

School Year:

2022-23



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King, Jr. Middle School	20-65243-6112973	9-8-2022	11/08/2022

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement

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.

## 2022-2023

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 Spring of 2021. 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 2021-2022 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 2022/2023 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 is 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 with 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 teachers' 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
- Stakeholders, such as teachers, staff, parents, and students were given the opportunity for input on the allocation of CSI funds to support our students
- 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 Data 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/Rtl 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, and 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.21%	0.2%	%	2	2	
African American	2.38%	2.7%	%	23	25	
Asian	1.55%	1.3%	%	15	12	
Filipino	0.1%	0.2%	%	1	2	
Hispanic/Latino	93.69%	93.3%	%	905	858	
Pacific Islander	0%	%	%	0		
White	1.76%	2.0%	%	17	18	
Multiple/No Response	0.1%	0.3%	%	2	3	
Total Enrollment				966	920	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	451	482	
Grade 8	515	438	
Total Enrollment	966	920	

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	270	251	259	27.6%	26.0%	28.2%
Fluent English Proficient (FEP)	444	412	361	45.4%	42.7%	39.2%
Reclassified Fluent English Proficient (RFEP)	40	39	23	16.1%	14.4%	9.2%

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	497	508	479	488	502	0	487	499	0	98.2	98.8	0.0
Grade 8	472	471	437	469	465	0	469	465	0	99.4	98.7	0.0
All Grades	969	979	916	957	967	0	956	964	0	98.8	98.8	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2485.	2495.		2.26	5.41		18.69	21.64		31.42	29.26		47.64	43.69	
Grade 8	2514.	2510.		4.90	3.44		23.03	22.15		31.34	32.90		40.72	41.51	
All Grades	N/A	N/A	N/A	3.56	4.46		20.82	21.89		31.38	31.02		44.25	42.63	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	5.34	9.31		37.37	37.25		57.29	53.44	
Grade 8	9.38	8.82		39.66	42.58		50.96	48.60	
All Grades	7.32	9.07		38.49	39.83		54.18	51.09	

2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 7</b>	9.05	11.99		47.33	52.44		43.62	35.57	
<b>Grade 8</b>	10.02	6.48		48.61	54.21		41.36	39.31	
<b>All Grades</b>	9.53	9.32		47.96	53.30		42.51	37.38	

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 7</b>	3.08	4.85		57.91	63.84		39.01	31.31	
<b>Grade 8</b>	6.18	5.16		63.97	63.44		29.85	31.40	
<b>All Grades</b>	4.60	5.00		60.88	63.65		34.52	31.35	

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 7</b>	9.65	15.76		53.39	46.46		36.96	37.78	
<b>Grade 8</b>	11.30	12.04		55.22	51.83		33.48	36.13	
<b>All Grades</b>	10.46	13.96		54.29	49.06		35.25	36.98	

2019-20 Data:

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



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	496	508	479	493	498	0	493	498	0	99.4	98	0.0
Grade 8	472	471	437	472	466	0	472	466	0	100	98.9	0.0
All Grades	968	979	916	965	964	0	965	964	0	99.7	98.5	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2458.	2474.		2.23	3.82		8.92	13.05		29.41	28.92		59.43	54.22	
Grade 8	2466.	2468.		4.03	3.43		7.63	7.73		19.49	24.03		68.86	64.81	
All Grades	N/A	N/A	N/A	3.11	3.63		8.29	10.48		24.56	26.56		64.04	59.34	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	4.87	9.43		24.14	26.84		70.99	63.73	
Grade 8	5.73	4.13		19.75	23.48		74.52	72.39	
All Grades	5.29	6.86		21.99	25.21		72.72	67.93	

### 2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	4.06	7.63		39.96	39.96		55.98	52.41	
Grade 8	6.14	4.53		44.70	34.05		49.15	61.42	
All Grades	5.08	6.13		42.28	37.11		52.64	56.76	

2019-20 Data:

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	3.04	4.49		52.94	54.90		44.02	40.61	
Grade 8	3.82	4.99		44.16	43.38		52.02	51.63	
All Grades	3.42	4.73		48.65	49.32		47.93	45.95	

2019-20 Data:

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1525.7	1529.0	1541.5	1517.7	1523.0	1550.1	1533.2	1534.4	1532.3	127	145	141
8	1520.8	1542.6	1547.3	1505.6	1539.3	1562.2	1535.4	1545.5	1532.0	99	98	102
All Grades										226	243	243

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	25.98	9.66	20.93	36.22	44.14	40.31	26.77	34.48	27.13	11.02	11.72	11.63	127	145	129
8	21.21	11.22	12.87	46.46	43.88	46.53	21.21	34.69	28.71	11.11	10.20	11.88	99	98	101
All Grades	23.89	10.29	17.39	40.71	44.03	43.04	24.34	34.57	27.83	11.06	11.11	11.74	226	243	230

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	42.52	31.03	37.21	36.22	38.62	42.64	14.17	24.14	14.73	*	6.21	5.43	127	145	129
8	37.37	26.53	40.59	45.45	45.92	39.60	*	21.43	14.85	*	6.12	4.95	99	98	101
All Grades	40.27	29.22	38.70	40.27	41.56	41.30	11.95	23.05	14.78	7.52	6.17	5.22	226	243	230

