

School Year:

2023-24



# 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	05/18/2023	12/12/2023

## 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  
Additional Targeted Support and Improvement  
English Learners and Students with Disabilities

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.

#### 2023-2024

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 2022-2023 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 four 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 was 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 was observed on our site initiatives. The SAP team reviewed CAASPP data, NWEA data, RI data, ELPAC data, and site data to provide 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 2023/2024 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 2023/2024 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



# Educational Partner 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 meetings, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, Coffee with Administration and Counselors, PIQE, Parent Project 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 to 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 support 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 decrease in students' ELA CAASPP and NWEA achievement scores over the last two years. We will utilize the CAASPP Data from 2022-2023 to reference where our students are.

During the 2021-2022 school year, 20% 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 2021-2022 as they transitioned to 8th grade in 2020-2021, the matched cohort showed a decrease of 3% of students meeting or exceeding the standard. This decrease can be partially attributed to the academic and social impact of COVID

Furthermore, Martin Luther King, Jr. Middle School demonstrated a decrease in students' Math CAASPP achievement scores from the 2020-2021 school year to the 2021-2022 year.

During the 2021-2022 school year, 8% 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 2020-2021 as they transitioned to 8th grade in 2021-2022, the matched cohort showed an decrease of 3% of students meeting or exceeding the standard. Again, This decrease can be partially attributed to the academic and social impact of COVID

## GREATEST NEEDS

greatest needs include:

- An increased achievement in CAASPP for ELA and Math
- Increased reclassification rates/Baseline data for ELPAC
- Support of our English Learners and Student with Disabilities
- 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

We intend to continue to scaffold professional development to new faculty and differentiate professional development based on 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.44%	0.33%	2	4	3
African American	2.7%	2.67%	1.74%	25	24	16
Asian	1.3%	1.00%	0.65%	12	9	6
Filipino	0.2%	0.22%	0.11%	2	2	1
Hispanic/Latino	93.3%	93.78%	95.97%	858	844	882
Pacific Islander	%	%	0%		0	0
White	2.0%	1.56%	0.98%	18	14	9
Multiple/No Response	0.3%	0.33%	0%	3	3	0
Total Enrollment				920	900	919

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	482	440	486
Grade 8	438	460	433
Total Enrollment	920	900	919

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	259	260	251	28.2%	28.9%	27.3%
Fluent English Proficient (FEP)	361	352	374	39.2%	39.1%	40.7%
Reclassified Fluent English Proficient (RFEP)	9			3.5%		

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	479	440	476	0	433	469	0	432	469	0.0	98.4	98.5
Grade 8	437	458	434	0	454	430	0	453	430	0.0	99.1	99.1
All Grades	916	898	910	0	887	899	0	885	899	0.0	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2485.	2468.		5.79	3.62		18.98	18.12		29.63	25.16		45.60	53.09
Grade 8		2514.	2487.		4.64	2.56		25.39	22.33		33.33	25.35		36.64	49.77
All Grades	N/A	N/A	N/A		5.20	3.11		22.26	20.13		31.53	25.25		41.02	51.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.10	5.97		59.72	58.21		32.18	35.82
Grade 8		8.17	3.72		58.72	49.53		33.11	46.74
All Grades		8.14	4.89		59.21	54.06		32.66	41.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.53	5.15		45.92	36.48		47.55	58.37
Grade 8		5.08	3.26		50.77	43.49		44.15	53.26
All Grades		5.78	4.24		48.41	39.84		45.80	55.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.19	7.68		69.44	70.15		20.37	22.17
Grade 8		7.95	6.98		72.19	68.37		19.87	24.65
All Grades		9.04	7.34		70.85	69.30		20.11	23.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7.41	7.46		62.50	58.64		30.09	33.90
Grade 8		12.14	9.77		67.33	64.42		20.53	25.81
All Grades		9.83	8.57		64.97	61.40		25.20	30.03



# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	479	440	474	0	431	467	0	431	465	0.0	98.0	98.5
Grade 8	437	458	433	0	447	420	0	447	419	0.0	97.6	97.0
All Grades	916	898	907	0	878	887	0	878	884	0.0	97.8	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2434.	2434.		2.55	2.80		4.41	7.10		23.43	23.23		69.61	66.88
Grade 8		2453.	2432.		4.25	2.15		7.38	5.25		17.67	15.51		70.69	77.09
All Grades	N/A	N/A	N/A		3.42	2.49		5.92	6.22		20.50	19.57		70.16	71.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.25	2.38		33.41	31.17		63.34	66.45
Grade 8		2.47	2.39		37.44	26.08		60.09	71.53
All Grades		2.85	2.39		35.46	28.75		61.69	68.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.55	3.66		42.69	41.94		54.76	54.41
Grade 8		4.47	3.10		43.62	41.77		51.90	55.13
All Grades		3.53	3.39		43.17	41.86		53.30	54.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.02	3.01		53.13	57.20		43.85	39.78
Grade 8		3.80	1.19		53.69	46.54		42.51	52.27
All Grades		3.42	2.15		53.42	52.15		43.17	45.70

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1541.5	1542.3	1534.9	1550.1	1541.2	1536.4	1532.3	1542.9	1533.0	141	140	124
8	1547.3	1552.5	1553.3	1562.2	1554.8	1561.1	1532.0	1549.8	1545.0	102	114	111
All Grades										243	254	235

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.93	24.29	15.32	40.31	34.29	43.55	27.13	35.00	26.61	11.63	6.43	14.52	129	140	124
8	12.87	21.93	18.02	46.53	42.98	51.35	28.71	28.95	27.03	11.88	6.14	3.60	101	114	111
All Grades	17.39	23.23	16.60	43.04	38.19	47.23	27.83	32.28	26.81	11.74	6.30	9.36	230	254	235

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	37.21	31.43	32.26	42.64	50.00	45.97	14.73	15.00	13.71	5.43	3.57	8.06	129	140	124
8	40.59	35.96	44.14	39.60	43.86	37.84	14.85	16.67	15.32	4.95	3.51	2.70	101	114	111
All Grades	38.70	33.46	37.87	41.30	47.24	42.13	14.78	15.75	14.47	5.22	3.54	5.53	230	254	235

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	4.65	12.86	9.68	26.36	27.14	23.39	41.09	43.57	38.71	27.91	16.43	28.23	129	140	124
8	0.99	9.65	7.21	20.79	33.33	31.53	54.46	38.60	37.84	23.76	18.42	23.42	101	114	111
All Grades	3.04	11.42	8.51	23.91	29.92	27.23	46.96	41.34	38.30	26.09	17.32	25.96	230	254	235

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.50	17.86	14.52	69.77	62.86	66.13	14.73	19.29	19.35	129	140	124
8	12.87	19.47	24.32	75.25	67.26	63.96	11.88	13.27	11.71	101	113	111
All Grades	14.35	18.58	19.15	72.17	64.82	65.11	13.48	16.60	15.74	230	253	235

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	70.63	61.43	63.71	26.19	36.43	31.45	3.17	2.14	4.84	126	140	124
8	66.67	43.86	73.87	30.30	52.63	23.42	3.03	3.51	2.70	99	114	111
All Grades	68.89	53.54	68.51	28.00	43.70	27.66	3.11	2.76	3.83	225	254	235

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.08	12.86	12.10	43.41	51.43	41.13	46.51	35.71	46.77	129	140	124
8	6.93	16.81	17.12	35.64	39.82	41.44	57.43	43.36	41.44	101	113	111
All Grades	8.70	14.62	14.47	40.00	46.25	41.28	51.30	39.13	44.26	230	253	235

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	6.20	10.71	10.48	82.95	80.00	76.61	10.85	9.29	12.90	129	140	124
8	0.99	3.51	4.50	90.10	92.98	84.68	8.91	3.51	10.81	101	114	111
All Grades	3.91	7.48	7.66	86.09	85.83	80.43	10.00	6.69	11.91	230	254	235

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
900	96.9	28.9	0.4
Total Number of Students enrolled in Martin Luther King, Jr. Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	260	28.9
Foster Youth	4	0.4
Homeless	24	2.7
Socioeconomically Disadvantaged	872	96.9
Students with Disabilities	80	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	2.7
American Indian	4	0.4
Asian	9	1.0
Filipino	2	0.2
Hispanic	844	93.8
Two or More Races	3	0.3
Pacific Islander		
White	14	1.6

### Conclusions based on this data:

1.



