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., Junior High School	07617880125435		

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

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.

All schools receiving Title I funds operate as a schoolwide program. A comprehensive needs assessment is completed which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district's LCAP.

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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).

Key surveys administered in PUSD include:
- CA Healthy Kids survey of 7th grade scholars – to capture self-reported ratings in areas of safety, health, school climate, learning supports and social emotional learning opportunities.
- PD Offering Feedback Surveys.
- ELAC Needs Assessments are administered annually regarding services and support for English Learners.

Site Surveys [if any]:

Key indicators from the CA Healthy Kids Survey are used as summary indicators in our LCAP as District Level Local Indicators, as follows:
CA Healthy Kids Student & Family Surveys – Safety & Climate (Families and Teachers did not participate due to school shut downs because of Covid-19)

(These are only Preliminary 2019-20 data.) 100% of 7th grade scholars completed the survey. This was an increase in participation, from the previous year of 59%. This was our most recent set of valid data.

Grade: All of the Time %/Most of the Time%

Students feel connected:
7th: 41% agree or strongly agree

Students Feel Safe at School
7th: 9% strongly agree and 33% agree

ELAC Data indicates the following:
92% of parent reports they are "satisfied" or "very satisfied" with the ELD program.

ELD Data indicates:
5% of our EL scholars were reclassified. 60% are considered Long Term English Learners.

Classroom Observations

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

Classroom observations are completed by administration and the Leadership TEAM. Observations vary in length from a minimum of 15 minutes to a maximum of 55 minutes. The goal of the observations is to provide feedback on our school wide focus of scholar engagement. After observations, teachers are provided with immediate feedback.

Informal observations are done weekly by administration. Scheduled and unscheduled classroom observations are completed as a part of the district's mandated evaluation process by site administrators. Evaluative observations are conducted throughout the school year with a focus on the agreed upon standards established during teacher initial conferences. Our administrators complete regular observations with our 1st and 2nd year teachers, along with veteran teachers, if they desire. Administration provides specific data and provides feedback with strategies and techniques which can immediately be implemented into the classroom. The Leadership TEAM will make observations at least one time a year to use the data to measure the implementation of our school wide focus. Teachers are invited to observe their peers. These observations are within departments and across content areas.

Classroom observation have supported teachers to implement strategies to engage scholars in their learning and practice integrating Culturally Responsive teaching strategies and facilitative teaching techniques to develop meaning opportunities. Scholars are observed interacting with their peers in group work and classroom discussions. Even though teachers are integrating units across content areas, there is room for growth. This school year, teachers are expanding and implanting the use of google classroom and and integrating a variety of technology tools into their daily instructions. Teachers continue to collaborate and observe each other to better their lesson delivery.

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)

Martin Luther King, Jr. Junior High School reviews information from CAASPP, ELPAC, i-Ready ELA, i-Ready Math, district writing assessments, MARS Tasks, Ready 180, System 44, STAR Reading Program, and suspension data to measure scholar growth and needs for classroom instruction. Teachers discussions lead by administration are provided each quarter to help us to determine how to best support scholars in all subgroups.

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

The site Leadership Team works collaboratively to review and monitor scholar learning. As well as, on-going monitoring of data during staff, grade level, and department meetings. Teachers walk away with a plan on how to better target areas of need in addition to sustaining areas of strengths. Their plans include but are not limited to, unit development, delivery of instruction, re-teaching, and reviewing of standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately assigned and credentialed for their subject areas with the help of our Human Resource department.

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

All teachers are appropriately assigned and credentialed in the subject areas and grade levels. All staff personnel are provided with high quality site, district, and county professional training throughout the school year. Every teacher has access to instructional materials which are aligned to the state standards.

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

Over the course of the school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all scholars.

During the 2018-19 and 19-20 school year, teachers attended professional development training/meetings that including Facilitative Teaching and Meaning-Making, Understanding by Design (UbD), JHS History (curriculum mapping), MARS tasks, Math Talks, and Re-engagement lessons, Differentiation in the Secondary Classroom, English Learners (internal PD and conferences), AVID, CASC (for counselors), iReady, Student-Centered Instructional Coaching in Math, Science, and English/ELD, Academic Conversations in all Subjects. during the 21-22 school year, our staff is participating in district professional development with Nancy Dome on Critical Race Theory and culturally responsive pedagogies.