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	15.75	3.45	4.65	26.77	26.21	26.36	33.07	50.34	41.09	24.41	20.00	27.91	127	145	129
8	19.19	8.16	0.99	29.29	27.55	20.79	31.31	40.82	54.46	20.20	23.47	23.76	99	98	101
All Grades	17.26	5.35	3.04	27.88	26.75	23.91	32.30	46.50	46.96	22.57	21.40	26.09	226	243	230

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	32.28	10.34	15.50	55.91	62.76	69.77	11.81	26.90	14.73	127	145	129
8	27.27	13.27	12.87	60.61	64.29	75.25	12.12	22.45	11.88	99	98	101
All Grades	30.09	11.52	14.35	57.96	63.37	72.17	11.95	25.10	13.48	226	243	230

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	56.69	52.41	70.63	37.80	42.07	26.19	*	5.52	3.17	127	145	126
8	57.58	46.94	66.67	34.34	47.96	30.30	*	5.10	3.03	99	98	99
All Grades	57.08	50.21	68.89	36.28	44.44	28.00	6.64	5.35	3.11	226	243	225

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	15.75	4.14	10.08	29.92	51.72	43.41	54.33	44.14	46.51	127	145	129
8	22.22	12.24	6.93	22.22	32.65	35.64	55.56	55.10	57.43	99	98	101
All Grades	18.58	7.41	8.70	26.55	44.03	40.00	54.87	48.56	51.30	226	243	230

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	17.32	8.28	6.20	79.53	85.52	82.95	*	6.21	10.85	127	145	129
8	16.16	5.10	0.99	78.79	94.90	90.10	*	0.00	8.91	99	98	101
All Grades	16.81	7.00	3.91	79.20	89.30	86.09	*	3.70	10.00	226	243	230

2019-20 Data:

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

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
920	95.7	28.2	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	259	28.2
Foster Youth	10	1.1
Homeless	15	1.6
Socioeconomically Disadvantaged	880	95.7
Students with Disabilities	69	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	2.7
American Indian or Alaska Native	2	0.2
Asian	12	1.3
Filipino	2	0.2
Hispanic	858	93.3
Two or More Races	3	0.3
Native Hawaiian or Pacific Islander		
White	18	2.0

### Conclusions based on this data:

1.







# School and Student Performance Data

## Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Language Arts

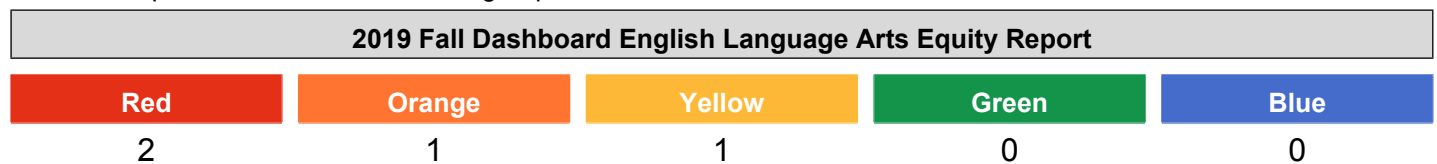
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 56 points below standard Maintained ++2.3 points 921		 Red 89.5 points below standard Maintained ++0.1 points 424		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 63.1 points below standard Increased Significantly ++27.1 points 45		 Yellow 56.3 points below standard Increased ++3.2 points 898		 Red 143.6 points below standard Declined -13.5 points 79	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 116.9 points below standard Declined Significantly -19.9 points 16	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 10.7 points above standard 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 56.7 points below standard Maintained ++1.1 points 865	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 26.5 points below standard Increased ++8 points 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

<b>Current English Learner</b> 124.6 points below standard Increased ++3.6 points 228	<b>Reclassified English Learners</b> 48.6 points below standard Increased ++9.7 points 196	<b>English Only</b> 60 points below standard Maintained ++2.2 points 242
--	---	---

#### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance Mathematics

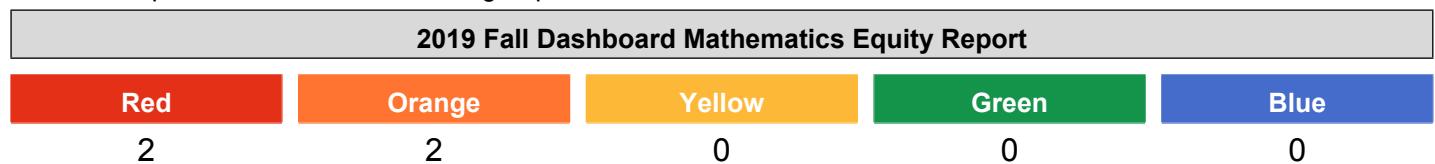
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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










This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 160.3 points below standard Declined -15 points 16	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 47.5 points below standard 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 103.7 points below standard Increased ++7.2 points 862	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 84.2 points below standard Declined -3.3 points 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

<b>Current English Learner</b> 173.1 points below standard Increased ++7.4 points 227	<b>Reclassified English Learners</b> 103.6 points below standard Increased ++8.2 points 198	<b>English Only</b> 105.4 points below standard Increased ++11 points 238
--	--	--

#### Conclusions based on this data:

1.