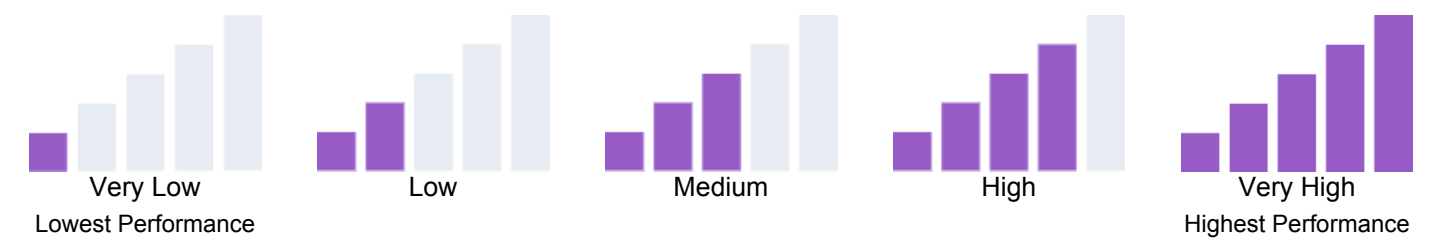


# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>High</div>		

#### Conclusions based on this data:

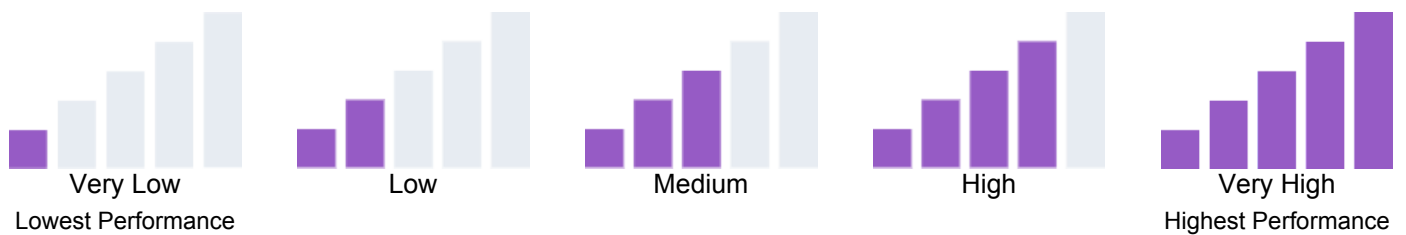
1.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



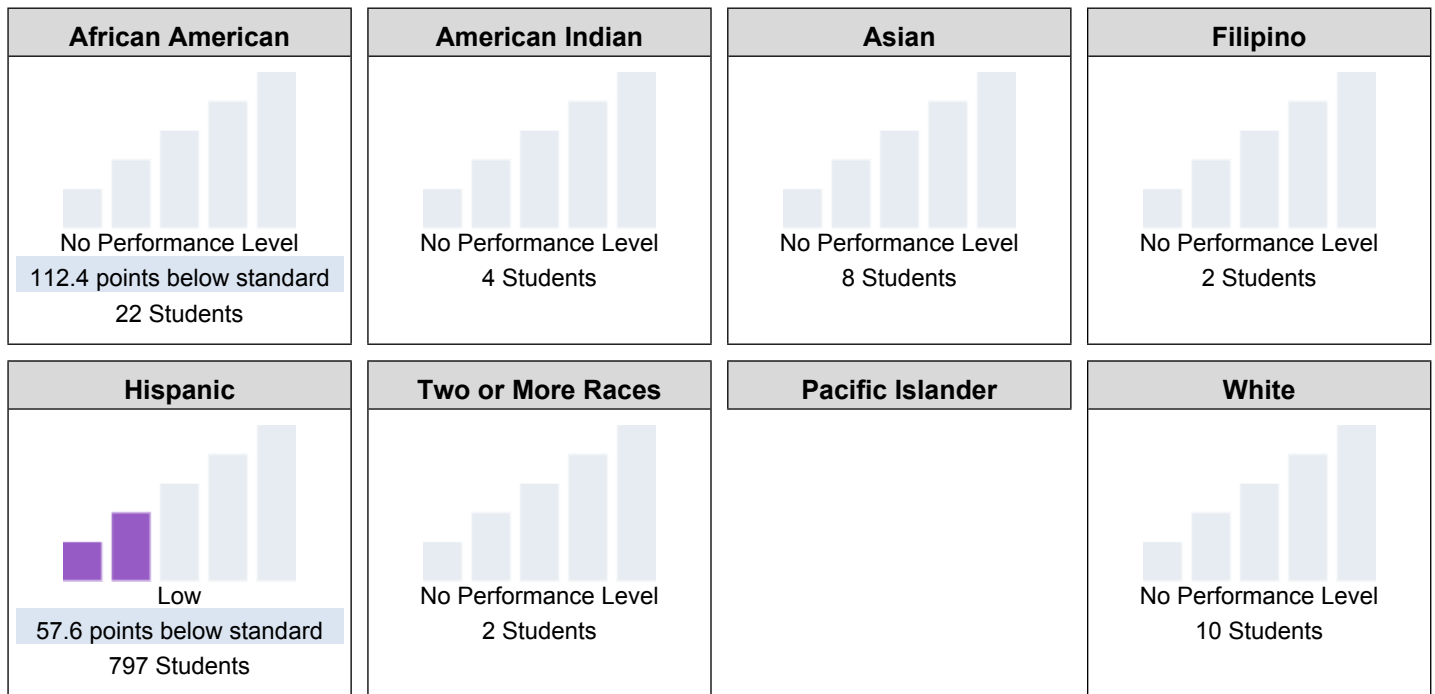
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b> <p>Low</p> <p>57.8 points below standard</p> <p>844 Students</p>	<b>English Learners</b> <p>Very Low</p> <p>83.1 points below standard</p> <p>395 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>3 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>62.5 points below standard</p> <p>21 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Low</p> <p>59.8 points below standard</p> <p>817 Students</p>	<b>Students with Disabilities</b> <p>Very Low</p> <p>159.2 points below standard</p> <p>75 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.5 points below standard	24.4 points below standard	68.3 points below standard
239 Students	156 Students	257 Students