This year we are continuing to use strategies from our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond in which culturally responsive teaching should:

Focus on improving the learning capacity of students who have been marginalized educationally because of historical inequities in our school systems.
Center around both the affective and cognitive aspects of teaching and learning.
Build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.

Our goal is to teach with an expectation and belief that all scholars can learn including scholars of color and that their personal environments are explanations but not excuses. With restorative justice and cultural sensitivity, we are striving to lower the number of referrals for all students by 10% in each half of the school year and to raise proficiency levels by 5% for each identified subgroup. Our Tiger Team endeavors to aid our scholars in becoming more than they ever thought they could be.

Our administration will lead instructional groups for teachers that consisted of new teacher, UbD Pilot program, lesson study, technology trainings and supported the math department with planning and implementation of curriculum.

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

PUSD offers instructional coaching support to secondary teachers focused on ELA/ELD, Math, Science, and History (JHS). Instructional coaches implement a Student-Centered Coaching model, supporting teachers to develop student-centered, standards-based goals and learning targets focused on the guiding questions: What opportunities do students have to see themselves and each other as powerful thinkers and learners in the discipline? How can we create more of these opportunities? Coaches and teachers collaboratively develop learning plans, schedule observations, discuss student data (observational and performance data), and assess the impact of instruction on learning targets. Coaches also provide targeted professional development on content-specific topics based on needs collaboratively identified by teachers and administrators.

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

Collaborative planning time is set aside weekly in order for department/grade levels to develop/modify lessons in line with the CCSS essential standards map, evident in the PUSD pacing guide and PLM framework.

We also strive to improve horizontal articulation between the middle schools to improve consistency across the classrooms in the district. There is a need for vertical articulation to take place between MLKJJHS and its elementary feeder schools and the high school. To support the articulation process, MLKJJHS and the other middle schools are implementing districtwide instructional "best practices". These instructional practices are meaningful, but sufficient amount of professional development time is needed for implementation. The counseling teams across the district have collaborated to develop character trait lessons taught to every 6th, 7th, and 8th grader. We will continue to implement the Character Strong curriculum to develop and strength character traits in our scholars through their advisory classes. The Choose Love Movement lessons, by Jessie Lewis, will be implemented in advisory classes to address the Social Emotional Learning (SEL) needs for our scholar.

Teaching and Learning

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

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following middle school materials have been adopted for Pittsburg Unified for grades 6-8:
English/Language Arts-Study Sync
Mathematics- McGraw Hill
Social Studies-Holt, National Geographic
Science-NGSS
ELD- National Geographic Inside, Imagine Learning
Special Education: Read 180/System 44 and TransMath

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support/ ELD for identified ELs and others achieving below grade level. This time is given priority and is protected from interruptions.

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

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

6-8
Mathematics
McGraw Hill California (2016)
Course 1, 2, & 3 & Algebra Adopted May 2016

Science
6 Grade – Holt (2008)
7-8 Prentice Hall (2008)
Life Science (7)
Physical Science (8)
Adopted May 2007

History / SS
National Geographic Learning (2018)
Grade 6 – Ancient Civilizations
Grade 7 – Medieval & World History
Grade 8 – History to WWI
Adopted July 2019

English Language Arts
Macmillan McGraw Hill
Studysync California (2017)
Adopted May 2017

ELD Macmillan McGraw Hill
Studysync California (2017)
National Geographic Learning Inside Fundamentals (2014)
Vol. 1 and Vol. 2

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

All students have access to state adopted, standards-based textbooks in core content areas as well as online access to the text. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act visitation done at the beginning of each school year.

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 PUSD students have sufficient access to standards-aligned instructional material and are enrolled in required core subject areas and a broad course of study.

Opportunity and Equal Educational Access

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

Scholars not performing at a level of proficiency are provided with extended learning time within and outside of the school day. Teachers use the extra support materials provided as part of curriculum adoption to provide differentiated support to scholars who are not meeting standards. The ELA and Social Science departments are using cross curricular planning to help transfer their learning. In addition, to provide English Learners, Special Education and under-performing scholars with strategies for success in ELA and math, teachers are focused on providing more effective differentiated instruction. Strategies being employed are small grouping, using front-loading strategies, using graphic organizers, and a focus on academic vocabulary. Teachers are provided with additional classroom materials and supplies aligned with the core curriculum as needed throughout school year.