# School and Student Performance Data

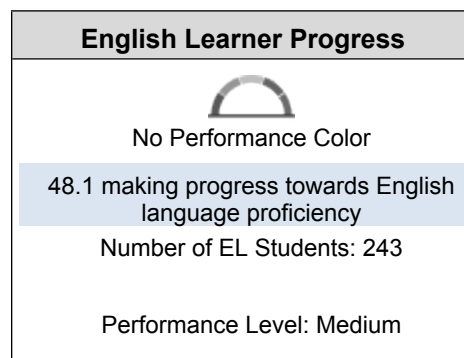
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.9	32.9	1.2	46.9

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

**Conclusions based on this data:**

**1.**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

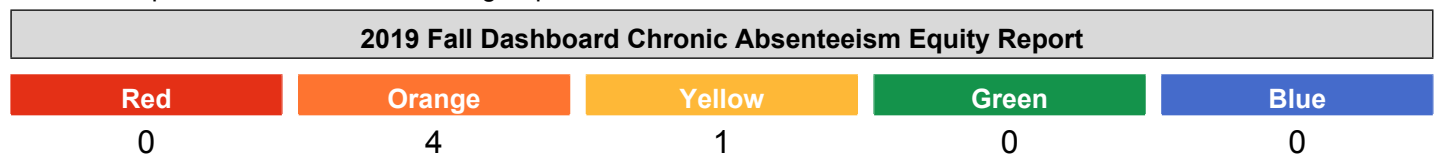
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 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		
<b>All Students</b>  Orange 12.4 Increased +0.6 1025	<b>English Learners</b>  Orange 10.6 Increased +1.5 282	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Homeless</b>  Orange 20.4 Declined -13.6 54	<b>Socioeconomically Disadvantaged</b>  Orange 12.6 Increased +0.6 996	<b>Students with Disabilities</b>  Yellow 17.8 Declined -6.4 90

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>28.6</div> Increased +6.3 21	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color <div>0</div> 14	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange <div>11.9</div> Increased +0.7 957	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color <div>28</div> Increased +3 25

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

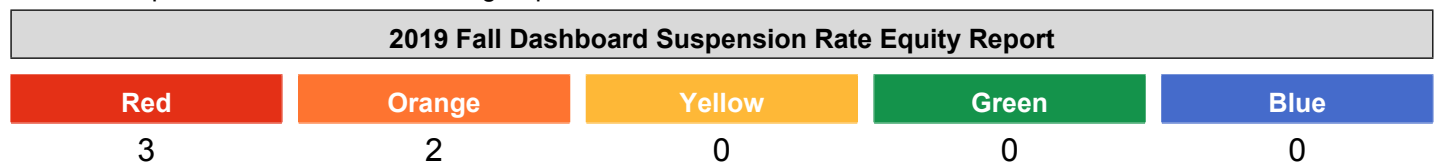
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 13.8 Maintained -0.2 1052	<b>English Learners</b>  Red 19.1 Increased Significantly +5 288	<b>Foster Youth</b>  No Performance Color 45.5 Declined -0.7 11
<b>Homeless</b>  Orange 14.3 Declined -1.8 56	<b>Socioeconomically Disadvantaged</b>  Red 14.1 Maintained 0 1022	<b>Students with Disabilities</b>  Orange 21.6 Declined -1.2 97

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 20.8 Declined -19.9 24	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 6	<b>Asian</b>  No Performance Color 0 14	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1
<b>Hispanic</b>  Red 13.6 Increased +0.8 977	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 3	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 14.8 Declined -1.9 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: 1, 2, 4, 5, 7, 8

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

## Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

## Identified Need

Build and sustain a standards-aligned 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 support, and leadership development for teachers, leaders, and staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 7: 23% Grade 8: 29%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 7: 30% Grade 8: 40%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 18.87% Winter 2022: 14.85% Spring 2022: 9.8%  Fall to Spring % Met Best Growth Target 19.44%	NWEA Reading BEST Growth Target Fall 2021/2022: 14.69% Fall 2022/2023: 36.46% Fall 2023/2024: 58.23% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 7: 6% Grade 8: 11%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 7: 15% Grade 8: 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 12.8% Winter 2022: 10.79% Spring 2022: 9.1%  Fall to Spring % Met Best Growth Target 15.71%	NWEA Math BEST Growth Target Fall 2021/2022: 6.75% Fall 2022/2023: 31.17% Fall 2023/2024: 55.58% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 23.32%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 30%
Reclassification Rate	2021-2022 Reclassified Students: 36	2022-2023: 50

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)



4000	Certificated Subs 1125 (Title I)
5000	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)
1700	Cert. Pupil Support 1200 (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

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)
9859	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)
25,000	Instructional Supplies
0	Instructional Supplies 4310 (Carryover)
2,000	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)
2000	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)

119306

Source(s)

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)

0

Source(s)

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 ELPAC testing

- Score writing exam for IPT and ELPAC; coordinate and oversee scoring team
- Communicate with parents/students/staff about ELPAC 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)

0

Source(s)

Other Cert. Salaries 1900 (Title I)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

To empower students to create a healthy academic, behavioral, 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

What were the activities implemented?

Certificated Substitutes

- Coverage during the duty day: 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

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 2021-22 site plan?

- Student Advocate was not utilized. 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. We prioritized student social-emotional well-being, as students had not been in an in-person setting for almost 2 years.

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 limited to 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 2021-22 site plan?

What was the overall effectiveness?

A team has been established to continue 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. We have opened our library, as well as other online modes of increasing our students opportunity have access to literacy materials.

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.

What was not implemented that was in the 2021-22 site plan?