**Conclusions based on this data:**

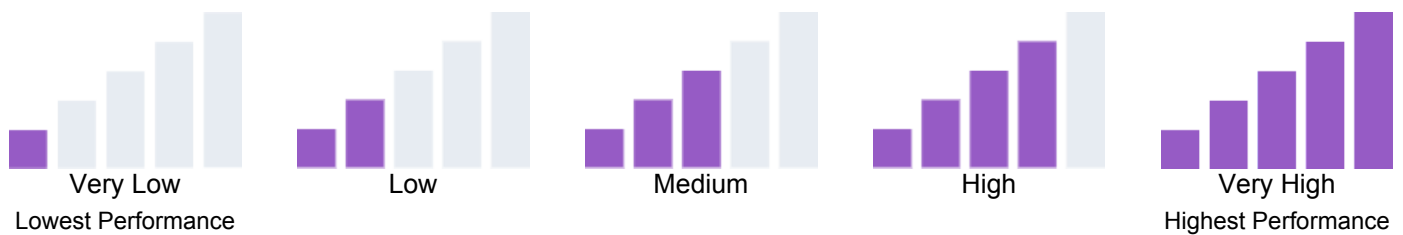
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# School and Student Performance Data

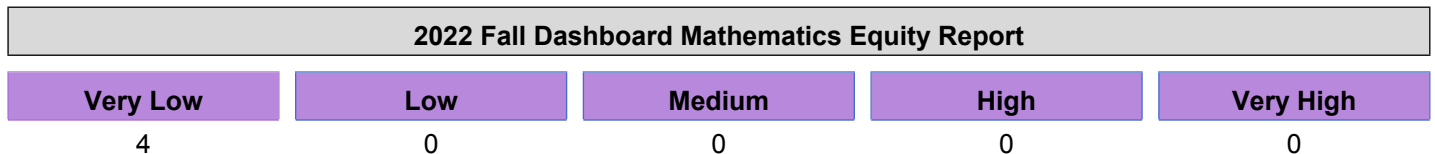
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

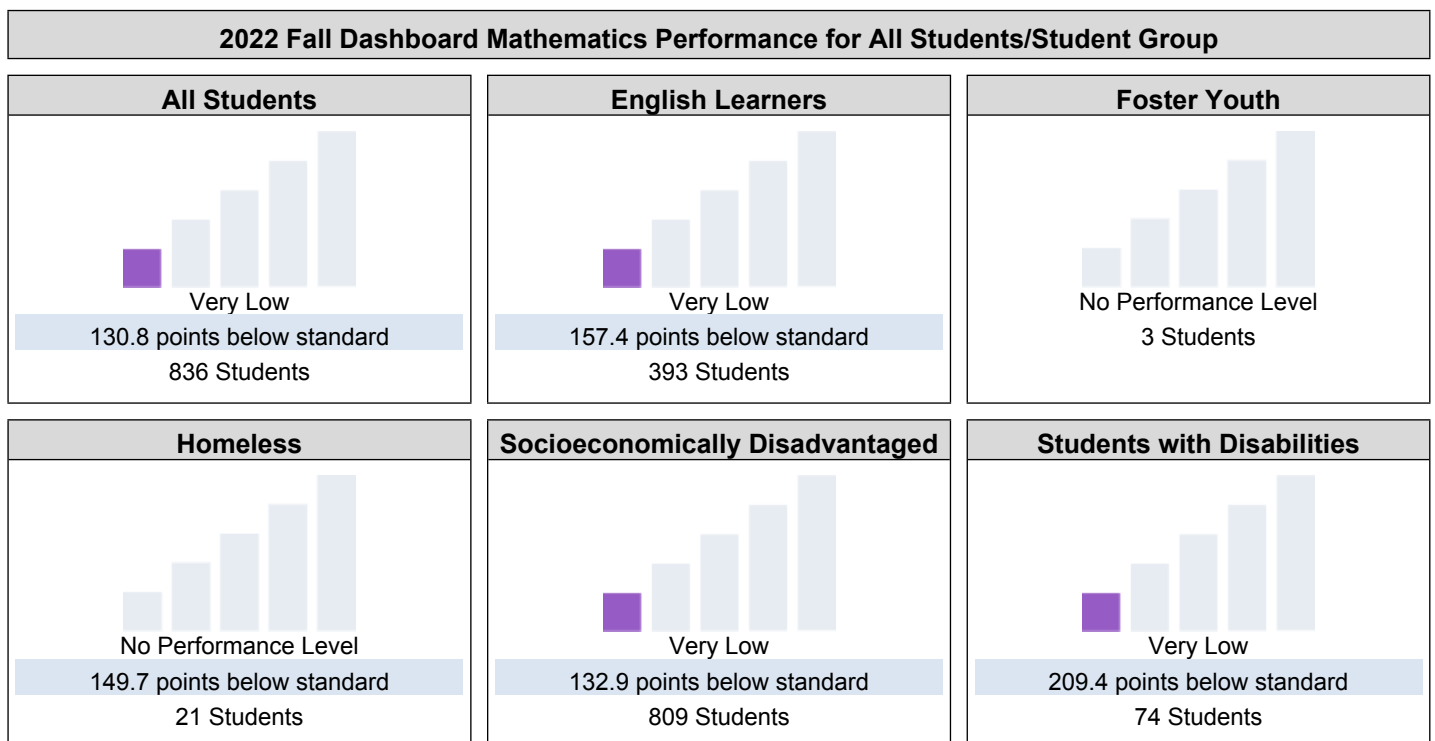
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



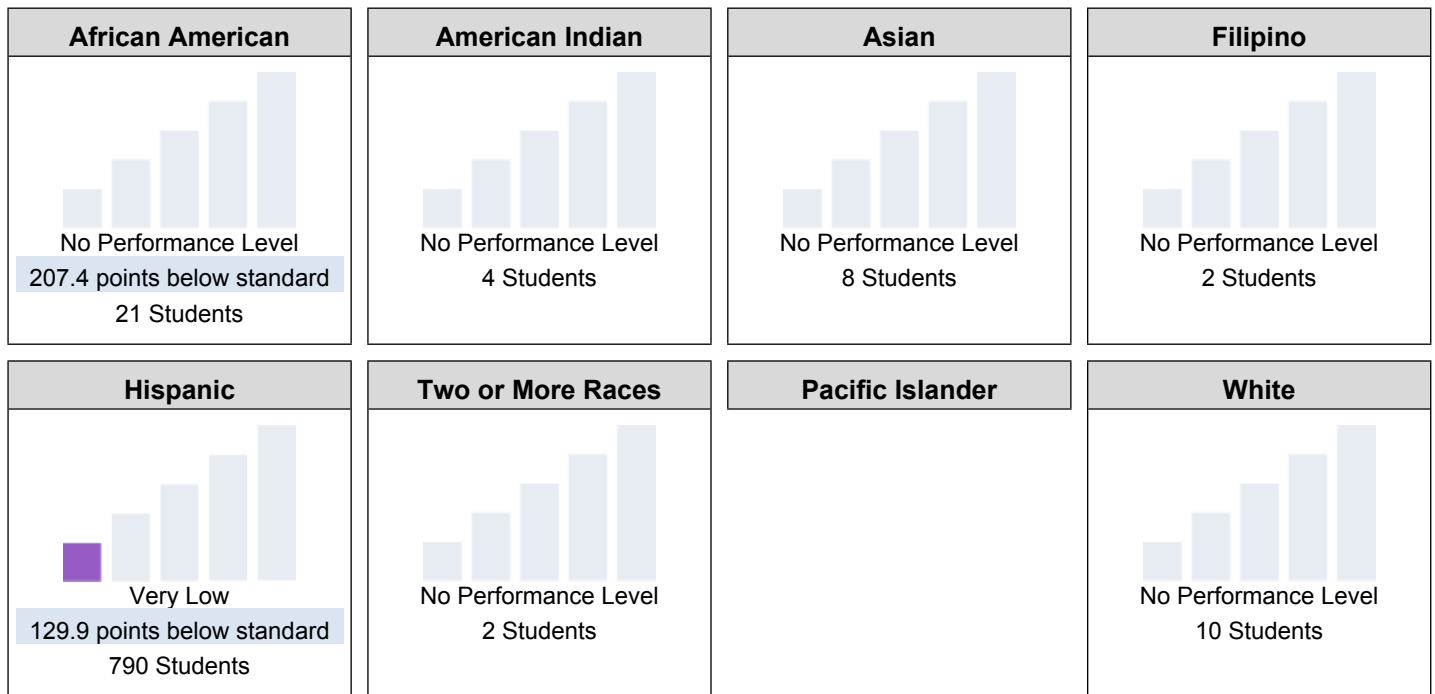
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
186.8 points below standard 237 Students	112.7 points below standard 156 Students	135.5 points below standard 253 Students

**Conclusions based on this data:**

1.

