 2
Travel and Conference
Outside Contractors and consultants

Planned:
Certificated/Classified professional development/travel conference to include outside contracted services

Who:
- Administration
- Certificated faculty
- Classified Staff

Tasks:

- Assist with pedagogy
- Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, and Fred Jones, etc.)
- Lesson planning/design
- Enhance employee skills
- Registration fees and other related expenses
- PLC Summer Institute (see Goal 1 Action 2-travel and conference)
- PBIS Training
- Outside Contracted Services
- PBIS signage for positive school climate and culture. Motivational banners also replacement of older sets.

CSI Plan:
Purchase Character Strong (Social Emotional Learning) program, to teach our students behavioral skills, such as empathy, caring, communication to name a few. These would be created lessons that would involve the whole school community (teachers, staff, students, and parents). This would support our PBIS initiatives and goals. The Character Strong program would provide a staff PD (Professional Development) to help support the implementation of the program. We will continue to support our Restorative Justice Program through staff PD's.

Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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)
3,540	Travel and Conference
0	Travel & Conference 5200 (CSI)
0	Outside Contracted Services 5800 (CSI)

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 3
Duplicating and Printshop
Books and reference materials
Instructional Supplies
Rental/Leases/Non-Cap

Planned:
Supplies, Books, and Reference Materials/Update Library-Media resources

Who:
- Administration
- Administrative Assistant
- Counselors
- Classroom Teachers
- District TSA's

Tasks & Due Dates:
Weekly
- Purchase PBIS Jagbuck incentives for Fridays at the end of lunch Monthly
- Purchase instructional supplies, books, and materials
- Student magazine subscriptions (Choices, AVID Weekly, etc.)
- Print shop services to provide assessment materials, etc. (see goal 1 for duplication)
- Updated reading selections of high interest (fiction/nonfiction)

CSI Plan:
The staff would engage in a book study with the book: "Deeper Kindness" by Houston Craft to support our Character Strong Program Implementation.

Instructional Supplies will be purchased to support Restorative Justice Circles and Safe Space Activities

We will purchase ink for the copiers/printers that will be used to support the student materials that will be printed

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)
500	Duplicating / Printshop
0	Books & Reference Material 4200 (CSI)
0	Instructional Supplies 4310 (CSI)
0	Rental/Leases/Non-Cap 5600 (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Software and/or access licensing for Behavioral Intervention program (e.g. Character Strong, etc.)

Who:
- Administration
- Administrative Assistant
- Counselors
- PBIS Team (stakeholders)

Tasks & Due Dates:
Annual subscription fees (if needed)

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)
	Outside Contracted Services 5800 (Title I)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Intervention Specialist

Who:

- Administration
- Administrative Assistant
- Intervention Specialist

Tasks & Due Dates:
- Identify students failing to meet proficiency in core curricular classes.
- Assign and maintain intervention rosters and schedules.
- Collaborate with instructional staff to monitor student performance.
- Disaggregate and present data in a cycle of inquiry to improve instructional strategies.
- Participate in school-wide training, decision-making, and related activities.
- Assign students to appropriate intervention offerings to meet their needs and goals.
- Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required.
- Maintain accurate records of student, parent and staff contacts.
- Meet with assigned departments or designated organizational units.
- Conduct and facilitate necessary stakeholder meetings.
- Plan, organize, and or assist with common formative assessment testing programs.
- Assist with the orientation program for feeder schools.
- Other related duties as assigned.
- (see Goal 1 Action 5, Other Certificated Funding)

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)
	Other Certificated Salaries

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.

Strategy/Activity 1
Travel and Conference
Certificated Subs

What were the activities implemented?
Due to COVID, we were limited in conferences we could attend. A team of staff members attended a Solution Tree; Beyond Conversations about Race Training
What was not implemented that was in the 2020-21 site plan?

Due to COVID restrictions and distance learning, we were limited in the conference we could attend
What was the overall effectiveness?
Due to COVID restrictions and distance learning, we were limited in the conference we could attend

Strategy/Activity 2
Travel and Conference
Outside Contractors and consultants
Due to COVID restrictions and distance learning, we were limited in the conference we could attend
What were the activities implemented?
Due to COVID restrictions and distance learning, we were limited in the conference we could attend
What was not implemented that was in the 2020-21 site plan?
Due to COVID restrictions and distance learning, we were limited in the conference we could attend
What was the overall effectiveness?
Due to COVID restrictions and distance learning, we were limited in the conference we could attend

Strategy/Activity 3
Duplicating and Printshop
Books and reference materials
Instructional Supplies
Rental/Leases/Non-Cap

What were the activities implemented?
We utilized the district's print shop service to provide materials for student use as well as for parent education. When needed, we purchased materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?
These supplies supported student needs while at home in distance learning.

Tier 1 interventions school-wide will continue to be refined. MLK PBIS team will not participate in Fresno or Madera County training/Cohort. Tier 2 and 3 interventions will be continued and new ones may be added and monitored throughout the 2020-21 school year.
Prizes and incentives to reinforce positive behavior will continue to be supported by general funds/ASB funds and where possible Title 1 fund.
Teachers will be trained on School-Wide Restorative Justice Community Circles. Teachers will begin to hold classroom community circles. August 2020-June 2021.
The student will once again be trained as Safe School Ambassadors to assist in co-facilitating community circles campus-wide. Students may also be included in supplemental training and/or attend conferences to assist with enhancing school climate/culture.
SSC/ELAC/Leadership has brought back the Intervention Specialist position to be funded using Title 1 funds.

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

Strategy/Activity 1
Travel and Conference

Certificated Subs
****See Goal 1 Action 1
*Budgeted: $ 19122   Estimated Actuals: $ 7090

*Difference: $ 12032

Why or why not is there a difference?
Most training and planning was specific for distance learning including digital programs and they were effective and supported.

Strategy/Activity 2
Travel and Conference
Outside Contractors and consultants

*Budgeted: $ 0   Estimated Actuals: $ 0

*Difference: $ 0

Why or why not is there a difference?

Strategy/Activity 3
Duplicating and Printshop
Books and reference materials
Instructional Supplies
Rental/Leases/Non-Cap

*Budgeted: $ 45355   Estimated Actuals: $ 31508.90

*Difference: $ 13846.10

Why or why not is there a difference?
When needed, we purchased materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
With our Title I funds we purchased materials and supplies to support the implementation of advanced thinking skills. We also purchased materials and supplies to support character education and PBIS.
In addition, we had relief funds that needed to be expended first.

Theory of Action 1: IF the school provides behavioral and social-emotional support then Martin Luther King Jr. Middle will obtain a Suspension score of medium-high performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year, which will then create and maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health, and recreational agencies, and community-based organizations. This will be done through staff PD training in Restorative Justice Tier 1 and Tier 2 circles.

For the 2020-2021 school year we will revise the budget to; (See Goal 1-$10,000 travel and conference) ($1000- travel and conference (admin), we will also be adding a Student Advocate, $45,000) to increase our student social-emotional and academic supports. For 2021-2022, we will be working with our Restorative Justice Coordinator and Character Strong Program to support our student's socio-emotional learning. were allocating 3,540 to support this.