What was the overall effectiveness?

A teacher/student 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

What was not implemented that was in the 2021-22 site plan?

Due to COVID restrictions, few 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, phone contact was made to students and parents for continued support as our students have transitioned to in-person learning.

What was not implemented that was in the 2021-22 site plan?

What was the overall effectiveness?

Groups were created to support the students, phone contact and parent meetings to continue support during our transition to in-person instruction.



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: \$ 4,951 Estimated Actuals: \$ 4950.75

\*Difference: \$ .25

Why or why not is there a difference:

All certificated sub-allocation was utilized.

Certificated Extra Time

- Paid time beyond the duty day

\*Budgeted: \$ 6,553 Estimated Actuals: \$3,283.75

\*Difference: \$ 3,269.25

Why or why not is there a difference:

We had various grants and COVID funds that were utilized to support this

- Classified extra time

interpreting and translating to communicate with non-English speaking parents

\*Budgeted: \$ 109 Estimated Actuals: \$ 109.36

\*Difference: \$ -.36

Why or why not is there a difference:

All funds were utilized for our parent support.

.

Strategy/Activity 2:

Certificated/Classified professional development/travel conference:

\*Budgeted: \$ 9,995 Estimated Actuals: \$ 2,348.42

\*Difference: \$ 7,646.58

Why or why not is there a difference:

Due to COVID restrictions conferences were virtual, reducing their costs. In addition, there were other relief funds that needed to be expended first.

Duplicating / Printshop:

\*Budgeted: \$ 500 Estimated Actuals: \$ 475.10

\*Difference: \$ 24.90

Why or why not is there a difference:

Most of the funds were utilized. There were other relief funds that needed to be expended first.

Strategy/Activity 3:  
Instructional Supplies:

\*Budgeted: \$ 74,128 Estimated Actuals: \$ 62,636.63

\*Difference: \$ 11,491.07

Why or why not is there a difference:

Due to COVID, we received additional funds.

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

\*Budgeted: \$ 2542 Estimated Actuals: \$ 2541.35

\*Difference: \$ .65

Why or why not is there a difference:

Funds were allocated to support our library and teacher resources to support our students

Strategy/Activity 4:

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

\*Budgeted: \$ 2595 Estimated Actuals: \$ 830

\*Difference: \$ 1765

Why or why not is there a difference:

Due to COVID restrictions, it limited our trip, especially early in the year

Strategy/Activity 5:

Intervention Specialist:

\*Budgeted: \$44,338 Estimated Actuals: \$ 43,545.30

\*Difference: \$ 792.70

Why or why not is there a difference:

The intervention Specialist position was funded to support our students academically and socially.

The intervention Specialist took a leave of absence.

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

\*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 students' 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 assessments 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 21/22, the percentage of students scoring proficient and advanced decreased from Test 1 to Test 2. Teachers and other literacy support members were sent to a reading intervention training to help provide training on teaching reading to our students.

# 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, 5, & 6

Local Priorities Student attendance, student expulsion & suspension, 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

## Goal 2

Safe, Caring, and Respectful Environment-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. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

## 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, and 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 = .1%	Expected increase of 8.00%
Expulsion Rate	California Dashboard *2018-2019 = .38% Expulsion rate *2019-2020 = .68% Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = .25% Projected for 2022-2023 = .30%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 12.4% Chronic Absenteeism Rates *2019-2020 = (COVID)% Chronic Absenteeism Rates	Projected for 2021-2022 = 8% Projected for 2022-2023 = 7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 6.2% Chronic Absenteeism Rates	
PBIS Framework	We maintained our PBIS Model Award School Silver 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.
7th-8th Grade School Climate Favorable	Spring 2022 School Safety= 51% Responded Favorably School Belonging= 32% Responded Favorably School Climate = 32% Responded Favorably School Engagement= 18% Responded Favorably	Spring 2023 School Safety= 61% Responded Favorably School Belonging= 45% Responded Favorably School Climate = 45% Responded Favorably School Engagement= 30% Responded Favorably

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)
0	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)
0	Travel and Conference
	Travel & Conference 5200 (CSI)
	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)
	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)

#### CSI

Student Advocate (2200):

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, students, and relevant school 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.

Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Advocates will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Child Welfare & Attendance Liaison: (2900)

Child Welfare & Attendance Liaison (CWAL) works with families to address truancy issues, by making home visits, establish relationships with students, connecting with families to provide resources to parents, providing consistently enforced consequence for habitually truant students, supporting the School Attendance Review Board (SARB) process, collaborate and assist with the school attendance secretary in monitoring the student attendance. CWAL will work with MUSD staff and community partners to connect the families and identify resources on state attendance rules, regulations and policies regarding attendance, and assist in facilitating parent events related to attendance.

### **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	Student Advocate 2200 (CSI)
0	Other classified 2990 (CSI)

### **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: 2021-22

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

## ANALYSIS

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

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 virtual conferences

What was not implemented that was in the 2021-22 site plan?

Due to COVID restrictions, we were limited in the conference we could attend

What was the overall effectiveness?

Due to COVID restrictions, we were limited in the conference we could attend

#### Strategy/Activity 2

Travel and Conference

Outside Contractors and consultants

Due to COVID restrictions, we were limited in the conference we could attend

What were the activities implemented?

Due to COVID restrictions, we were limited in the conference we could attend

What was not implemented that was in the 2021-22 site plan?