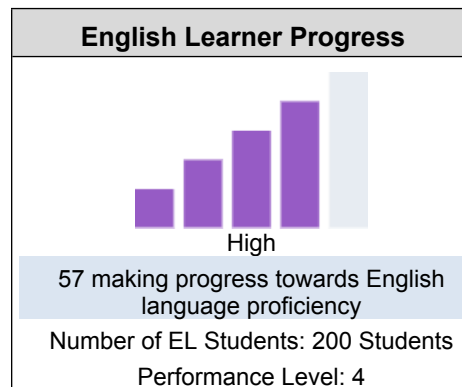
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
14.5%	28.5%	0.5%	56.5%

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

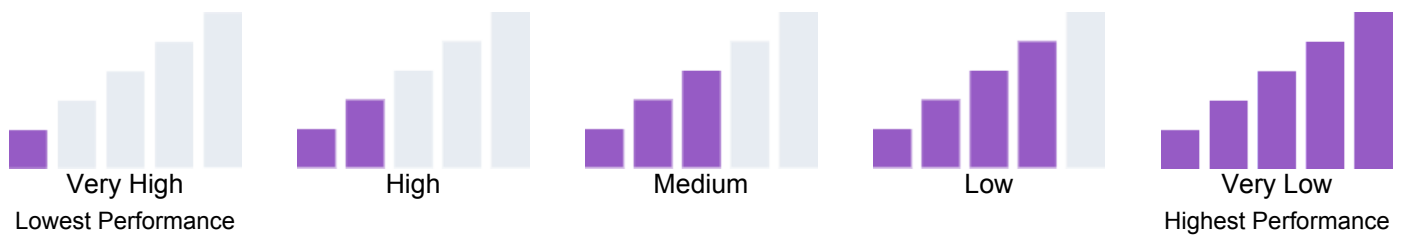
- 1.

# School and Student Performance Data

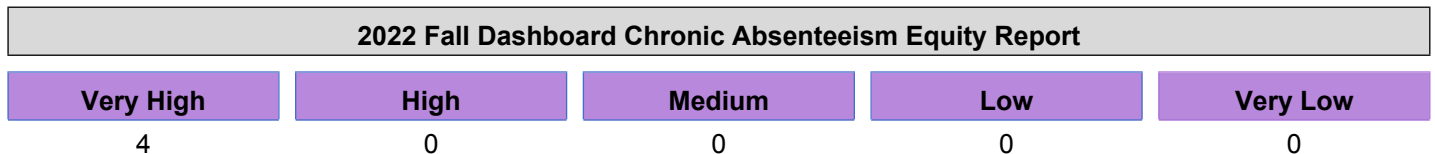
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

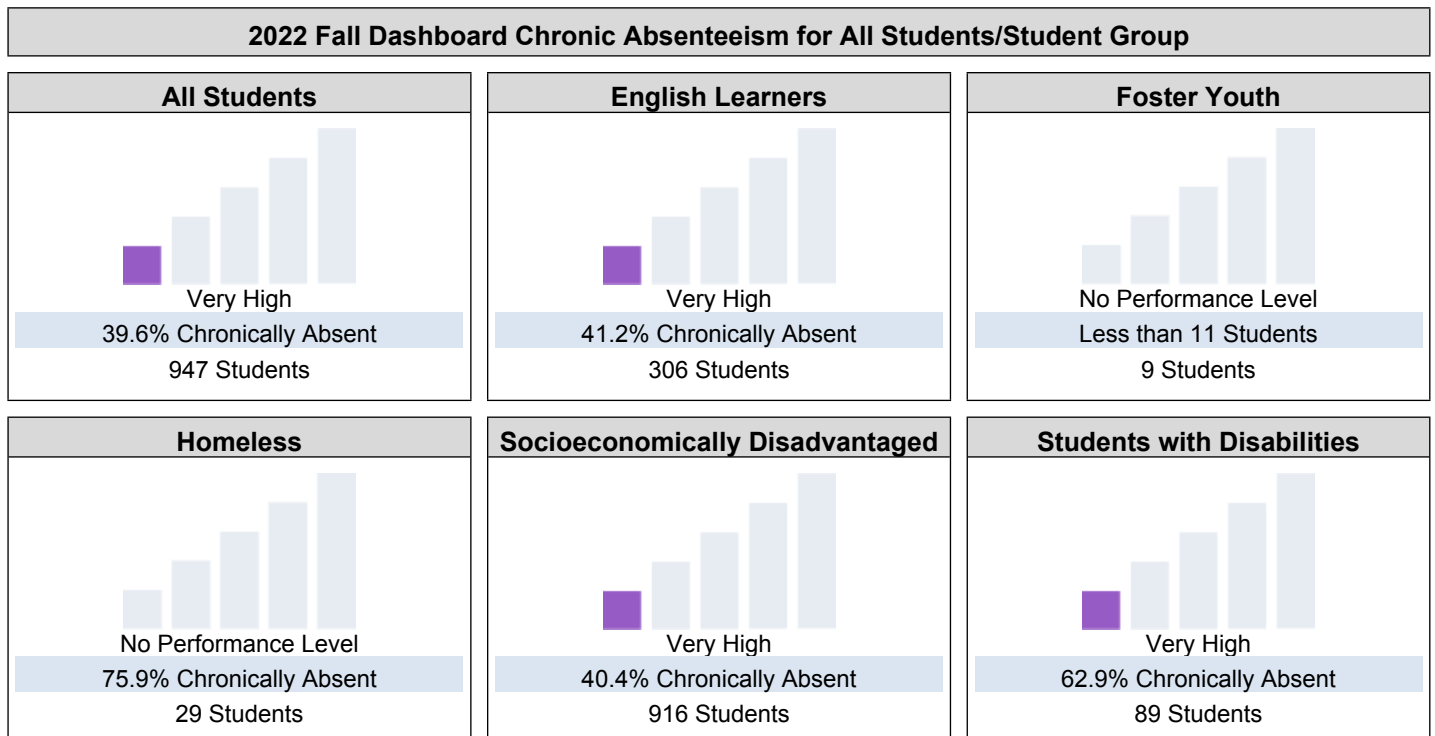
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



