School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

Board Approval Date

School Name

Martin Luther King Middle School

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

Local

Local

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is

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

King will focus coaching and professional development based on assessed need through teacher observations and self-reporting. Site-based and district-level instructional coaches will be utilized.

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

King teachers meet within department grade level teams approximately twice per month for curriculum/assessment mapping work and review of student work in a professional learning community format. Intensive work times are provided at the start of the year to coordinate pacing, content, and assessment and quarterly as needed.

Teaching and Learning

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

King Middle School's "Early Back" days have focused on alignment and implementation of standards based curriculum and instructional strategies. Departments and grade levels meet regularly during the school year to articulate within and between grade levels.

In reading and writing, humanities teachers have used the Inquiry by Design curriculum and continue to work on strategies that increase vocabulary and reading comprehension in all subject areas. Teachers have developed schoolwide vertically aligned templates for annotation and summary and academic discussion protocols.

All departments regularly review new materials that will support their program as well as discuss and share strategies for the most effective use of their current resources.

All core subject areas (Math, English, History, and Science) utilize state adopted materials.

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

The school schedule meets district and contract requirements, and includes a modified block schedule with three all period days and two block days. So students see every teacher four days per week.

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

The humanities, math and science teachers follow district pacing guides. History has not yet aligned lesson and assessment pacing. The master schedule has remained flexible enough to add support and intervention classes mostly funded at the site level. Support classes are an additional dose of grade-level curriculum and intervention classes focus on below grade level skill gaps. The master schedule always prioritizes early intervention with more support at 6th grade.

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

Berkeley Unified School District has adopted and purchased
mathematory, and

Funding

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.10%	%	0.2%	1		2
African American	11.04%	10.21%	9.77%			

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	63	64	65	6.2%	6.5%	6.6%
Fluent English Proficient (FEP)	118	91	94	11.5%	9.2%	9.6%
Reclassified Fluent English Proficient (RFEP)	9	0	6	12.3%	0.0%	9.4%

Communicating Reasoning Demonstrating ability to support mathematical conclusions			
	% Above Standard	% At or Near Standard	% Below

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	20.00	*	50.00	*	30.00	17	20
7	52.38	17.39	*	34.78	*	47.83	21	23
8	*	30.43	*	56.52	*	13.04	16	23
All Grades	50.00	22.73	37.04	46.97	*	30.30	54	66

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	50.00	*	20.00	*	30.00	17	20
7	85.71	47.83	*	21.74		30.43	21	23
8	*	65.22	*	21.74	*	13.04	16	23
All Grades	70.37	54.55	22.22	21.21	*	24.24	54	66

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	30.00	*	35.00	*	35.00	17	20
7	*	13.04	*	30.43	*	56.52	21	23
8	*	26.09	*	43.48	*	30.43	16	23
All Grades	37.04	22.73	27.78	36.36	35.19	40.91	54	66

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	35.00	*	30.00	*	35.00	17	20
7	*	4.35	57.14	69.57		26.09	21	23
8	*	4.35	68.75	86.96	*	8.70	16	23
All Grades	25.93	13.64	61.11	63.64	*	22.73	54	66

18-19

Conclusions based on this

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance

Red

Orange

Yellow

Green

Blue

School and Student Performance Data

Academic Performance
College/Career

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

2019 Fall Dashboard Chronic Absenteeism by

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest

Goals, Strategies, & Proposed Expenditures

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

4. All math teachers will offer challenging assignments through classroom differentiation (extensions) for students.

5. COS teams will monitor the placement of focus students for the 35 minute advisory period to ensure they are receiving extra support, with a focus on students with disabilities.

6. Math support classes will be taught at 7th grade, and math intervention and support classes will be in 6th grade during wheel rotation. (Support classes will provide pre-teaching/re-teaching of current curriculum while intervention classes will
teach foundational skills.)

7. Continue to pair all students with Bridge tutors from UC Berkeley and

4. Pair ELAC families with families of students who have redesignated and English only families.

(5800 Software Licenses $5000 from BSEP)
(5800 Contract

Work on lesson planning with explicit supports for linguistically and culturally diverse students

1. Devote professional development time during the year to work on improved lesson design with specific focus on "high help" strategies and differentiated tasks.

2. Provide support to teachers during department meetings to create language supported lessons in coordination with the ELD coach.

3. Purchase more materials, particularly books, that reflect the linguistic and cultural diversity of the student population.