Theory of Action 2: IF the school provided certificated and classified staff with opportunities to attend professional development/travel conferences, THEN staff would nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health, and recreational agencies, and community-based organizations. This will be done through staff PD training in Restorative Justice Tier 1 and Tier 2 circles. etc. (See Goal 1)

Theory of Action 3: IF the school purchases instructional supplies, books, and reference materials and updates library-media resources to develop an intervention program and other resources, such as PBIS Jagbuck incentives for Fridays at the end of lunch Monthly, instructional supplies, books, and materials, such as Character Strong, Student magazine subscriptions (Choices, AVID Weekly, etc.) THEN staff/students would have the access to materials to differentiate appropriately for all students. THEREFORE, staff/students would be better equipped to provide homeroom lessons scaffolded appropriately for students of differing levels. (See Goal 1)

Theory of Action 4: IF the school provides Software and/or access licensing for the Behavioral Intervention program (Character Strong.), THEN faculty will be able to better monitor student behavioral data THEREFORE, student achievement, morale, and school climate will improve as we will be able to strategically offer services to those in need and target areas of concern in relation to referral time-frequency or locations. (See Goal 1)

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.

Strategy/Activity 1
Travel and Conference
Certificated Subs

*Changes: Keep, Delete, or Modify?
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, Allowed time for testing, scheduling, and compiling information about students.
- Provided after-school tutoring or other interventions for students.
- Provided teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Provided professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
- Utilized highly effective, immediately usable professional development across content areas to build literacy and content (

Strategy/Activity 2
Travel and Conference
Outside Contractors and consultants

*Changes: Keep, Delete, or Modify?
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

See Goal 1 Activity 2

Strategy/Activity 3
Duplicating and Printshop
Books and reference materials
Instructional Supplies
Rental/Leases/Non-Cap

*Changes: Keep, Delete, or Modify?
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, We utilized the district's print shop service to provide materials for student use as well as for parent education. When needed, we purchased materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. With our Title I funds we purchased materials and supplies to support the implementation of advanced thinking skills. We also purchased materials and supplies to support character education and PBIS.

Suspensions and expulsion rates have steadily decreased over the last 6 years with the implementation of our PBIS Framework. Tentatively, at this time our trend data indicates an approximate 2% decrease for the 2019-20 school year.
The annual application for PBIS recognition provides a template for our school site to evaluate the behavioral support systems we provided annually using multiple qualitative and quantitative measures

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

State Priorities 1 2 3 4 X 5 X 6 7 8
Local Priorities None
Identified Need Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.
3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.
3-Year School Specific Goal: King Middle will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Meeting	65 2019-2020	80 2021-2022
Back-to-School Night	80 2019-2020	80 2021-2022
SSC/ELAC (Average)	50 2019-2020	50 2021-2022
Parent Institute for Quality Education (PIQE)	60 2019-2020	50 2021-2022
Quarterly Coffee with the Principals/Counselors (average)	50 2019-2020	150 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Parent Orientation	85 2019-2020	300 2021-2022
Fall/Spring Parent Conferences (Average)	50 2019-2020	400 2021-2022
Active Parent Portal Users	912 2019-2020	920 2021-2022

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)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 1
Clerk/Office Extra time
Certificated Extra Time
Paraprofessional Extra Time
Other classified

Planned:
Certificated/Classified Extra time

Who:
- Administration
- Administrative Assistant
- Certificated/Classified Staff
- Family Liaison

Tasks & Due Dates:
Throughout the 2020-21 school year as needed
- Provide oral translation to parents so they can attend and participate in their child's educational meetings
- Translate school documents to ensure home-school communication

CSI Plan:
We will pay certificated and classified staff to support any training or parent nights that go past their

duty day.

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)
1,000	Clerk/Office Extra time 2490 (Parent Ed)
0	Certificated Extra Time 1190 (CSI)
0	Paraprofessional Extra Time 2190 (CSI)
82	Other classified 2990 (Parent Ed)

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 2
Duplicating/Printshop

Planned:
Print Shop/Duplicating

Who:
- Administration
- Administrative Assistant
- Certificated/Classified Staff

Tasks & Due Dates:
Monthly
- Copy monthly Parent Newsletter and other instructional materials for parent/student education.

CSI Plan:
Documentation, pamphlets, or packets will be printed to provide parents with the appropriate information to continue intervention practices at home.

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)
250	Duplicating/Print shop 5715 (Parent Ed)
	Duplicating/Print shop 5715 (CSI)

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 3
Supplies
Instructional Supplies
Books and Reference Materials

Planned:
Parent Involvement Materials and
Supplies

Who:
- Administration
- Administrative Assistant
- Certificated/Classified Staff

Tasks & Due Dates:
Throughout the 2020-21 school year as needed
- Purchase materials/supplies that support and increase parent involvement.
- Resources to increase school to home communication
- e.g child care, refreshments, brochures/pamphlets, etc.

CSI Plan:
The parents will be provided with packets or kits to provide follow up support at home.

We will also use money to provide students and families with Personal Care kits to create trust and connection to the school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	Supplies 4300 (Parent Ed)
0	Instructional Supplies 4310 (CSI)
250	Books & Reference Material 4200 (Parent Ed)

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.

Strategy/Activity 1
Clerk/Office Extra time
Certificated Extra Time
Paraprofessional Extra Time
Other classified

What were the activities implemented?
Support with Parent Conferences, parent communication, translation, parent support with tech and attendance concerns.
What was not implemented that was in the 2020-21 site plan?
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

What was the overall effectiveness?
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

Strategy/Activity 2
Duplicating/Printshop

What were the activities implemented?
We utilized the district's print shop service to provide materials for student use as well as for parent education. When needed, we purchased materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources
What was not implemented that was in the 2020-21 site plan?

Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated
What was the overall effectiveness?
Not all the funds were fully allocated.

Strategy/Activity 3
Supplies
Instructional Supplies
Books and Reference Materials

What were the activities implemented?
Parent Ed. supplies were utilized to purchase an MLK background, to promote our students and parents during honor roll. This helped support an increase in parent participation in our drive-through Honor Roll events.
What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?

This helped support an increase in parent participation in our drive-through Honor Roll events.

We will increase our promotion of school activities by utilizing more effective communication methods, advertising, childcare services and translation. We also need to seek feedback from parents on the topics they find useful. Lastly, we have purchased a new digital marque to provide bilingual messages to enhance communication efforts.

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

Strategy/Activity 1
Clerk/Office Extra time
*Budgeted: $ 740   Estimated Actuals: $ 9.75

*Difference: $ 730.25

Why or why not is there a difference:
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated
Certificated Extra Time
*Budgeted: $ 0   Estimated Actuals: $ 0

Strategy/Activity 2
Duplicating/Printshop

*Budgeted: $ 500   Estimated Actuals: $ 0

*Difference: $ 500

Why or why not is there a difference:
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

Strategy/Activity 3
Instructional Supplies
Books and Reference Materials

*Budgeted: $ 10047   Estimated Actuals: $ 16686

*Difference: $ - 6639

Why or why not is there a difference:
Support parent communication, thorough the allocation of supplies for our students, and events to promote parent participation.