Due to COVID restrictions, 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 2021-22 site plan?

What was the overall effectiveness?

These supplies supported student and parent needs.

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: \$ 9995 Estimated Actuals: \$ 2348.42

\*Difference: \$ 7,646.58

Why or why not is there a difference?

Due to COVID restrictions, there were few opportunities for in-person trainings, especially early in the year.

#### 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: \$ 77170 Estimated Actuals: \$ 65,653.38

\*Difference: \$ 11,516.62

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.

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 5% decrease for the 2021-22 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: 3, 4, 5, 6, 7

Local Priorities: None

## Goal 3

Proactive Outreach and Communication to Parents and Community Partners - 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 policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

## 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 policymakers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Meeting	65 2019-2020 80 2021-2022	450 2022-2023
Back-to-School Night	80 2019-2020 80 2021-2022	500 2022-2023
SSC/ELAC (Average)	50 2019-2020 50 2021-2022	10 2022-2023
Parent Institute for Quality Education (PIQE)	60 2019-2020 50 2021-2022	75 2022-2023



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly Coffee with the Principals/Counselors (average)	50 2019-2020 150 2021-2022	20 2022-2023
6th Grade Parent Orientation	85 2019-2020 300 2021-2022	300 2022-2023
Fall/Spring Parent Conferences (Average)	50 2019-2020 400 2021-2022	500 2022-2023
Active Parent Portal Users	912 2019-2020 920 2021-2022	920 2022-2023

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)
0	Clerk/Office Extra time 2490 (Title I)
	Duplicating/Print shop 5715 (Parent Ed)
0	Paraprofessional Extra Time 2190 (CSI)
775	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)

0

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)
2,000	Supplies 4300 (Parent Ed)
0	Instructional Supplies 4310 (CSI)
0	Books & Reference Material 4200 (Parent Ed)
1040	Outside Contracted Services 5800 (Parent Ed)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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 2021-22 site plan?

Due to COVID restrictions, 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, 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 2021-22 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 2021-22 site plan?

What was the overall effectiveness?

This helped support an increase in parent participation in our 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: \$ 745 Estimated Actuals: \$ 75.94

\*Difference: \$ 669.06

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: \$ 475.10

\*Difference: \$ 24.90

Why or why not is there a difference:

Most of our funds were utilized

Strategy/Activity 3

Instructional Supplies

Books and Reference Materials

\*Budgeted: \$ 74128 Estimated Actuals: \$ 62,636.93

\*Difference: \$ 11,491.07

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.

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 1

Local Priorities None

## Goal 4

Statement of Goal:

Increase and improve technology.

District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

## Identified Need

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 2021-2022 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

Purchase technology and supplemental materials:

- \* Purchase technology to support technology goal.
- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- \* Provide for repairs as needed to keep equipment in working order.
- \* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

## 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)
400	Comp. Hardware under \$500 4385 (Title I)
10,000	Comp. Hardware/Software Maintenance & License 5885 (Title I)
0	Comp. Hardware/Software Maintenance & License 5885 (CSI)
1500	Comp. Hardware \$500-\$5,000 4485 (Title I)

## 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)

6,000

#### Source(s)

Outside Contracted Services 5800 (Title I)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

#### 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: \$ 4,455 Estimated Actuals: \$ 4,453.88

\*Difference: \$ 1.12

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

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).

# 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	\$191,330
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	\$191,330.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Book and reference materials	\$2,000.00
Books & Reference Material 4200 (CSI)	\$0.00
Books & Reference Material 4200 (Parent Ed)	\$0.00
Cert. Pupil Support 1200 (Title I)	\$1,700.00
Certificated Extra Time 1190 (CSI)	\$0.00
Certificated Extra Time 1190 (Title I)	\$5,000.00
Certificated Subs 1125 (CSI)	\$0.00
Certificated Subs 1125 (Title I)	\$4,000.00
Clerk/Office Extra time 2490 (Title I)	\$0.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$1,500.00
Comp. Hardware under \$500 4385 (Title I)	\$400.00
Comp. Hardware under \$500 4385 (Title I)	\$400.00
Comp. Hardware/Software Maintenance & License 5885 (CSI)	\$0.00

Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$10,000.00
Duplicating / Printshop	\$500.00
Duplicating/Print shop 5715 (CSI)	\$0.00
Duplicating/Print shop 5715 (Parent Ed)	\$250.00
Entry Fees	\$2,000.00
Instructional Supplies	\$25,000.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (CSI)	\$0.00
Other Cert. Salaries 1900 (Title I)	\$119,306.00
Other Cert. Salaries 1900 (CSI)	\$0.00
Other Cert. Salaries 1900 (Title I)	\$119,306.00
Other classified 2990 (CSI)	\$0.00
Other classified 2990 (Parent Ed)	\$775.00
Other classified 2990 (Title I)	\$0.00
Outside Contracted Services 5800 (Parent Ed)	\$1,040.00
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
Travel & Conference 5200 (Title I)	\$0.00
Student Advocate 2200 (CSI)	\$0.00
Supplies 4300 (Parent Ed)	\$2,000.00
Travel & Conference 5200 (Title I)	\$0.00
Travel and Conference	\$9,859.00