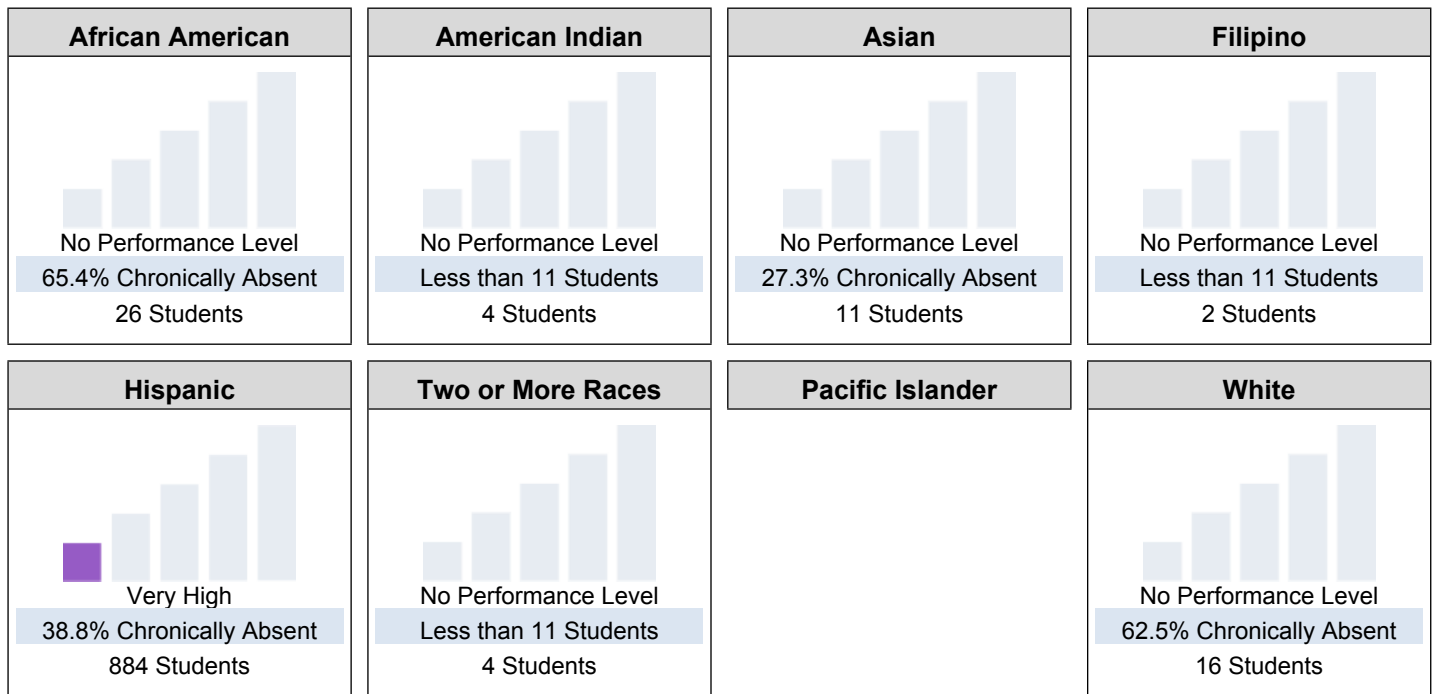
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

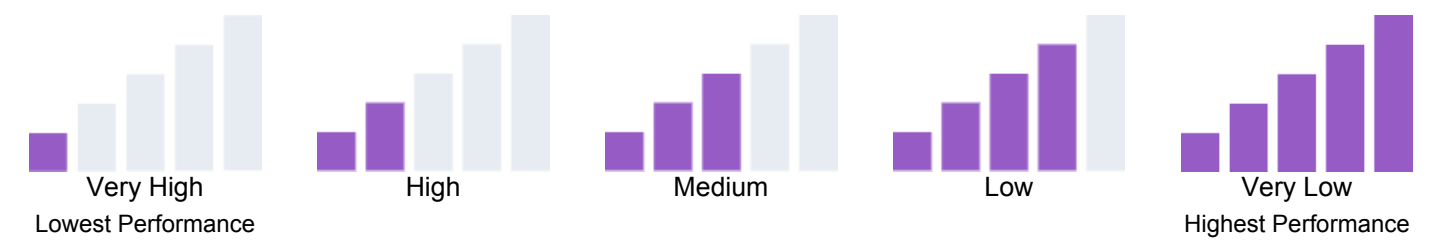
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# School and Student Performance Data

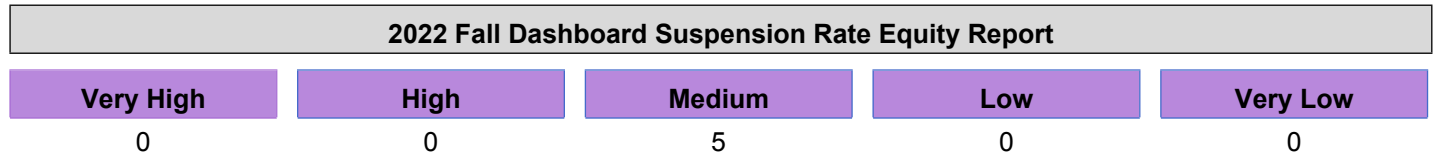
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

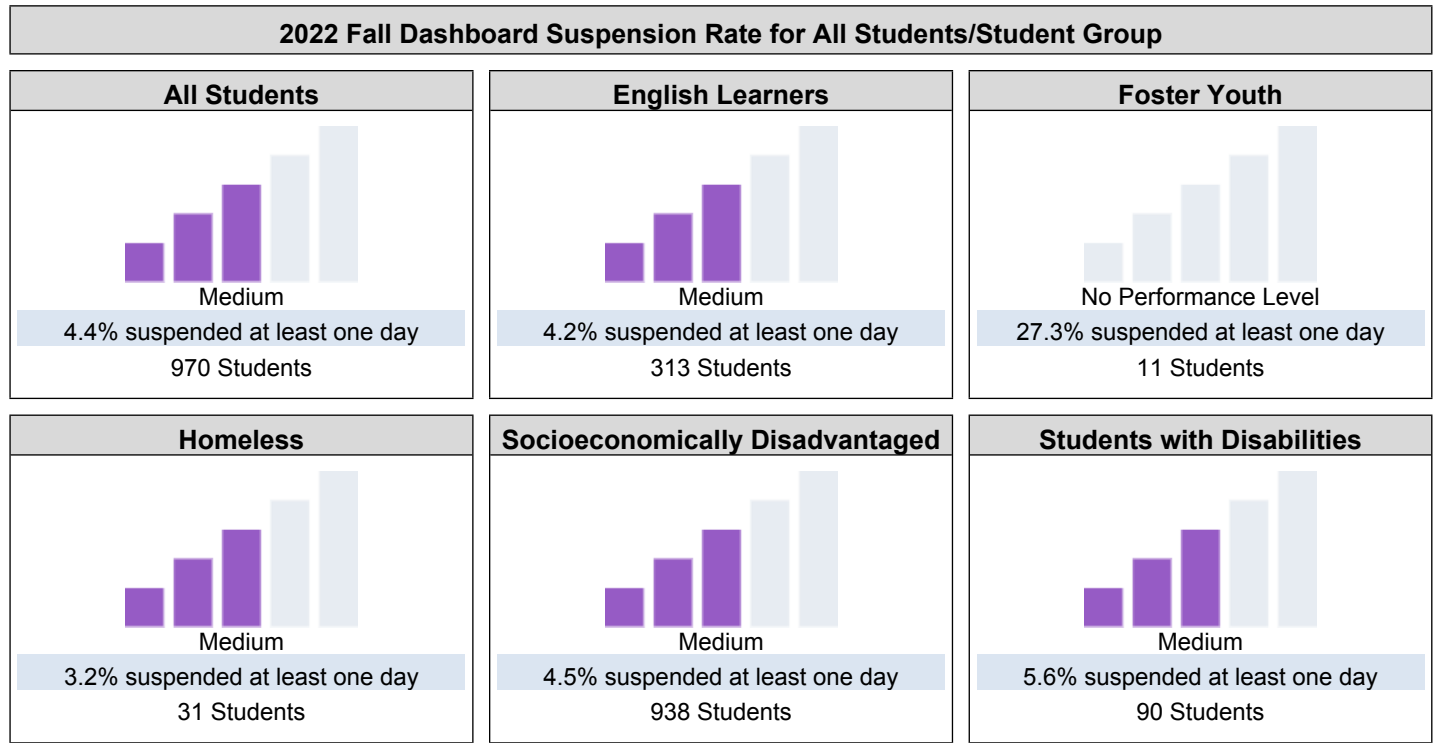
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