Theory of Action 1: IF the school provides certificated and classified staff Certificated/Classified Extra time, THEN staff will be able to facilitate parent meetings, translate documents to assure home-school communication, and provide oral translation during parent meetings (e.g. parent conferences, at-risk meetings, Student Study Team meetings, etc.) THEREFORE, parents would be more likely to attend events that will increase student interests, raise student achievement, and empower our parent population and strengthen our school to home outreach efforts. For 2019-2020 we allocated $3,000 our estimated actual was $2,283, this was due to the COVID-19 school closures on March 16, 2020. For 2020-2021 we will be allocating;(Goal 3 Action 1- $3,000-Classified Extra Time) For 2021-2022 we will be allocating;(Goal 3 Action 1- $1,000-Classified Extra Time)

Theory of Action 2: IF the school provides Print Shop/Duplicating, THEN home-school communication will be enhanced, THEREFORE, Parent and student involvement will increase which will help all students improve in their achievement, school morale, and climate. For 2019-2020 $1,055 was allocated, the estimated actuals were $161, we are currently determining subscription or methods to increase parent communication through text messages, phone calls, and monthly newsletters. For 2020-2021; (Goal 3, Action 2 $500-Duplication, take home, communication) For 2021-2022; (Goal 3, Action 2 $250-Duplication, take home, communication)

Theory of Action 3: IF the school purchases Parent Involvement Materials and Supplies, THEN staff/students would have the access to materials, THEREFORE, parents would be better equipped to participate in school-related functions.
Please see action 2; for 2020-2021 we will be allocating ($3,083, parent ed supplies) to increase our platforms for parent communication.
For 2021-2022 we will be allocating ($2,500 parent ed supplies) to increase our platforms for parent communication.

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.

Strategy/Activity 1
Clerk/Office Extra time

Certificated Extra Time
Paraprofessional Extra Time
Other classified

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, they support with Parent Conferences, parent communication, translation, parent support with tech and attendance concerns.

Strategy/Activity 2
Duplicating/Printshop

*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, continue to use to support parent participation and communication.

Strategy/Activity 3
Supplies
Instructional Supplies
Books and Reference Materials

*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
To continue to provide the needed resources to maintain our communication with our parents and community.

Our school was able to increase parent involvement in many areas such as parent conferences and annual special events. The school continued to provide a series of parent PIQE workshops. Although there has been a commendable increase in parent involvement, the percentage of parent participation is still a targeted area of focus.

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

State Priorities   X 1 2 3 4 5 6 7 8
Local Priorities None
Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.
3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
3-Year School Specific Goal: Martin L. King will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	68.8% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	75% of Chromebook devices met 75% of 2.5-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.9 hours per day 2019-2020	3 hours per day 2021-2022

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)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 1
Comp. Hardware under $500
Comp. Hardware/Software Maintenance & License

Planned:
Purchase/Replace/Repair Technology Resources

Who:
- Administration
- Administrative Assistant

Tasks & Due Dates:
Throughout the 2020-2021 school year as needed
- Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chrome books, headphones, keyboards, etc.)

CSI Plan:
Copiers/Printers will be used to provide students with the appropriate materials to help support individual students needs

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)
100	Comp. Hardware under $500 4385 (CSI)
10,000	Comp. Hardware/Software Maintenance & License 5885 (CSI)

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

Statement of Goal: Increase and improve technology.
3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
3-Year School Specific Goal: Martin L. King will maintain an average daily student device usage of 1-hour a day for each school year.

Strategy/Activity

Strategy/Activity 2
Outside Contracted Services

Planned:

Software/Licenses and Maintenance Contracts

Who:
- Administration
- Administrative Assistant

Tasks:

- Maintenance contracts for copiers
- Renew software applications that support the core programs in ELA, math, and ELD (e.g. may include Discovery Learning, Brain Pop, online coach access for ELD, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000	Outside Contracted Services 5800 (Title I)

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.

Strategy/Activity 1
Comp. Hardware under $500
What were the activities implemented?

What was not implemented that was in the 2020-21 site plan?
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

What was the overall effectiveness?
With funds that were allocated, we were able to purchase programs to support students during their distance learning experiences.

Comp. Hardware/Software Maintenance & License
What were the activities implemented?

What was not implemented that was in the 2020-21 site plan?

Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

What was the overall effectiveness?
With funds that were allocated, we were able to purchase programs to support students during their distance learning experiences.

Strategy/Activity 2
Outside Contracted Services
What were the activities implemented?

What was not implemented that was in the 2020-21 site plan?
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

What was the overall effectiveness?
Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

We will decrease funding in the above areas (where possible) in order to build on and improve the instructional program. All teachers will also continue to receive additional supports through district coaches. The need for purchasing and replacing devices will be met through the district's technology replacement plan.

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

Strategy/Activity 1
Comp. Hardware under $500
Comp. Hardware/Software Maintenance & License
*Budgeted: $ 10602   Estimated Actuals: $ 10600.76

*Difference: $ 1.24
Why or why not is there a difference?:
funds were allocated, we were able to purchase programs to support students during their distance learning experiences.

Strategy/Activity 2
Outside Contracted Services
*Budgeted: $ 6000   Estimated Actuals: $ 3600

*Difference: $ 2400
Why or why not is there a difference?:

Due to COVID restrictions and distance learning, in addition to other relief funds that needed to be expended first, not all the funds were fully allocated

Theory of Action 1: IF the school Purchase/Replace/Repair Technology Resources for our students and teachers, THEN our students and teachers will be able to have one-to-one devices in order to help support learning opportunities that increase engagement, enhance and enrich the curriculum, and impact instructional choices in light of Common Core standards. Our students and teachers, THEREFORE, will increase student interests, raise student achievement, and empower and educate our teachers to shift their instructional practices.
For 2019-2020 $6000, was allocated, our estimated actuals were $6,000, for 2020-2021 we will be allocating $3,500.

Theory of Action 2: IF the school purchased Software/Licenses/Maintenance Contracts and other resources, THEN staff would have the access to supplemental resources to support learning opportunities that increase engagement, enhance curriculum, and impact instructional choices. Our students and teachers, THEREFORE, will increase student interests, raise student achievement, and empower and educate our student's on opportunities to access a wider variety of instructional choices.

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.

Strategy/Activity 1
Comp. Hardware under $500
Comp. Hardware/Software Maintenance & License
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, to maintain, and continue to support our students

Strategy/Activity 2
Outside Contracted Services
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Keep, maintain and upkeep our machines to support our staff, teachers, and students in their educational needs

MLK has 1:1 technology devices in Math, Science, Social Science, ELA, and even some elective courses.
Over the last few years, these purchases have given students exposure to and familiarity with devices they use on CAASPP, NWEA, and other high stakes testing. The devices allow teachers to expand their instructional practices in the classroom and enhance their lesson design/delivery.
MLK needs to provide additional professional development for faculty to be more proficient with their technology from substitution/ augmentation to modification/redefinition (SAMR Model).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$203,998.36
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,998.36

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 ($)
Book and reference materials	$2,500.00
Books & Reference Material 4200 (CSI)	$0.00
Books & Reference Material 4200 (Parent Ed)	$250.00
Certificated Extra Time 1190 (CSI)	$0.00
Certificated Extra Time 1190 (Title I)	$8,000.00
Certificated Subs 1125 (CSI)	$0.00
Certificated Subs 1125 (Title I)	$5,000.00
Clerk/Office Extra time 2490 (Parent Ed)	$1,000.00
Comp. Hardware under $500 4385 (CSI)	$100.00
Comp. Hardware/Software Maintenance & License 5885 (CSI)	$10,000.00
Duplicating / Printshop	$1,000.00
Duplicating / Printshop	$1,000.00
Duplicating/Print shop 5715 (Parent Ed)	$250.00