Subtotal of state or local funds included for this school: \$191,330.00

Total of federal, state, and/or local funds for this school: \$191,330.00

# 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
		\$2,000.00		<p>Planned: Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources</p> <p>Who: -Administration -Administrative Assistant -Classroom Teachers -District TSAs</p> <p>Tasks &amp; 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 &amp; 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 &amp; \$9,000 from General)</p>
Book and reference materials Total Expenditures:		\$2,000.00		
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		<p>Strategy/Activity 3</p> <p>Duplicating and Printshop</p> <p>Books and reference materials</p> <p>Instructional Supplies</p> <p>Rental/Leases/Non-Cap</p> <p>Planned:</p> <p>Supplies, Books, and Reference Materials/Update Library-Media resources</p> <p>Who:</p> <ul style="list-style-type: none"><li>-Administration</li><li>-Administrative Assistant</li><li>-Counselors</li><li>-Classroom Teachers</li><li>- District TSA's</li></ul> <p>Tasks &amp; Due Dates:</p> <p>Weekly</p> <ul style="list-style-type: none"><li>-Purchase PBIS Jagbuck incentives for Fridays at the end of lunch</li><li>-Purchase instructional supplies, books, and materials</li><li>-Student magazine subscriptions (Choices, AVID Weekly, etc.)</li><li>-Print shop services to provide assessment materials, etc. (see goal 1 for duplication)</li><li>-Updated reading selections of high interest (fiction/nonfiction)</li></ul> <p>CSI Plan:</p> <p>The staff would engage in a book study with the book: "Deeper Kindness" by Houston Craft to support our Character Strong Program Implementation.</p> <p>Instructional Supplies will be purchased to support Restorative Justice Circles and Safe Space Activities</p> <p>We will purchase ink for the copiers/printers that will be used to support the student materials that will be printed</p>



## 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
		\$0.00		<p>Strategy/Activity 3 Supplies Instructional Supplies Books and Reference Materials</p> <p>Planned: Parent Involvement Materials and Supplies</p> <p>Who: -Administration -Administrative Assistant -Certificated/Classified Staff</p> <p>Tasks &amp; 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.</p> <p>CSI Plan: The parents will be provided with packets or kits to provide follow up support at home.</p> <p>We will also use money to provide students and families with Personal Care kits to create trust and connection to the school</p>

## Martin Luther King, Jr. Middle School

Books & Reference Material 4200 (Parent Ed) Total Expenditures: \$0.00

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

**Funding Source: Cert. Pupil Support 1200 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,700.00		<p>Planned:</p> <p>Certificated Substitutes</p> <p>-Coverage during the duty day</p> <p>Certificated Extra Time</p> <p>-Paid time beyond the duty day</p> <p>-Classified extra time</p> <p>interpreting and translating to communicate with non-English speaking parents</p> <p>-Student Advocate</p> <p>To empower students to create a healthy academic, behavior and social performance.</p> <p>Monitor the progress of identified "at-risk" students</p> <p>Review progress and missing assignments with students on a weekly or bi weekly basis.</p> <p>Provide students with a packet of missing assignments, current grades/GPA and attendance.</p> <p>Organize and schedule meetings with parents and students and relevant staff</p> <p>Establish progress and work with teachers to ensure implementation</p> <p>Provide academic and behavioral support</p> <p>Shadow students in class</p> <p>Conduct home visits</p> <p>Small group and individual interventions</p> <p>Who:</p> <p>-Administration</p> <p>-Administrative Assistant</p> <p>-Classroom Teachers</p> <p>- District TSAs</p> <p>Tasks &amp; Due Dates:</p>

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.

## Martin Luther King, Jr. Middle School

Cert. Pupil Support 1200 (Title I) Total Expenditures: \$1,700.00

Cert. Pupil Support 1200 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:</p> <p>Certificated Substitutes</p> <p>-Coverage during the duty day</p> <p>Certificated Extra Time</p> <p>-Paid time beyond the duty day</p> <p>-Classified extra time</p> <p>interpreting and translating to communicate with non-English speaking parents</p> <p>-Student Advocate</p> <p>To empower students to create a healthy academic, behavior and social performance.</p> <p>Monitor the progress of identified "at-risk" students</p> <p>Review progress and missing assignments with students on a weekly or bi weekly basis.</p> <p>Provide students with a packet of missing assignments, current grades/GPA and attendance.</p> <p>Organize and schedule meetings with parents and students and relevant staff</p> <p>Establish progress and work with teachers to ensure implementation</p> <p>Provide academic and behavioral support</p> <p>Shadow students in class</p> <p>Conduct home visits</p> <p>Small group and individual interventions</p> <p>Who:</p> <p>-Administration</p> <p>-Administrative Assistant</p> <p>-Classroom Teachers</p> <p>- District TSAs</p> <p>Tasks &amp; Due Dates:</p>

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.

## Martin Luther King, Jr. Middle School

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
		\$5,000.00		<p>Planned:</p> <p>Certificated Substitutes</p> <p>-Coverage during the duty day</p> <p>Certificated Extra Time</p> <p>-Paid time beyond the duty day</p> <p>-Classified extra time</p> <p>interpreting and translating to communicate with non-English speaking parents</p> <p>-Student Advocate</p> <p>To empower students to create a healthy academic, behavior and social performance.</p> <p>Monitor the progress of identified "at-risk" students</p> <p>Review progress and missing assignments with students on a weekly or bi weekly basis.</p> <p>Provide students with a packet of missing assignments, current grades/GPA and attendance.</p> <p>Organize and schedule meetings with parents and students and relevant staff</p> <p>Establish progress and work with teachers to ensure implementation</p> <p>Provide academic and behavioral support</p> <p>Shadow students in class</p> <p>Conduct home visits</p> <p>Small group and individual interventions</p> <p>Who:</p> <p>-Administration</p> <p>-Administrative Assistant</p> <p>-Classroom Teachers</p> <p>- District TSAs</p> <p>Tasks &amp; Due Dates:</p>

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.