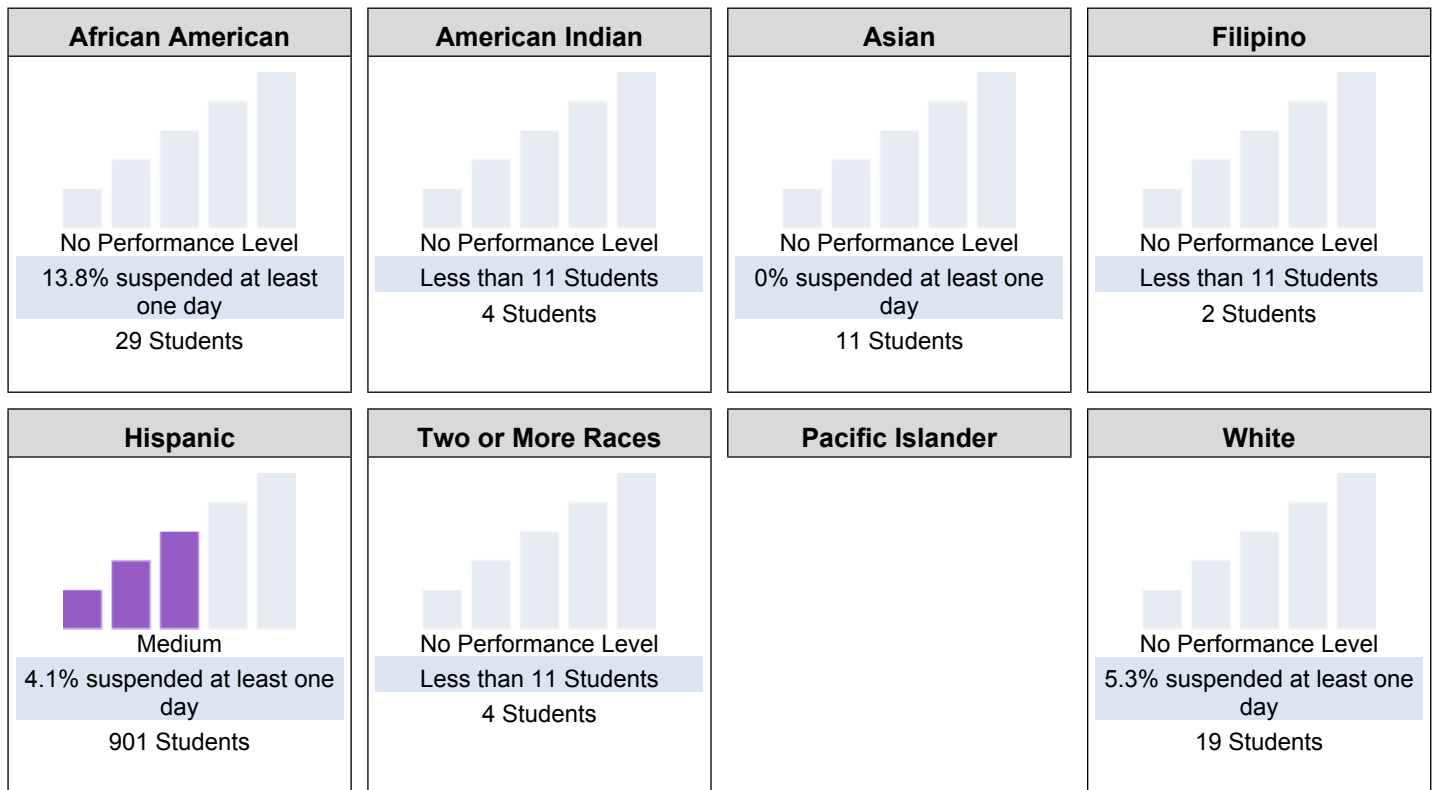
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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

Provide early supports for children and their families before beginning school

## Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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

Demonstrate equity before equality, providing resources based on student needs

## Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2018-2019 = 13.8 2019-2020 = 0.09 2020-2021 = .1% 2021-2022 = 4.4% Suspension rate	Expected increase of 8.00% Projected for 2023-2024
Expulsion Rate	California Dashboard *2018-2019 = .38% Expulsion rate *2019-2020 = .68% Expulsion rate *2020-2021 = 0% Expulsion rate 2021-2022 = 0.72% Expulsion rate	Projected for 2021-2022 = .25% Projected for 2022-2023 = .30% Projected for 2023-2024 = .25%
Chronic Absenteeism Rates	California Dashboard	Projected for 2021-2022 = 8%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*2018-2019 = 12.4% Chronic Absenteeism Rates</p> <p>*2019-2020 = (COVID)% Chronic Absenteeism Rates</p> <p>*2020-2021 = 6.2% Chronic Absenteeism Rates</p> <p>2021-2022 = 39.6% Chronic Absenteeism Rates</p>	<p>Projected for 2022-2023 = 7%</p> <p>Projected for 2023-2024 = 6%</p>
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 2024, 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	<p>Spring 2022</p> <p>School Safety= 51% Responded Favorably</p> <p>School Belonging= 32% Responded Favorably</p> <p>School Climate = 32% Responded Favorably</p> <p>School Engagement= 18% Responded Favorably</p> <p>2022-2023 School Safety 46%, School Belonging 39%, School Climate 33%, School Engagement 21%</p>	<p>Spring 2023</p> <p>School Safety= 61% Responded Favorably</p> <p>School Belonging= 45% Responded Favorably</p> <p>School Climate = 45% Responded Favorably</p> <p>School Engagement= 30% Responded Favorably</p> <p>Projected for 2023-2024</p> <p>School Safety= 71% Responded Favorably</p> <p>School Belonging= 55% Responded Favorably</p> <p>School Climate = 55% Responded Favorably</p> <p>School Engagement= 50% Responded Favorably</p>
Access to Standards– Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home in 2019/2020	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home
Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met in 2019/2020	Standard Met in 2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Middle School Dropout Rate Data Source: CALPADS	0.03% in 2019/2020	2023-2024 0.02%
Title 1 Parent Meeting	65 - 2019-2020 80 - 2021-2022	450 - 2022-2023 500 - 2023-2024
Back to School Night	80 = 2019-2020 80 = 2021-2022	500 = 2022-2023 550 = 2023-2024
SSC/ELAC (Average)	50 = 2019-2020 50 = 2021-2022	10 = 2022-2023 15 = 2023-2024
Parent Institute Quality Education (PIQE)	60 = 2019-2020 50 = 2021-2022	75 = 2022-2023 80 = 2023-2024
6th Grade Parent Orientation	85 = 2019-2020 300 = 2021-2022	300 = 2022-2023 400 = 2023-2024
Fall/Spring Parent Conferences (Average)	50 = 2019-2020 400 = 2021-2022	500 = 2022-2023 550 = 2023-2024

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

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, State
- 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)
200.00	Travel & Conference 5200 (Title I)
0.00	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)

All Students

### Strategy/Activity

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.

### 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)
0.00	Travel & Conference 5200 (Title I)
0.00	Certificated Subs 1125 (Title I)
0.00	Non-Capitalized Equipment 4400 (Title I)
0.00	

## Annual Review

### SPSA Year Reviewed: 2022-23

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?