MLKJJHS continues to provide tutoring through Mastery Center and Paper after school and Extended Learning using i-Ready for all scholars. Scholars who have not mastered a standard are invited to attend a re-teaching session and retake associated assessments. Collaboration time and professional development are utilized for addressing the needs of under-performing scholars. MLKJJHS uses an intensive reading program (Read 180) for Special Education scholars identified as three or more years behind in reading comprehension and/or decoding. The Trans Math Program is used in the Special Education classes to help scholars that are 2-3 years behind in math.

AVID strategies are used school wide to increase scholar academic performance.

Evidence-based educational practices to raise student achievement

Strategies being employed school-wide are differentiated instruction, google classroom, front-loading strategies, graphic organizers, and a focus on academic vocabulary. To increase scholar engagement, teachers use strategies incorporating facilitative teaching, data analysis that was integrated in professional development training through the year. Teachers are provided with additional classroom materials and supplies aligned with the core curriculum as needed throughout school year. In 2018-19 and 2019-20 all staff was trained in UBD to begin classroom implementation throughout cross curricular planning to aid in the transfer of scholar understanding. Technology training and professional development opportunities are regularly offered to assist in the ongoing implementation of Distance Learning.

Teachers attend AVID Summer Institute yearly and bring back strategies to the staff to incorporate in regular classroom routines. The AVID team participates in monthly meetings, delivers the AVID Nugget at staff meetings, promotes college readiness and study skills throughout the year.

ELA, Math and Homework help is accessible to all scholars through Mastery Center after school tutoring program.

To support our special education scholars, Read 180 and TransMath are programs that are integrated into the resource and SDC classes.

Parental Engagement

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

PUSD values parents as educational partners and actively engages them in their child's education. Evident by: parent involvement at School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaisons at each site, Parent-Teacher Conferences facilitated by site administrators/counselors, parenting classes, family nights, Million father March, Lunch on the Lawn, monthly multicultural events, monthly parent club meetings and we use Remind and the website to communicate with families.

Parent Portal is used to access student information, parent/teacher communication, and to help support student academic success.
iReady and Imagine Learning can be accessed from home.
Clever and Google accounts were assigned to all scholars and are being used schoolwide to safety access digital platforms.

Our parent liaisons have been instrumental in helping create vital connections with our parents and making them feel part of the school/district. Parents are equipped with the tools to advocate for their student's education.
Workshops offered to parents:

- Parent Project – This series of parenting classes for guardians of adolescents. This series is recommended for parents of Junior High and High School students. The series covers difficult teen topics like bullying, understanding the teenage years, monitoring social media, talking with teens effectively, drug and alcohol prevention, gang prevention, suicide prevention, and tips for supporting mental health.
- Father Talk Series - This series covers building a positive co-parent relationship, the importance of father involvement, and the use of age appropriate parenting strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E). Family Support Center and is open to fathers and father figures with students enrolled in the Pittsburg Unified School District.
- Teen Triple P Parenting Series – This is a series of parenting classes designed to build parent confidence and effectiveness as well as foster healthy relationships between parents and their teens. This series is recommended for parents with students in Junior High and/or High School. The series covers strategies to talk to your teen, using assertive discipline for dealing with misbehavior, and planning ahead for challenging behavior.
- Medical Care Evaluation (MCE) Supporting Mental Health Series – This series covers the basics of mental health, breaking the myths and stigmas around mental health, warning signs of mental health risk, and strategies to support a positive mental health. This series is being offered through a partnership with La Clínica, a California Health Center.
- Loving Solution – This is a series of parenting classes for parents of children ages 10 years and younger. This series covers how to use proactive techniques to encourage positive behaviors, methods to redirect challenging behavior, setting developmentally appropriate goals, setting up an environment for success, exploring how children best learn, and enforcing family rules with consistency. This series is offered once in the Fall semester and once in the Spring semester.
- English as a Second Language (ESL) – These classes are offered to parents in the Pittsburg Unified School District who desire to build their English language skills throughout the school year.
- College Nights - Learn how to support habits of a scholar, how to prepare for college, the different types of colleges, college entrance requirements, and ways to pay for college. Each session will feature Pittsburg High School seniors and/or Pittsburg High School alumni.