Entry Fees	$5,000.00
Instructional Supplies	$25,500.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (CSI)	$0.00
Other Cert. Salaries 1900 (CSI)	$0.00
Other Cert. Salaries 1900 (Title I)	$112,626.36
Other classified 2990 (Parent Ed)	$82.00
Other classified 2990 (Title I)	$0.00
Outside Contracted Services 5800 (Title I)	$6,000.00
Outside Contracted Services 5800 (CSI)	$0.00
Outside Contracted Services 5800 (Title I)	$6,000.00
Paraprofessional Extra Time 2190 (CSI)	$0.00
Paraprofessional Extra Time 2190 (Title I)	$0.00
Rental/Leases/Non-Cap 5600 (CSI)	$0.00
Supplies 4300 (Parent Ed)	$2,500.00
Travel & Conference 5200 (CSI)	$0.00
Travel & Conference 5200 (Title I)	$650.00
Travel and Conference	$23,540.00

Subtotal of state or local funds included for this school: $203,998.36

Total of federal, state, and/or local funds for this school: $203,998.36

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

2 Secondary Students

Name of Members	Role
Noel Jimenez	Principal
Kimberly Bunch	Classroom Teacher
Jamie Smith	Classroom Teacher
Beth Morris	Classroom Teacher
Kelli Spence	Classroom Teacher Other School Staff
Diana Flores	Parent or Community Member
Carmelita Lopez (Francisco Lopez Vargas))	Parent or Community Member
Hilda Vasquez (Kaylee Mendoza)	Parent or Community Member
Fabiola Tixta (Ashley Pablo Tixta)	Parent or Community Member
Monica Bravo (Benny Talavera)	Parent or Community Member
Cassandra Romero	Secondary Student
Kaypree Adams	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Noel Jimenez on 9-1-2020
SSC Chairperson, Hilda Vasquez on 9-1-2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Martin Luther King, Jr. Middle School

Funding Source: Book and reference materials   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,500.00		**Planned:** Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources Who: -Administration -Administrative Assistant -Classroom Teachers -District TSAs Tasks & Due Dates: -Purchase instructional supplies, books, and materials -Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, SuperScience, Choices, AVID Weekly, etc. -Reading Lab instructional materials (e.g. American Reading Company: ARC) -Print shop services to provide assessment materials, etc. -Leveled reading materials -Updated reading selections of high interest (fiction/nonfiction) -Interactive notebooks for Math & Science -Whiteboards/eraser pens -Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.) -Maintenance Contract for copy machines (split funded $6,000 from Title 1 & $9,000 from General)

Book and reference materials Total Expenditures: $2,500.00

Book and reference materials Allocation Balance: $0.00

Martin Luther King, Jr. Middle School

Funding Source: Books & Reference Material 4200 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 3 Duplicating and Printshop Books and reference materials Instructional Supplies Rental/Leases/Non-Cap Planned: Supplies, Books, and Reference Materials/Update Library-Media resources Who: -Administration -Administrative Assistant -Counselors -Classroom Teachers - District TSA's Tasks & Due Dates: Weekly -Purchase PBIS Jagbuck incentives for Fridays at the end of lunch Monthly -Purchase instructional supplies, books, and materials -Student magazine subscriptions (Choices, AVID Weekly, etc.) -Print shop services to provide assessment materials, etc. (see goal 1 for duplication) -Updated reading selections of high interest (fiction/nonfiction) CSI Plan: The staff would engage in a book study with the book: "Deeper Kindness" by Houston Craft to support our Character Strong Program Implementation. Instructional Supplies will be purchased to support Restorative Justice Circles and Safe Space Activities We will purchase ink for the copiers/printers that will be used to support the student materials that will be printed

Martin Luther King, Jr. Middle School

Books & Reference Material 4200 (CSI) Total Expenditures:	$0.00
Books & Reference Material 4200 (CSI) Allocation Balance:	$0.00

Funding Source: Books & Reference Material 4200 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$250.00		Strategy/Activity 3 Supplies Instructional Supplies Books and Reference Materials Planned: Parent Involvement Materials and Supplies Who: -Administration -Administrative Assistant -Certificated/Classified Staff Tasks & Due Dates: Throughout the 2020-21 school year as needed -Purchase materials/supplies that support and increase parent involvement. -Resources to increase school to home communication -e.g child care, refreshments, brochures/pamphlets, etc. CSI Plan: The parents will be provided with packets or kits to provide follow up support at home. We will also use money to provide students and families with Personal Care kits to create trust and connection to the school

Books & Reference Material 4200 (Parent Ed) Total Expenditures: $250.00

Books & Reference Material 4200 (Parent Ed) Allocation Balance: $0.00

Funding Source: Certificated Extra Time 1190 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 1 Clerk/Office Extra time Certificated Extra Time Paraprofessional Extra Time Other classified Planned: Certificated/Classified Extra time Who: -Administration -Administrative Assistant -Certificated/Classified Staff - Family Liaison Tasks & Due Dates: Throughout the 2020-21 school year as needed -Provide oral translation to parents so they can attend and participate in their child's educational meetings -Translate school documents to ensure home-school communication
		$0.00		CSI Plan: We will pay certificated and classified staff to support any training or parent nights that go past their duty day. Planned: Certificated Substitutes -Coverage during the duty day Certificated Extra Time -Paid time beyond the duty day -Classified extra time interpreting and translating to communicate with non-English

speaking parents
-Student Advocate
To empower students to create a healthy academic, behavior and social performance.
Monitor the progress of identified "at-risk" students
Review progress and missing assignments with students on a weekly or bi weekly basis.
Provide students with a packet of missing assignments, current grades/GPA and attendance.
Organize and schedule meetings with parents and students and relevant staff
Establish progress and work with teachers to ensure implementation
Provide academic and behavioral support
Shadow students in class
Conduct home visits
Small group and individual interventions

Who:
-Administration
-Administrative Assistant
-Classroom Teachers
-        District TSAs

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-Professional Learning Community (PLC) daily morning meeting time
-Analyze student achievement data: Site, District, State
-Review priority standards
-Update pacing guides
-Plan Lessons
-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning

-Collaboration time between the Special Education staff and general education staff
-Development/Planning of Tier II/Tier III academic & behavioral interventions
-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student identification and services
-Classified extra time for interpreting and translating to communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk students in their classes; push-in model. Provide PD to staff to help support PBIS/MTSS.

Certificated Extra Time 1190 (CSI) Total Expenditures: $0.00

Certificated Extra Time 1190 (CSI) Allocation Balance: $0.00

Funding Source: Certificated Extra Time 1190 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$8,000.00		Planned: Certificated Substitutes -Coverage during the duty day Certificated Extra Time -Paid time beyond the duty day -Classified extra time interpreting and translating to communicate with non-English speaking parents -Student Advocate

To empower students to create a healthy academic, behavior and social performance.

Monitor the progress of identified "at-risk" students

Review progress and missing assignments with students on a weekly or bi weekly basis.

Provide students with a packet of missing assignments, current grades/GPA and attendance.