Team members attended conferences

What was not implemented that was in the 2022-23 site plan?

### Strategy/Activity 2

Travel and Conference

Outside Contractors and consultants

What were the activities implemented?

Outside consultants were utilized

What was not implemented that was in the 2022-23 site plan?

What was the overall effectiveness?

Helped support our Parent Initiative to increase parent involvement

### 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 2022-23 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

\*Budgeted: \$ 9033 Estimated Actuals: \$ 9032.37

\*Difference: \$ .63

Why or why not is there a difference?

Funds were utilized.

### Strategy/Activity 2

Travel and Conference

Outside Contractors and consultants

\*Budgeted: \$ 3447 Estimated Actuals: \$ 2751.17

\*Difference: \$ 695.83

Why or why not is there a difference?

Continue to utilize these funds to support teacher and parent PD

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?

#### 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, 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 5-7% decrease for the 2022-23 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

Provide a high-quality education with aligned curriculum & teaching

## Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

## 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%	2023-2024 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%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 7: 6% Grade 8: 11%	2023-2024 Percent of Students that Meet or Exceed Math Standard Grade 7: 15% Grade 8: 20%
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)	2021-2022: Percent of students that scored a Level 4: 23.32%  2022-2023: 17%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 30%  2023-2024:
Reclassification Rate	2021-2022 Reclassified Students: 36  2022-2023: 53	2023-2024:
Title 1 Parent Meeting	2019-2020 = 65 2021-2022 = 80	2022-2023 = 450  2023-2024 = 500
Back-to-School Night	80 2019-2020 80 2021-2022	500 2022-2023  550 2023-2024
SSC/ELAC (Average)	50 2019-2020 50 2021-2022	10 2022-2023 15 2023-2024
Parent Institute for Quality Education (PIQE)	60 2019-2020 50 2021-2022	75 2022-2023 75 2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Parent Orientation	85 2019-2020 300 2021-2022	300 2022-2023 400 2023-2024
Fall/Spring Parent Conferences (Average)	50 2019-2020 400 2021-2022	500 2022-2023 550 2023-2024

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Strategy/Activity:

School-wide

Students with Disabilities

English Learners

Foster Youth

Low Income

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

#### 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)
3500.00	Certificated Subs 1125 (Title I)
2000.00	Certificated Extra Time 1190 (Title I)
500.00	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)

## All Students

### Strategy/Activity

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 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)

7500.00

Travel & Conference 5200 (Title I)

1510.13

Duplicating/Print shop 5715 (Title I)

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

**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)**

25407.00

Instructional Supplies 4310 (Title I)

2000.00

Books & Reference Material 4200 (Title I)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity****Strategy/Activity:****Planned:**

Field Trips/Fees/Extracurricular academic learning & competition opportunities

**Who:**

- Administration
- Administrative Assistant

**Tasks & Due Dates:**

Throughout the 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)

2000.00

Entry Fees 5808 (Title I)

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

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

All Students

**Strategy/Activity**

Strategy/Activity:

Planned:

Intervention Specialist

**Tasks & Due Dates:**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

132154.87

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)

All Students

#### Strategy/Activity

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)

0.00

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)

All Students

#### Strategy/Activity

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 the 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 the 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)

0.00

Source(s)

Other Cert. Salaries 1900 (Title I)

### **Strategy/Activity 8**

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

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

All Students

#### **Strategy/Activity**

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 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

**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)
0.00	Clerk/Office Extra time 2490 (Title I)
0.00	Duplicating/Print shop 5715 (Parent Ed)
900.00	Other classified 2990 (Parent Ed)

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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.

**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)
165.00	Duplicating/Print shop 5715 (Parent Ed)

**Strategy/Activity 10**

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

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

All Students

**Strategy/Activity**

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 202302024 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.

**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)

2541.00

Instructional Supplies 4310 (Parent Ed)

500.00

Outside Contracted Services 5800 (Title I)

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Strategy/Activity:

Comp. Hardware under \$500

Comp. Hardware/Software Maintenance & License

Planned:

Purchase/Replace/Repair Technology Resources

Who:

- Administration

- Administrative Assistant

#### Tasks & Due Dates:

Throughout the school year as needed

- Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chrome books, headphones, keyboards, etc.)

#### 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)
400.00	Comp. Hardware under \$500 4385 (Title I)
10000.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)
1500.00	Comp. Hardware \$500-\$5,000 4485 (Title I)
0.00	

### Strategy/Activity 12

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

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

All Students

#### Strategy/Activity

##### 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

##### Planned:

Software/ Licenses and Maintenance Contracts

##### Who:

- Administration

- Administrative Assistance

### 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)

4000.00

Outside Contracted Services 5800 (Title I)

## Annual Review

### SPSA Year Reviewed: 2022-23

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) planning, this included the Special Education team.

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 2022-23 site plan?

- Not all the planning days were utilized, the district calendar allowed for teacher whole-day planning.

What was the overall effectiveness?

The special education team was able to utilize the planning days to provide specific support for our teachers and students with IEPs and ensure the IEP goals were being met.

### 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 was able to attend PD's and conferences.

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 2022-23 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 socially, or facing bullying, and harassment due to hate speech. Our Mission and Vision have 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 student's opportunity to 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 2022-23 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 2022-23 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, parent activities were increased to support both.

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 to support our students SEL needs.

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: \$ 5071 Estimated Actuals: \$ 5071

\*Difference: \$ 0

Why or why not is there a difference:

All certificated sub-allocation was utilized.

Certificated Extra Time

- Paid time beyond the duty day

\*Budgeted: \$ 5000 Estimated Actuals: \$2542.50

\*Difference: \$ 2458

Why or why not is there a difference:

Through the district schedule, teachers were allocated planning days as part of their contracted days.

- Classified extra time

interpreting and translating to communicate with non-English speaking parents

\*Budgeted: \$ 300 Estimated Actuals: \$ 299.92

\*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: \$ 9,033 Estimated Actuals: \$ 9032.37

\*Difference: \$ .63

Why or why not is there a difference:

Funds were utilized

Duplicating / Printshop:

\*Budgeted: \$ 2391 Estimated Actuals: \$ 2391

\*Difference: \$ 0

Why or why not is there a difference:

Funds were utilized

Strategy/Activity 3:

Instructional Supplies:

\*Budgeted: \$ 16391 Estimated Actuals: \$ 16317

\*Difference: \$ 74.04

Why or why not is there a difference:

Most of the funds were utilized

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

\*Budgeted: \$ 2188 Estimated Actuals: \$ 2187.65

\*Difference: \$ .35

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: \$ 3525 Estimated Actuals: \$ 3524.30

\*Difference: \$ .70

Why or why not is there a difference:

Funds were utilized

Strategy/Activity 5:  
Intervention Specialist:

\*Budgeted: \$99463 Estimated Actuals: \$ 99462.79

\*Difference: \$ .21

Why or why not is there a difference:

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

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 22/23, 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, 2, 4, 5 ,7, 8  
Recruit and retain highly qualified staff

## Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

Strategy/Activity

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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

Incentives & supports for employees to continuously improve performance

## Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

## Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$196,778
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	\$196,778.00

## 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 (\$)
	\$0.00
Books & Reference Material 4200 (Title I)	\$2,000.00
Cert. Pupil Support 1200 (Title I)	\$500.00
Certificated Extra Time 1190 (Title I)	\$2,000.00
Certificated Subs 1125 (Title I)	\$3,500.00
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/Software Maintenance & License 5885 (Title I)	\$10,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$165.00
Duplicating/Print shop 5715 (Title I)	\$1,510.13
Entry Fees 5808 (Title I)	\$2,000.00
Instructional Supplies 4310 (Parent Ed)	\$2,541.00