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)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the District level the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) monitor Title I, II, III and IV funds.

Funding

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

Martin Luther King Jr.,Junior High School uses LCAP funds to support following positions to help under-performing scholars meet academic standards:

Due to the large number of families at MLKJJHS who speak Spanish, a bilingual (English/Spanish) Parent Liaison is imperative. The Parent Liaison facilitates and maintains communication with the school and community. The Parent Liaison also helps with special projects for teachers, administration, and counselors that pertain to parent and community communication and outreach. In addition they coordinate/provide parenting workshops. She is available to translate during meetings as necessary for administrators, counselors, and teachers. The Parent Liaison position has been reduced to a part time position at our site.

We will continue to have a full time bilingual clerk (FTE 100%). This position ensures that parents and scholars in our majority language groups (English/Spanish) are met by someone who can assist them as they enter the office. The bilingual clerk assists with scholar registration, responds to parent questions, translates and connects families with site resources, and assists scholars who need help with attendance or other issues. Due to the high number of scholars and family members who speak Spanish enrolled at MLKJJHS, this supplemental support position is needed to ensure scholars have access to the core instruction and the overall educational program.

Fiscal support (EPC)

MLKJJHS continues to focus on creating a culture focused on academic success. Many scholars struggle to keep a consistent focus on doing their best academically and behaviorally. Some do not have a personal vison and struggle to see why class and homework completion are important. With the rigor inherent in CCSS, a school culture focused on academic success is needed more than ever.

One barrier hindering the success of student achievement is attendance. A school bus route between downtown and MLKJJHS was established several years ago. By having access to a bus more scholars are now able to make it to school on time. Truancy letters, attendance contracts, meetings with the counselor and VP, and SARB referral also help to reduce absences and tardies. Scholars with perfect attendance are rewarded at the end of the school year at the site and district level as well as during quarterly assemblies. (Due to Covid-19 school closure scholars are expected to attend school online. To improve scholar attendance, and provide devices/accommodations to our families, we are checking out laptops to families in need of a device. The district also has supports for families in need of internet or hotspots.

Motivation is another barrier. Scholars who have experience failure in grades leading up to this age, sometimes give up on the possibility of ever achieving academic success. We use individual conferences with our teachers, counselors, and administrators to intervene and encourage scholars by supporting them and working to improve their self-esteem. During advisory time, teachers work to build relationships with and between scholars. Eligibility for afterschool sports is another factor motivating children to achieve academically. For scholars who continue to struggle, Lincoln Center Counseling services and Project Success services may be available.

The CCSS are being fully implemented and contain many drastic shifts in instructional pedagogy. A focus on professional development including unpacking/understanding the new standards, developing pacing and units of study, cross departmental collaboration, assessment development, data analysis, and reflection is essential for implementation. In addition, information/ discussion with scholars, parents, and the community regarding the CCSS and shifts in instructional practice will help to create a smooth transition.

We also strive to improve horizontal articulation between the middle schools to improve consistency across the classrooms in the district. In addition, strong vertical articulation taking place between MLKJJHS and its elementary feeder schools and the high school is a priority. To support the articulation process, MLKJJHS and the other middle schools are implementing district-wide instructional "best practices". These instructional practices are meaningful, but sufficient amount of professional development time is needed for implementation. The counseling teams across the district have collaborated to develop character trait lessons taught to every 6th, 7th, and 8th grader.

Many of our scholars and their families have experienced trauma which influences their educational experience. In addition, actions which occur in our neighboring community are not always positive and can have an effect on large numbers of our children. MLKJJHS collaborates with a variety of community resources in order to provide services which help to offset the educational impact of these experiences. Our school provides uniforms, jackets, planners and other school supplies to ensure that scholars have what they need to be successful in our school. We continue to remain proactive and offer social, emotional, and academic support as needs arise.