Organize and schedule meetings with parents and students and relevant staff

Establish progress and work with teachers to ensure implementation

Provide academic and behavioral support

Shadow students in class

Conduct home visits

Small group and individual interventions

Who:
-Administration
-Administrative Assistant
-Classroom Teachers
-        District TSAs

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-Professional Learning Community (PLC) daily morning meeting time
-Analyze student achievement data: Site, District, State
-Review priority standards
-Update pacing guides
-Plan Lessons
-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning
-Collaboration time between the Special Education staff and general education staff

-Development/Planning of Tier II/Tier III academic &
behavioral interventions
-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student
placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress
monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student
identification and services
-Classified extra time for interpreting and translating to
communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk
students in their classes; push-in model. Provide PD to staff to
help support PBIS/MTSS.

Certificated Extra Time 1190 (Title I) Total Expenditures:	$8,000.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Funding Source: Certificated Subs 1125 (CSI) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Certificated Substitutes -Coverage during the duty day Certificated Extra Time -Paid time beyond the duty day -Classified extra time interpreting and translating to communicate with non-English speaking parents -Student Advocate To empower students to create a healthy academic, behavior and social performance.

Monitor the progress of identified "at-risk" students
Review progress and missing assignments with students on a weekly or bi weekly basis.
Provide students with a packet of missing assignments, current grades/GPA and attendance.
Organize and schedule meetings with parents and students and relevant staff
Establish progress and work with teachers to ensure implementation
Provide academic and behavioral support
Shadow students in class
Conduct home visits
Small group and individual interventions

Who:
-Administration
-Administrative Assistant
-Classroom Teachers
-      District TSAs

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-Professional Learning Community (PLC) daily morning meeting time
-Analyze student achievement data: Site, District, State
-Review priority standards
-Update pacing guides
-Plan Lessons
-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning
-Collaboration time between the Special Education staff and general education staff
-Development/Planning of Tier II/Tier III academic & behavioral interventions

-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student identification and services
-Classified extra time for interpreting and translating to communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk students in their classes; push-in model. Provide PD to staff to help support PBIS/MTSS.

Certificated Subs 1125 (CSI) Total Expenditures:	$0.00
Certificated Subs 1125 (CSI) Allocation Balance:	$0.00

Funding Source: Certificated Subs 1125 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 1 Travel and Conference Certificated Subs Planned: PBIS- SIte-Wide Programs to promote social-emotional support for our students, through our Restorative Justice and Character Strong Program Who: -Administration -Administrative Assistant -Counselors

-Classroom Teachers
-Restorative Justice Coordinator

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-PLC/COST/SST/MTSS meeting time
-Analyze student achievement data: Site, District, State5,00
-Review priority socio-emotional lessons
-Plan Lessons
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation/Respect Agreement
Facilitation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Collaboration time between the Special Education staff and
General Education staff
-Development/Planning of Tier II/Tier III academic &
behavioral interventions
-Before/after school small groups & Intervention; Preferably
during the school day
-Professional development once a month on Wednesdays
during early-release for staff to analyze behavior data, develop
(homeroom) Time to Teach lessons, participate in PBIS
trainings, and participate in-house
     "Staffing" meetings of tier III students/COST meetings.
-School site staff volunteer their lunch hour monthly to
participate in our Mentor-Mentee tier III program
-Create behavior support plans with our school site psychologist
and counseling/administration teams
-Facilitate small group counseling sessions based upon socio-
emotional needs (e.g. grief/loss, relational aggression,
resiliency, drug abuse, etc.).
-Facilitating restorative justice meetings with the student and
teacher(s); peer to peer

$5,000.00   Planned:
Certificated Substitutes
-Coverage during the duty day
Certificated Extra Time
-Paid time beyond the duty day
-Classified extra time
 interpreting and translating to communicate with non-English
speaking parents

-Student Advocate
To empower students to create a healthy academic, behavior and social performance.
Monitor the progress of identified "at-risk" students
Review progress and missing assignments with students on a weekly or bi weekly basis.
Provide students with a packet of missing assignments, current grades/GPA and attendance.
Organize and schedule meetings with parents and students and relevant staff
Establish progress and work with teachers to ensure implementation
Provide academic and behavioral support
Shadow students in class
Conduct home visits
Small group and individual interventions

Who:
-Administration
-Administrative Assistant
-Classroom Teachers
-       District TSAs

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-Professional Learning Community (PLC) daily morning meeting time
-Analyze student achievement data: Site, District, State
-Review priority standards
-Update pacing guides
-Plan Lessons
-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning
-Collaboration time between the Special Education staff and

general education staff
-Development/Planning of Tier II/Tier III academic &
behavioral interventions
-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student
placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress
monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student
identification and services
-Classified extra time for interpreting and translating to
communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk
students in their classes; push-in model. Provide PD to staff to
help support PBIS/MTSS.

Certificated Subs 1125 (Title I) Total Expenditures:	$5,000.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$1,000.00	Strategy/Activity 1 Clerk/Office Extra time Certificated Extra Time Paraprofessional Extra Time Other classified Planned: Certificated/Classified Extra time Who: -Administration -Administrative Assistant -Certificated/Classified Staff - Family Liaison Tasks & Due Dates: Throughout the 2020-21 school year as needed -Provide oral translation to parents so they can attend and participate in their child's educational meetings -Translate school documents to ensure home-school communication CSI Plan: We will pay certificated and classified staff to support any training or parent nights that go past their duty day.

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: $1,000.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: $0.00

Funding Source: Comp. Hardware under $500 4385 (CSI) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Martin Luther King, Jr. Middle School

	$100.00	Strategy/Activity 1 Comp. Hardware under $500 Comp. Hardware/Software Maintenance & License Planned: Purchase/Replace/Repair Technology Resources Who: -Administration -Administrative Assistant Tasks & Due Dates: Throughout the 2020-2021 school year as needed -Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chrome books, headphones, keyboards, etc.) CSI Plan: Copiers/Printers will be used to provide students with the appropriate materials to help support individual students needs

Comp. Hardware under $500 4385 (CSI) Total Expenditures: $100.00

Comp. Hardware under $500 4385 (CSI) Allocation Balance: $0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Martin Luther King, Jr. Middle School

	$10,000.00	Strategy/Activity 1 Comp. Hardware under $500 Comp. Hardware/Software Maintenance & License Planned: Purchase/Replace/Repair Technology Resources Who: -Administration -Administrative Assistant Tasks & Due Dates: Throughout the 2020-2021 school year as needed -Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chrome books, headphones, keyboards, etc.) CSI Plan: Copiers/Printers will be used to provide students with the appropriate materials to help support individual students needs

Comp. Hardware/Software Maintenance & License 5885 (CSI) Total Expenditures:	$10,000.00
Comp. Hardware/Software Maintenance & License 5885 (CSI) Allocation Balance:	$0.00

Funding Source: Duplicating / Printshop   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$500.00

Strategy/Activity 3
Duplicating and Printshop
Books and reference materials
Instructional Supplies
Rental/Leases/Non-Cap

Planned:
Supplies, Books, and Reference Materials/Update Library-Media resources

Who:
-Administration
-Administrative Assistant
-Counselors
-Classroom Teachers
-       District TSA's

Tasks & Due Dates:
Weekly
-Purchase PBIS Jagbuck incentives for Fridays at the end of lunch Monthly
-Purchase instructional supplies, books, and materials
-Student magazine subscriptions (Choices, AVID Weekly, etc.)
-Print shop services to provide assessment materials, etc. (see goal 1 for duplication)
-Updated reading selections of high interest (fiction/nonfiction)

CSI Plan:
The staff would engage in a book study with the book: "Deeper Kindness" by Houston Craft to support our Character Strong Program Implementation.