## Martin Luther King, Jr. Middle School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$5,000.00

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



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.

## Martin Luther King, Jr. Middle School

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
		\$4,000.00		<p>Planned:</p> <p>Certificated Substitutes</p> <p>-Coverage during the duty day</p> <p>Certificated Extra Time</p> <p>-Paid time beyond the duty day</p> <p>-Classified extra time</p> <p>interpreting and translating to communicate with non-English speaking parents</p> <p>-Student Advocate</p> <p>To empower students to create a healthy academic, behavior and social performance.</p> <p>Monitor the progress of identified "at-risk" students</p> <p>Review progress and missing assignments with students on a weekly or bi weekly basis.</p> <p>Provide students with a packet of missing assignments, current grades/GPA and attendance.</p> <p>Organize and schedule meetings with parents and students and relevant staff</p> <p>Establish progress and work with teachers to ensure implementation</p> <p>Provide academic and behavioral support</p> <p>Shadow students in class</p> <p>Conduct home visits</p> <p>Small group and individual interventions</p> <p>Who:</p> <p>-Administration</p> <p>-Administrative Assistant</p> <p>-Classroom Teachers</p> <p>- District TSAs</p> <p>Tasks &amp; Due Dates:</p>

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.

Strategy/Activity 1

Travel and Conference

\$0.00

### 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,

## Martin Luther King, Jr. Middle School

resiliency, drug abuse, etc.).  
-Facilitating restorative justice meetings with the student and teacher(s); peer to peer

Certificated Subs 1125 (Title I) Total Expenditures: \$4,000.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

**Funding Source: Clerk/Office Extra time 2490 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity 1 Clerk/Office Extra time Certificated Extra Time Paraprofessional Extra Time Other classified</p> <p>Planned: Certificated/Classified Extra time</p> <p>Who: -Administration -Administrative Assistant -Certificated/Classified Staff - Family Liaison</p> <p>Tasks &amp; 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</p> <p>CSI Plan: We will pay certificated and classified staff to support any training or parent nights that go past their duty day.</p>

Martin Luther King, Jr. Middle School

Clerk/Office Extra time 2490 (Title I) Total Expenditures:

\$0.00

Clerk/Office Extra time 2490 (Title I) Allocation Balance:

\$0.00

Funding Source: Comp. Hardware \$500-\$5,000 4485  
(Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$1,500.00

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 2021-2022 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

Purchase technology and supplemental materials:  
\* Purchase technology to support technology goal.  
\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.  
\* Provide for repairs as needed to keep equipment in working order.  
\* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

---

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$1,500.00

Comp. Hardware \$500-\$5,000 4485 (Title I) Allocation Balance: \$0.00

## Martin Luther King, Jr. Middle School

**Funding Source: Comp. Hardware under \$500 4385  
(Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$400.00		<p>Strategy/Activity 1 Comp. Hardware under \$500 Comp. Hardware/Software Maintenance &amp; License</p> <p>Planned: Purchase/Replace/Repair Technology Resources</p> <p>Who: -Administration -Administrative Assistant</p> <p>Tasks &amp; Due Dates: Throughout the 2021-2022 school year as needed -Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chrome books, headphones, keyboards, etc.)</p> <p>CSI Plan: Copiers/Printers will be used to provide students with the appropriate materials to help support individual students needs</p> <p>Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.</p>



Martin Luther King, Jr. Middle School

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$400.00

Comp. Hardware under \$500 4385 (Title I) 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

\$0.00

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 2021-2022 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

Purchase technology and supplemental materials:  
\* Purchase technology to support technology goal.  
\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.  
\* Provide for repairs as needed to keep equipment in working order.  
\* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

---

Comp. Hardware/Software Maintenance & License 5885 (CSI) Total Expenditures:	\$0.00
--	--------

Comp. Hardware/Software Maintenance & License 5885 (CSI) Allocation Balance:	\$0.00
--	--------

## Martin Luther King, Jr. Middle School

**Funding Source: Comp. Hardware/Software  
Maintenance & License 5885 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$10,000.00		<p>Strategy/Activity 1 Comp. Hardware under \$500 Comp. Hardware/Software Maintenance &amp; License</p> <p>Planned: Purchase/Replace/Repair Technology Resources</p> <p>Who: -Administration -Administrative Assistant</p> <p>Tasks &amp; Due Dates: Throughout the 2021-2022 school year as needed -Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chrome books, headphones, keyboards, etc.)</p> <p>CSI Plan: Copiers/Printers will be used to provide students with the appropriate materials to help support individual students needs</p> <p>Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.</p>

## Martin Luther King, Jr. Middle School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$10,000.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		<p>Planned: Certificated/Classified professional development/travel conference to include outside contracted services</p> <p>Who: -Administration -Certificated faculty -Classified Staff</p> <p>Tasks &amp; 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</p> <p>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.</p>