4. Provide time for equity coaches and departments to work on lesson plans with Constructing Meaning supports embedded.

(1116 Teacher hourly $2000 from BSEP)
(4300 Materials and Supplies $3000 from BSEP)

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

Amount(s)	Source(s)
5000	

Provide more hourly time for teachers to develop lesson plans

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Goal 3

Establish a baseline of how many families are engaged and develop systems to ensure that all families are involved in the 3 years their students attend King as measured by participation rates according to defined metrics.

Identified Need

Positive academic growth and positive student behavior are closely connected to family support and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 attendance data		

1. All staff will continue to work on ways to develop student voice and leadership on campus to increase school spirit such as Student Council, student film festival, lunchtime activities, student vs. staff contests, Spirit Days,
clubs, student created assemblies, etc.

2. Provide positive incentives for students meeting grade level or schoolwide goals.

3. School will survey students annually to get feedback on their experience.

4. Students will serve as guides at the welcome Fair, Back to School Night, parent conferences, and Open House.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All students

Strategy/Activity

Increase school connectedness and attendance through a combination of accountability, incentives and positive support

1. VP's will use the SART and SARB process for students who are absent frequently, including students with excessive excused absences due to illness.

2. Counselors will work with the district homeless coordinator to provide support to the families of homeless students who are truant.

3. Attendance data will be reviewed monthly during each grade level's COS team meeting.

4. Students with excessive absences who are excused for medical reasons will be referred to the District nurse for follow up.

5. Convene IEP team meetings when any student with a disability has an attendance rate below 10%. Create an attendance goal for that student.

6. Provide on site mentors to provide check in/check out to students who are missing more than 10% of any given month and reward improved attendance through incentives.

7. Continue to offer a food pantry, Room of Requirement, and other methods of supplying basic supplies to those students who are in need.

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support a diverse representation of languages and cultures in all

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

We will provide opportunities for learning that are infused with the arts; that are hands-on; and that build creativity,

3. The district's Visual and Performing

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

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

At elementary schools,

5/29/20

Recommendations and Assurances

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

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

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

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

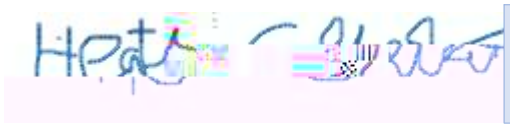
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/20.

Attested:

	Principal, Janet Levenson on 5/10/20
	SSC Chairperson, Heather Gilbert on 5/10/20

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

Planned strategies/activities address the findings

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the

Appendix

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

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

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 SUMMARY 2020-21

King Middle School (132) 5/13/20 Budget Item	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Vice Principal	2/4	1302	121,555	0.75						0.25	1.00
Counselor	2/4	1202	65,778	0.60						0.40	1.00
Academic (Classroom Teacher)	1/4	1102	18,483	0.20						0.80	1.00
Academic (Classroom Teacher)	1/4	1102	8,025	0.10						0.90	1.00
Academic (Classroom Teacher)	1/4	1102	17,076	0.20							1.00
RTI Coordinator		1102				1.00					1.00
ALD Classsroom Teacher		1102				0.20				0.80	1.00
ELD Teacher		1102				0.20				0.90	1.10
ELD Teacher		1102				0.50				0.60	1.10
Math (Classroom Teacher)		1102				0.20				0.80	1.00
Math (Classroom Teacher)		1102				0.20				0.20	0.40
Math (Classroom Teacher)		1102				0.20				0.80	1.00
Restorative Justice Counselor		1202				1.00					1.00
Extended Day Intervention		1116			9,620						
Teacher Substitutes	1/2, 1/3		3,000								
Certificated Hourly	1/2, 2/2	1116	5,000								
Classified Hourly	1/3	2116	2,000								
Noon Supervision		2916									
Lifeguards		2916									
Books		4200									
Materials & Supplies	1/1, 1/4, 2/1, 2/2, 4/1	4300	10,000								
Technology	1/5	4300	20,898								
Travel & Conference (AVID, EL, etc)	2/2	5200	5,000								
Contract (Stiles Hall)	2/1	5800	3,000								
Contract (PD for Distance Learning---TBD)		5800	0								
Contract (Be A Scientist)		5800									
Contract (Writer Coach)		5800									
Software Licenses	2/1	5800	5,000								
Unallocated Reserve	2/6		15,000								
Total Expenditures			299,815		9,620	3.50	0				
Revenue Allocation			299,815								
			0								
Carryover Priorities											
Total Carryover Priorities			0								