Instructional Supplies will be purchased to support Restorative Justice Circles and Safe Space Activities

We will purchase ink for the copiers/printers that will be used to support the student materials that will be printed

| | $500.00 | Planned:
Certificated/Classified professional development/travel conference to include outside contracted services

Who:
-Administration
-Certificated faculty
-Classified Staff

Tasks & Due Dates:
Throughout the 2021-22 school year as needed
-Assist with pedagogy
-Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, Fred Jones, etc.)
-Continue transition to common core
-Lesson planning/design
-Use of effective instructional strategies, literacy, composition, close reading in all core subject areas
-Enhance employee skills
-Registration fees and other related expenses
-PLC Summer Institute/AVID Summer Institute

Duplicating / Printshop
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. |

Duplicating / Printshop Total Expenditures:	$1,000.00
Duplicating / Printshop Allocation Balance:	$0.00

Funding Source: Duplicating/Print shop 5715 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $250.00 | Strategy/Activity 2
Duplicating/Printshop

Planned:
Print Shop/Duplicating

Who:
-Administration
-Administrative Assistant
-Certificated/Classified Staff

Tasks & Due Dates:
Monthly
-Copy monthly Parent Newsletter and other instructional materials for parent/student education.

CSI Plan:
Documentation, pamphlets, or packets will be printed to provide parents with the appropriate information to continue intervention practices at home. |

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: $250.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: $0.00

Funding Source: Entry Fees   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Martin Luther King, Jr. Middle School

| | | $5,000.00 | | Planned:
Field Trips/Fees/Extracurricular academic learning & competition opportunities

Who:
-Administration
-Administrative Assistant

Tasks & Due Dates:
Throughout the 2020-21 school year as needed
-Registration fees
-Material/supply costs to compete
-Teacher extra time (e.g. Pentathlon events, Destination Imagination, Odyssey of the Mind, AVID, CJSF, ASB Clubs & Science Bowl) |

Entry Fees Total Expenditures:	$5,000.00	
Entry Fees Allocation Balance:	$0.00	

Funding Source: Instructional Supplies   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Martin Luther King, Jr. Middle School

	$25,500.00	Planned: Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources Who: -Administration -Administrative Assistant -Classroom Teachers -District TSAs Tasks & Due Dates: -Purchase instructional supplies, books, and materials -Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, SuperScience, Choices, AVID Weekly, etc. -Reading Lab instructional materials (e.g. American Reading Company: ARC) -Print shop services to provide assessment materials, etc. -Leveled reading materials -Updated reading selections of high interest (fiction/nonfiction) -Interactive notebooks for Math & Science -Whiteboards/eraser pens -Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.) -Maintenance Contract for copy machines (split funded $6,000 from Title 1 & $9,000 from General)

Instructional Supplies Total Expenditures: $25,500.00

Instructional Supplies Allocation Balance: $0.00

Funding Source: Instructional Supplies 4310 (Carryover)　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Planned:
Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

Who:
-Administration
-Administrative Assistant
-Classroom Teachers
-District TSAs

Tasks & Due Dates:
-Purchase instructional supplies, books, and materials
-Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, SuperScience, Choices, AVID Weekly, etc.
-Reading Lab instructional materials (e.g. American Reading Company: ARC)
-Print shop services to provide assessment materials, etc.
-Leveled reading materials
-Updated reading selections of high interest (fiction/nonfiction)
-Interactive notebooks for Math & Science
-Whiteboards/eraser pens
-Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.)
-Maintenance Contract for copy machines (split funded $6,000 from Title 1 & $9,000 from General) |

Instructional Supplies 4310 (Carryover) Total Expenditures: $0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: $0.00

Funding Source: Instructional Supplies 4310 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

Strategy/Activity 3
Supplies
Instructional Supplies
Books and Reference Materials

Planned:
Parent Involvement Materials and
Supplies

Who:
-Administration
-Administrative Assistant
-Certificated/Classified Staff

Tasks & Due Dates:
Throughout the 2020-21 school year as needed
-Purchase materials/supplies that support and increase parent
involvement.
-Resources to increase school to home communication
-e.g child care, refreshments, brochures/pamphlets, etc.

CSI Plan:
The parents will be provided with packets or kits to provide
follow up support at home.

We will also use money to provide students and families with
Personal Care kits to create trust and connection to the school

	$0.00	Strategy/Activity 3 Duplicating and Printshop Books and reference materials Instructional Supplies Rental/Leases/Non-Cap

Planned:
Supplies, Books, and Reference Materials/Update Library-Media resources

Who:
-Administration
-Administrative Assistant
-Counselors
-Classroom Teachers
-      District TSA's

Tasks & Due Dates:
Weekly
-Purchase PBIS Jagbuck incentives for Fridays at the end of lunch Monthly
-Purchase instructional supplies, books, and materials
-Student magazine subscriptions (Choices, AVID Weekly, etc.)
-Print shop services to provide assessment materials, etc. (see goal 1 for duplication)
-Updated reading selections of high interest (fiction/nonfiction)

CSI Plan:
The staff would engage in a book study with the book: "Deeper Kindness" by Houston Craft to support our Character Strong Program Implementation.

Instructional Supplies will be purchased to support Restorative Justice Circles and Safe Space Activities

We will purchase ink for the copiers/printers that will be used to support the student materials that will be printed

Instructional Supplies 4310 (CSI) Total Expenditures:	$0.00
Instructional Supplies 4310 (CSI) Allocation Balance:	$0.00

Martin Luther King, Jr. Middle School

Funding Source: Other Cert. Salaries 1900 (CSI)　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Certificated Substitutes -Coverage during the duty day Certificated Extra Time -Paid time beyond the duty day -Classified extra time interpreting and translating to communicate with non-English speaking parents -Student Advocate To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents and students and relevant staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits Small group and individual interventions Who: -Administration -Administrative Assistant -Classroom Teachers -　　District TSAs Tasks & Due Dates: Weekly, Monthly, Quarterly -Professional Learning Community (PLC) daily morning meeting time -Analyze student achievement data: Site, District, State -Review priority standards -Update pacing guides -Plan Lessons

-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning
-Collaboration time between the Special Education staff and general education staff
-Development/Planning of Tier II/Tier III academic & behavioral interventions
-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student identification and services
-Classified extra time for interpreting and translating to communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk students in their classes; push-in model. Provide PD to staff to help support PBIS/MTSS.