## Martin Luther King, Jr. Middle School

Duplicating / Printshop Total Expenditures: \$500.00

Duplicating / Printshop Allocation Balance: \$0.00

### Funding Source: Duplicating/Print shop 5715 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		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 (CSI) Total Expenditures: \$0.00

Duplicating/Print shop 5715 (CSI) Allocation Balance: \$0.00

## Martin Luther King, Jr. Middle School

**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

\$2,000.00

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: \$2,000.00

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

\$25,000.00

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: \$25,000.00

Instructional Supplies Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310  
(Carryover)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------



## Martin Luther King, Jr. Middle School

\$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  
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

\$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

Instructional Supplies 4310 (CSI) Total Expenditures: \$0.00

Instructional Supplies 4310 (CSI) Allocation Balance: \$0.00

**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

## Martin Luther King, Jr. Middle School

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$119,306.00

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

## Martin Luther King, Jr. Middle School

\$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 ELPAC testing
- Score writing exam for IPT and ELPAC; coordinate and oversee scoring team
- Communicate with parents/students/staff about ELPAC 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: \$119,306.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: \$0.00

### Funding Source: Other classified 2990 (CSI)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Software and/or access licensing for Behavioral Intervention program (e.g. Character Strong, etc.)</p> <p>Who: -Administration -Administrative Assistant -Counselors - PBIS Team (stakeholders)</p> <p>Tasks &amp; Due Dates: Annual subscription fees (if needed)</p> <p>CSI Student Advocate (2200): 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, students, and relevant school 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. Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Advocates will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies.</p>



## Martin Luther King, Jr. Middle School

Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Child Welfare & Attendance Liaison: (2900)  
Child Welfare & Attendance Liaison (CWAL) works with families to address truancy issues, by making home visits, establish relationships with students, connecting with families to provide resources to parents, providing consistently enforced consequence for habitually truant students, supporting the School Attendance Review Board (SARB) process, collaborate and assist with the school attendance secretary in monitoring the student attendance. CWAL will work with MUSD staff and community partners to connect the families and identify resources on state attendance rules, regulations and policies regarding attendance, and assist in facilitating parent events related to attendance.

---

Other classified 2990 (CSI) Total Expenditures: \$0.00

Other classified 2990 (CSI) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$775.00

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: \$775.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00

**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

## Martin Luther King, Jr. Middle School

- 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

**Funding Source: Outside Contracted Services 5800 (Parent Ed)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$1,040.00

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

Outside Contracted Services 5800 (Parent Ed) Total Expenditures: \$1,040.00

Outside Contracted Services 5800 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$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.)

---

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
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$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

**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.)



## Martin Luther King, Jr. Middle School

- 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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle 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

---

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

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

## Martin Luther King, Jr. Middle School

**Funding Source: Student Advocate 2200 (CSI)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Software and/or access licensing for Behavioral Intervention program (e.g. Character Strong, etc.)</p> <p>Who: -Administration -Administrative Assistant -Counselors - PBIS Team (stakeholders)</p> <p>Tasks &amp; Due Dates: Annual subscription fees (if needed)</p> <p>CSI Student Advocate (2200): 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, students, and relevant school 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. Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Advocates will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.</p> <p>Child Welfare &amp; Attendance Liaison: (2900) Child Welfare &amp; Attendance Liaison (CWAL) works with families to address truancy issues, by making home visits, establish</p>

## Martin Luther King, Jr. Middle School

relationships with students, connecting with families to provide resources to parents, providing consistently enforced consequence for habitually truant students, supporting the School Attendance Review Board (SARB) process, collaborate and assist with the school attendance secretary in monitoring the student attendance. CWAL will work with MUSD staff and community partners to connect the families and identify resources on state attendance rules, regulations and policies regarding attendance, and assist in facilitating parent events related to attendance.

---

Student Advocate 2200 (CSI) Total Expenditures: \$0.00

Student Advocate 2200 (CSI) Allocation Balance: \$0.00

**Funding Source: Supplies 4300 (Parent Ed)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

## Martin Luther King, Jr. Middle School

\$2,000.00

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

Supplies 4300 (Parent Ed) Total Expenditures: \$2,000.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

**Funding Source: Travel & Conference 5200 (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

## Martin Luther King, Jr. Middle School

Travel & Conference 5200 (Title I) Total Expenditures: \$0.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

### Funding Source: Travel and Conference

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity 2 Travel and Conference Outside Contractors and consultants</p> <p>Planned: Certificated/Classified professional development/travel conference to include outside contracted services</p> <p>Who: -Administration -Certificated faculty -Classified Staff</p> <p>Tasks:</p> <ul style="list-style-type: none"> <li>-Assist with pedagogy</li> <li>-Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, and Fred Jones, etc.)</li> <li>-Lesson planning/design</li> <li>-Enhance employee skills</li> <li>-Registration fees and other related expenses</li> <li>-PLC Summer Institute (see Goal 1 Action 2-travel and conference)</li> <li>- PBIS Training</li> <li>- Outside Contracted Services</li> <li>- PBIS signage for positive school climate and culture.</li> </ul> <p>Motivational banners also replacement of older sets.</p> <p>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</p>

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.



## Martin Luther King, Jr. Middle School

\$9,859.00

### 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.

---

Travel and Conference Total Expenditures: \$9,859.00

Travel and Conference Allocation Balance: \$0.00

Martin Luther King, Jr. Middle School Total Expenditures: \$191,330.00