Instructional Supplies 4310 (Title I)	\$25,407.00
Non-Capitalized Equipment 4400 (Title I)	\$0.00
Other Cert. Salaries 1900 (Title I)	\$132,154.87
Other classified 2990 (Parent Ed)	\$900.00
Outside Contracted Services 5800 (Title I)	\$4,500.00
Travel & Conference 5200 (Title I)	\$7,700.00

Subtotal of state or local funds included for this school: \$196,778.00

Total of federal, state, and/or local funds for this school: \$196,778.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Noel Jimenez	Principal
Robert Pinon	Classroom Teacher
Jasmine Franklin	Classroom Teacher
Jose Moran	Classroom Teacher
Aurora Guzman	Other School Staff
Melissa Garcia	Classroom Teacher
Rafael Flores (Itzel Flores)	Parent or Community Member
Nayeli Rodriguez (Sherlyn and Omar Rodriguez)	Parent or Community Member
Leilani Perez	Secondary Student
Ofelia Rita Soto (David Gonzalez-Rita)	Parent or Community Member
Jonathan Hernandez-Luz	Secondary Student
Anilee Larios	Secondary Student

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/23.

Attested:

	Principal, Noel Jimenez on 5/18/23
	SSC Chairperson, Jonathan Hernandez on 5/18/23

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

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

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

## Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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



# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Martin Luther King, Jr. Middle School

**Funding Source: Books & Reference Material 4200  
(Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Strategy/Activity: 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>

Books & Reference Material 4200 (Title I) Total Expenditures: \$2,000.00

Books & Reference Material 4200 (Title I) Allocation Balance: \$0.00

## Martin Luther King, Jr. Middle School

Funding Source: Cert. Pupil Support 1200 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		<p>Strategy/Activity: School-wide Students with Disabilities English Learners Foster Youth Low Income 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</p> <p>Who: -Administration -Administrative Assistant -Classroom Teachers - District TSAs</p> <p>Tasks &amp; Due Dates: Weekly, Monthly, Quarterly</p>

- 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

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Cert. Pupil Support 1200 (Title I) Total Expenditures:	\$500.00
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Cert. Pupil Support 1200 (Title I) Allocation Balance:	\$0.00
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## Martin Luther King, Jr. Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Strategy/Activity: School-wide Students with Disabilities English Learners Foster Youth Low Income 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</p> <p>Who: -Administration -Administrative Assistant -Classroom Teachers - District TSAs</p> <p>Tasks &amp; Due Dates: Weekly, Monthly, Quarterly</p>

## Martin Luther King, Jr. Middle School

- 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

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Certificated Extra Time 1190 (Title I) Total Expenditures:	\$2,000.00
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Certificated Extra Time 1190 (Title I) Allocation Balance:	\$0.00
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## Martin Luther King, Jr. Middle School

Funding Source: Certificated Subs 1125 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,500.00		<p>Strategy/Activity: School-wide Students with Disabilities English Learners Foster Youth Low Income 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</p> <p>Who: -Administration -Administrative Assistant -Classroom Teachers - District TSAs</p> <p>Tasks &amp; Due Dates: Weekly, Monthly, Quarterly</p>

\$0.00

- 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

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, State
- 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

\$0.00

### 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.

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Certificated Subs 1125 (Title I) Total Expenditures: \$3,500.00

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
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## Martin Luther King, Jr. Middle School

\$0.00

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 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

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
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## Martin Luther King, Jr. Middle School

\$1,500.00

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

Planned:  
Purchase/Replace/Repair Technology Resources

Who:  
-Administration  
-Administrative Assistant

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

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

**Funding Source: Comp. Hardware under \$500 4385 (Title I)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Martin Luther King, Jr. Middle School

\$400.00

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

Planned:  
Purchase/Replace/Repair Technology Resources

Who:  
-Administration  
-Administrative Assistant

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

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 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 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Martin Luther King, Jr. Middle School

\$10,000.00

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

Planned:  
Purchase/Replace/Repair Technology Resources

Who:  
-Administration  
-Administrative Assistant

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

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 (Title I) Total Expenditures: \$10,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Martin Luther King, Jr. Middle School

\$165.00

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.  
Clerk/Office Extra time  
Certificated Extra Time  
Paraprofessional Extra Time  
Other classified

\$0.00

Planned:  
Certificated/Classified Extra time

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

Tasks & Due Dates:  
Throughout the 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

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Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$165.00

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

## Martin Luther King, Jr. Middle School

**Funding Source: Duplicating/Print shop 5715 (Title I)      \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,510.13		<p>Strategy/Activity: 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 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>

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Duplicating/Print shop 5715 (Title I) Total Expenditures:      \$1,510.13

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

## Martin Luther King, Jr. Middle School

**Funding Source: Entry Fees 5808 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Strategy/Activity: Planned: Field Trips/Fees/Extracurricular academic learning & competition opportunities  Who: -Administration -Administrative Assistant  Tasks & Due Dates: Throughout the 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)

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Entry Fees 5808 (Title I) Total Expenditures: \$2,000.00

Entry Fees 5808 (Title I) Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310 (Parent Ed)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Martin Luther King, Jr. Middle School

\$2,541.00

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 202302024 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.

Instructional Supplies 4310 (Parent Ed) Total Expenditures:	\$2,541.00
Instructional Supplies 4310 (Parent Ed) Allocation Balance:	\$0.00

Funding Source: Instructional Supplies 4310 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Martin Luther King, Jr. Middle School

\$25,407.00

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)

Instructional Supplies 4310 (Title I) Total Expenditures: \$25,407.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

**Funding Source: Non-Capitalized Equipment 4400  
(Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Martin Luther King, Jr. Middle School

\$0.00

### 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.

Non-Capitalized Equipment 4400 (Title I) Total Expenditures: \$0.00

Non-Capitalized Equipment 4400 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Martin Luther King, Jr. Middle School

\$132,154.87

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.

\$0.00

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

\$0.00

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 the 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 the 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: \$132,154.87

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$900.00		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 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

Other classified 2990 (Parent Ed) Total Expenditures: \$900.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Martin Luther King, Jr. Middle School

	\$500.00	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 202302024 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.
	\$4,000.00	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 Planned: Software/ Licenses and Maintenance Contracts  Who: - Administration -Administrative Assistance
Outside Contracted Services 5800 (Title I) Total Expenditures:	\$4,500.00	
Outside Contracted Services 5800 (Title I) Allocation Balance:	\$0.00	

## Martin Luther King, Jr. Middle School

Funding Source: Travel & Conference 5200 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Certificated/Classified professional development/travel conference to include outside contracted services</p> <p>Who: -Administration -Certificated faculty -Classified Staff</p> <p>Tasks:</p> <p>-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. Travel and Conference Certificated Subs</p> <p>Planned: PBIS- Site-Wide Programs to promote social-emotional support for our students, through our Restorative Justice and Character Strong Program</p> <p>Who: -Administration -Administrative Assistant -Counselors -Classroom Teachers -Restorative Justice Coordinator</p>
		\$200.00		

### Tasks & Due Dates:

Weekly, Monthly, Quarterly

-PLC/COST/SST/MTSS meeting time

-Analyze student achievement data: Site, District, State

-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

\$7,500.00

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 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.

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Travel & Conference 5200 (Title I) Total Expenditures: \$7,700.00

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

Martin Luther King, Jr. Middle School Total Expenditures: \$196,778.00