Other Cert. Salaries 1900 (CSI) Total Expenditures:	$0.00	
Other Cert. Salaries 1900 (CSI) Allocation Balance:	$0.00	

Martin Luther King, Jr. Middle School

Funding Source: Other Cert. Salaries 1900 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$112,626.36		Planned: Intervention Specialist Tasks & Due Dates: -Identify students failing to meet proficiency in core curricular classes. -Assign and maintain intervention rosters and schedules. -Collaborate with instructional staff to monitor student performance. -Disaggregate and present data in a cycle of inquiry to improve instructional strategies. -Participate in school-wide training, decision-making, and related activities. -Assign students to appropriate intervention offerings to meet their needs and goals. -Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required. -Maintain accurate records of student, parent and staff contacts. -Meet with assigned departments or designated organizational units. -Conduct and facilitate necessary stakeholder meetings. -Plan, organize, and or assist with common formative assessment testing programs. -Assist with the orientation program for feeder schools. -Other related duties as assigned.
		$0.00		Planned: AVID Excel Elective Option for English Language Learners Who: -Administration -Administrative Assistant -AVID Excel Teacher Tasks & Due Dates: -Site Annual Program Evaluation -AVID Excel Annual Recertification

$0.00

Planned:
English Language Development (ELD) Teacher on Special Assignment

Who:
-Administration
-Administrative Assistant
-ELD TSA

Tasks & Due Dates:
Weekly, Monthly & Quarterly
-Oversee classified bilingual office staff and student data
-Oversee EL office related operations
-Administration and organization of CELDT testing
-Score writing exam for IPT and CELDT; coordinate and oversee scoring team
-Communicate with parents/students/staff about CELDT results
-Re-designate EL students from LEP to R-FEP status and monitor progress of R-FEP students for two years after original date of re-designation
-Collaborate and coordinate with counselors on student placement and scheduling based on student data; make recommendations for English or ELD class placement
-Attend Leadership Team meetings on site
-Member of District Curriculum Support Provider Team
-Member of MUSD Tri-Annual Review team representing MLK
-Assist administration in the facilitation of ELAC meetings
-Serve as ELD Department Chair; organize all ELD department meetings and provide professional development for all staff on EL strategies
-Conduct data chats with EL students to monitor program progress
-Work collaboratively with Special Education teachers to provide professional development and conduct progress monitoring for Sped-EL students
-Coordinate student placement with feeder schools
-Communicate and coordinate with the Migrant Ed Liaison
-Program regarding student identification and services

Martin Luther King, Jr. Middle School

Other Cert. Salaries 1900 (Title I) Total Expenditures:	$112,626.36	
Other Cert. Salaries 1900 (Title I) Allocation Balance:	$0.00	

Funding Source: Other classified 2990 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$82.00		Strategy/Activity 1 Clerk/Office Extra time Certificated Extra Time Paraprofessional Extra Time Other classified Planned: Certificated/Classified Extra time Who: -Administration -Administrative Assistant -Certificated/Classified Staff - Family Liaison Tasks & Due Dates: Throughout the 2020-21 school year as needed -Provide oral translation to parents so they can attend and participate in their child's educational meetings -Translate school documents to ensure home-school communication CSI Plan: We will pay certificated and classified staff to support any training or parent nights that go past their duty day.

Other classified 2990 (Parent Ed) Total Expenditures:	$82.00	
Other classified 2990 (Parent Ed) Allocation Balance:	$0.00	

Martin Luther King, Jr. Middle School

Funding Source: Other classified 2990 (Title I)　　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Certificated Substitutes -Coverage during the duty day Certificated Extra Time -Paid time beyond the duty day -Classified extra time interpreting and translating to communicate with non-English speaking parents -Student Advocate To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents and students and relevant staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits Small group and individual interventions Who: -Administration -Administrative Assistant -Classroom Teachers -　　District TSAs Tasks & Due Dates: Weekly, Monthly, Quarterly -Professional Learning Community (PLC) daily morning meeting time -Analyze student achievement data: Site, District, State -Review priority standards -Update pacing guides -Plan Lessons

-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning
-Collaboration time between the Special Education staff and general education staff
-Development/Planning of Tier II/Tier III academic & behavioral interventions
-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student identification and services
-Classified extra time for interpreting and translating to communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk students in their classes; push-in model. Provide PD to staff to help support PBIS/MTSS.

Other classified 2990 (Title I) Total Expenditures:	$0.00
Other classified 2990 (Title I) Allocation Balance:	$0.00

Martin Luther King, Jr. Middle School

Funding Source: Outside Contracted Services 5800 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 2 Travel and Conference Outside Contractors and consultants Planned: Certificated/Classified professional development/travel conference to include outside contracted services Who: -Administration -Certificated faculty -Classified Staff Tasks: -Assist with pedagogy -Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, and Fred Jones, etc.) -Lesson planning/design -Enhance employee skills -Registration fees and other related expenses -PLC Summer Institute (see Goal 1 Action 2-travel and conference) - PBIS Training - Outside Contracted Services - PBIS signage for positive school climate and culture. Motivational banners also replacement of older sets. CSI Plan: Purchase Character Strong (Social Emotional Learning) program, to teach our students behavioral skills, such as empathy, caring, communication to name a few. These would be created lessons that would involve the whole school community (teachers, staff, students, and parents). This would support our PBIS initiatives and goals. The Character Strong program would provide a staff PD (Professional Development) to help support the implementation of the program. We will continue to support our Restorative Justice Program through

staff PD's.

Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Outside Contracted Services 5800 (CSI) Total Expenditures:	$0.00
Outside Contracted Services 5800 (CSI) Allocation Balance:	$0.00

Funding Source: Outside Contracted Services 5800 (Title I)　　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$6,000.00		Strategy/Activity 2 Outside Contracted Services Planned: Software/Licenses and Maintenance Contracts Who: -Administration -Administrative Assistant Tasks: -Maintenance contracts for copiers -Renew software applications that support the core programs in ELA, math, and ELD (e.g. may include Discovery Learning, Brain Pop, online coach access for ELD, etc.)

Martin Luther King, Jr. Middle School

Outside Contracted Services 5800 (Title I) Total Expenditures:	$6,000.00	
Outside Contracted Services 5800 (Title I) Allocation Balance:	$0.00	

Funding Source: Paraprofessional Extra Time 2190 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 1 Clerk/Office Extra time Certificated Extra Time Paraprofessional Extra Time Other classified Planned: Certificated/Classified Extra time Who: -Administration -Administrative Assistant -Certificated/Classified Staff - Family Liaison Tasks & Due Dates: Throughout the 2020-21 school year as needed -Provide oral translation to parents so they can attend and participate in their child's educational meetings -Translate school documents to ensure home-school communication CSI Plan: We will pay certificated and classified staff to support any training or parent nights that go past their duty day.

Paraprofessional Extra Time 2190 (CSI) Total Expenditures:	$0.00	
Paraprofessional Extra Time 2190 (CSI) Allocation Balance:	$0.00	

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Funding Source: Paraprofessional Extra Time 2190 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Certificated Substitutes -Coverage during the duty day Certificated Extra Time -Paid time beyond the duty day -Classified extra time interpreting and translating to communicate with non-English speaking parents -Student Advocate To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents and students and relevant staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits Small group and individual interventions Who: -Administration -Administrative Assistant -Classroom Teachers - District TSAs Tasks & Due Dates: Weekly, Monthly, Quarterly -Professional Learning Community (PLC) daily morning meeting time -Analyze student achievement data: Site, District, State -Review priority standards -Update pacing guides

-Plan Lessons
-Create assessments
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Lesson demonstrations
-Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.)
-Interdisciplinary curriculum planning
-Collaboration time between the Special Education staff and general education staff
-Development/Planning of Tier II/Tier III academic & behavioral interventions
-Before/after school tutoring & Intervention
-Administer and organize placement testing and scoring
-Communicate with parents/students/staff
-Redesignate EL students, monitor progress of R-FEP students
-Collaborate and coordinate with counselors on student placement and scheduling based
-Plan professional development for staff on EL strategies
-Conduct data chats with teachers to support progress monitoring of EL students
-Coordinate student placement with feeder schools
-Collaborate with Migrant Program Liaison regarding student identification and services
-Classified extra time for interpreting and translating to communicate with non-English speaking parents

CSI Plan:
Buy out teacher's prep periods to provide support to our at-risk students in their classes; push-in model. Provide PD to staff to help support PBIS/MTSS.

Paraprofessional Extra Time 2190 (Title I) Total Expenditures:	$0.00
Paraprofessional Extra Time 2190 (Title I) Allocation Balance:	$0.00

Martin Luther King, Jr. Middle School

Funding Source: Rental/Leases/Non-Cap 5600 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 3 Duplicating and Printshop Books and reference materials Instructional Supplies Rental/Leases/Non-Cap Planned: Supplies, Books, and Reference Materials/Update Library-Media resources Who: -Administration -Administrative Assistant -Counselors -Classroom Teachers - District TSA's Tasks & Due Dates: Weekly -Purchase PBIS Jagbuck incentives for Fridays at the end of lunch Monthly -Purchase instructional supplies, books, and materials -Student magazine subscriptions (Choices, AVID Weekly, etc.) -Print shop services to provide assessment materials, etc. (see goal 1 for duplication) -Updated reading selections of high interest (fiction/nonfiction) CSI Plan: The staff would engage in a book study with the book: "Deeper Kindness" by Houston Craft to support our Character Strong Program Implementation. Instructional Supplies will be purchased to support Restorative Justice Circles and Safe Space Activities We will purchase ink for the copiers/printers that will be used to support the student materials that will be printed

Martin Luther King, Jr. Middle School

Rental/Leases/Non-Cap 5600 (CSI) Total Expenditures:		$0.00	
Rental/Leases/Non-Cap 5600 (CSI) Allocation Balance:		$0.00	

Funding Source: Supplies 4300 (Parent Ed) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,500.00		Strategy/Activity 3 Supplies Instructional Supplies Books and Reference Materials Planned: Parent Involvement Materials and Supplies Who: -Administration -Administrative Assistant -Certificated/Classified Staff Tasks & Due Dates: Throughout the 2020-21 school year as needed -Purchase materials/supplies that support and increase parent involvement. -Resources to increase school to home communication -e.g child care, refreshments, brochures/pamphlets, etc. CSI Plan: The parents will be provided with packets or kits to provide follow up support at home. We will also use money to provide students and families with Personal Care kits to create trust and connection to the school

Martin Luther King, Jr. Middle School

Supplies 4300 (Parent Ed) Total Expenditures:	$2,500.00
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Travel & Conference 5200 (CSI)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 2 Travel and Conference Outside Contractors and consultants Planned: Certificated/Classified professional development/travel conference to include outside contracted services Who: -Administration -Certificated faculty -Classified Staff Tasks: -Assist with pedagogy -Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, and Fred Jones, etc.) -Lesson planning/design -Enhance employee skills -Registration fees and other related expenses -PLC Summer Institute (see Goal 1 Action 2-travel and conference) - PBIS Training - Outside Contracted Services - PBIS signage for positive school climate and culture. Motivational banners also replacement of older sets. CSI Plan: Purchase Character Strong (Social Emotional Learning) program, to teach our students behavioral skills, such as empathy, caring, communication to name a few. These would

be created lessons that would involve the whole school community (teachers, staff, students, and parents). This would support our PBIS initiatives and goals. The Character Strong program would provide a staff PD (Professional Development) to help support the implementation of the program. We will continue to support our Restorative Justice Program through staff PD's.

Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Travel & Conference 5200 (CSI) Total Expenditures:	$0.00
Travel & Conference 5200 (CSI) Allocation Balance:	$0.00

Funding Source: Travel & Conference 5200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$650.00		Strategy/Activity 1 Travel and Conference Certificated Subs Planned: PBIS- SIte-Wide Programs to promote social-emotional support for our students, through our Restorative Justice and Character Strong Program Who: -Administration -Administrative Assistant -Counselors -Classroom Teachers -Restorative Justice Coordinator

Martin Luther King, Jr. Middle School

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-PLC/COST/SST/MTSS meeting time
-Analyze student achievement data: Site, District, State5,00
-Review priority socio-emotional lessons
-Plan Lessons
-Research instructional resources
-Professional Development
-Instructional Rounds/Peer Observation/Respect Agreement Facilitation
-Feedback meetings on teacher instructional effectiveness
-Interactive/Cognitive Coaching
-Collaboration time between the Special Education staff and General Education staff
-Development/Planning of Tier II/Tier III academic & behavioral interventions
-Before/after school small groups & Intervention; Preferably during the school day
-Professional development once a month on Wednesdays during early-release for staff to analyze behavior data, develop (homeroom) Time to Teach lessons, participate in PBIS trainings, and participate in-house
      "Staffing" meetings of tier III students/COST meetings.
-School site staff volunteer their lunch hour monthly to participate in our Mentor-Mentee tier III program
-Create behavior support plans with our school site psychologist and counseling/administration teams
-Facilitate small group counseling sessions based upon socio-emotional needs (e.g. grief/loss, relational aggression, resiliency, drug abuse, etc.).
-Facilitating restorative justice meetings with the student and teacher(s); peer to peer

Travel & Conference 5200 (Title I) Total Expenditures:	$650.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00

Funding Source: Travel and Conference $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

$3,540.00

Strategy/Activity 2
Travel and Conference
Outside Contractors and consultants

Planned:
Certificated/Classified professional development/travel
conference to include outside contracted services

Who:
-Administration
-Certificated faculty
-Classified Staff

Tasks:

-Assist with pedagogy
-Classroom management (PBIS, Kagan, Restorative Justice,
Time to Teach, Character Strong, and Fred Jones, etc.)
-Lesson planning/design
-Enhance employee skills
-Registration fees and other related expenses
-PLC Summer Institute (see Goal 1 Action 2-travel and
conference)
-        PBIS Training
-        Outside Contracted Services
-        PBIS signage for positive school climate and culture.
Motivational banners also replacement of older sets.

CSI Plan:
Purchase Character Strong (Social Emotional Learning)
program, to teach our students behavioral skills, such as
empathy, caring, communication to name a few. These would
be created lessons that would involve the whole school
community (teachers, staff, students, and parents). This would
support our PBIS initiatives and goals. The Character Strong
program would provide a staff PD (Professional Development)
to help support the implementation of the program. We will
continue to support our Restorative Justice Program through
staff PD's.

Outside Contracted Services (5800) Contract with outside
resources to enhance the education of our students. For
example, learning experiences for staff and students: To

$20,000.00

support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Planned:
Certificated/Classified professional development/travel conference to include outside contracted services

Who:
-Administration
-Certificated faculty
-Classified Staff

Tasks & Due Dates:
Throughout the 2021-22 school year as needed
-Assist with pedagogy
-Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, Fred Jones, etc.)
-Continue transition to common core
-Lesson planning/design
-Use of effective instructional strategies, literacy, composition, close reading in all core subject areas
-Enhance employee skills
-Registration fees and other related expenses
-PLC Summer Institute/AVID Summer Institute

Duplicating / Printshop
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

Travel and Conference Total Expenditures:	$23,540.00
Travel and Conference Allocation Balance:	$0.00

Martin Luther King, Jr. Middle School

Martin Luther King, Jr. Middle School Total Expenditures: $203,998.36