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

Admin team which consist of Principal and two VPs reviewed and updated. Educational Services department reviewed and made recommendations. SSC to review and approve before board approval.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.29%	0.1%	0.14%	2	1	1
African American	17.37%	17.5%	18.43%	120	121	129
Asian	2.03%	1.9%	2.86%	14	13	20
Filipino	5.35%	5.7%	6.00%	37	39	42
Hispanic/Latino	66.57%	65.5%	62.29%	460	452	436
Pacific Islander	1.01%	0.6%	1.14%	7	4	8
White	4.05%	4.6%	4.57%	28	32	32
Multiple/No Response	3.33%	3.9%	4.57%	23	27	32
			Total Enrollment	691	690	700

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	228	256	237
Grade 7	209	224	239
Grade 8	254	210	224
Total Enrollment	691	690	700

Conclusions based on this data:

1. Scholar enrolment has increased by 1.4%.

2. The African American enrollment has a slight increase of .9% enrollment.

3. The Hispanic enrollment has seen a slight decrease of 3.2% of enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	192	195	168	27.8%	28.30%	24.0%
Fluent English Proficient (FEP)	199	179	184	28.8%	25.90%	26.3%
Reclassified Fluent English Proficient (RFEP)	18	3		9.4%	0.40%	

Conclusions based on this data:

1. There was a decline in scholars reclassified of 9%.

2. Our English Learner population increased by .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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	207	246	254	205	0	246	205	0	246	99	0.0	96.9
Grade 7	246	218	235	245	0	223	245	0	222	99.6	0.0	94.9
Grade 8	233	206	222	228	0	214	228	0	213	97.9	0.0	96.4
All Grades	686	670	711	678	0	683	678	0	681	98.8	0.0	96.1

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2480.		2488.	7.32		10.16	20.98		23.98	33.66		26.42	38.05		39.43
Grade 7	2510.		2518.	6.94		8.56	29.39		31.08	24.90		27.93	38.78		32.43
Grade 8	2541.		2522.	6.58		8.92	33.33		24.88	30.70		30.52	29.39		35.68
All Grades	N/A	N/A	N/A	6.93		9.25	28.17		26.58	29.50		28.19	35.40		35.98

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.29		10.57	37.07		52.03	54.63		37.40
Grade 7	8.16		5.86	46.94		63.96	44.90		30.18
Grade 8	16.23		13.15	43.86		48.36	39.91		38.50
All Grades	10.91		9.84	42.92		54.77	46.17		35.39

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

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	10.73		8.54	53.66		54.07	35.61		37.40
Grade 7	17.55		20.81	55.10		54.75	27.35		24.43
Grade 8	13.60		10.80	66.23		55.40	20.18		33.80
All Grades	14.16		13.24	58.41		54.71	27.43		32.06

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

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	5.37		10.16	62.93		65.04	31.71		24.80
Grade 7	5.71		5.86	58.78		73.42	35.51		20.72
Grade 8	8.33		9.39	65.79		69.48	25.88		21.13
All Grades	6.49		8.52	62.39		69.16	31.12		22.32

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	12.20		13.41	53.66		63.41	34.15		23.17
Grade 7	18.37		12.61	44.49		64.86	37.14		22.52
Grade 8	19.30		14.08	51.32		68.08	29.39		17.84
All Grades	16.81		13.36	49.56		65.35	33.63		21.29

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

Conclusions based on this data:

1. CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.
Scholars are not preforming at expected levels in ELA, only 28% met or exceeded standards. 29% of the scholars nearly met the grade level standards 43% are not close to meeting grade level standards.

2. The percentage of scholars nearly meeting standards (28%) gives hope that targeted instruction will increase the percentage of scholars meeting/exceeding grade level expectations next year.

3. Listening and Research/ Inquiry are our strongest ELA area as a school with each being 62% of scholars near, meeting, or above standard. Reading continues to be our weakest ELA area as a school with 48% of scholars near, meeting, or above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	207	246	254	204	0	241	204	0	240	98.6	0.0	94.9
Grade 7	246	218	235	243	0	223	243	0	222	98.8	0.0	94.9
Grade 8	233	206	222	228	0	212	228	0	211	97.9	0.0	95.5
All Grades	686	670	711	675	0	676	675	0	673	98.4	0.0	95.1

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

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2441.		2440.	3.92		7.08	7.84		9.17	26.47		21.25	61.76		62.50
Grade 7	2470.		2440.	6.17		2.25	10.70		6.76	25.51		26.58	57.61		64.41
Grade 8	2488.		2469.	10.53		6.64	8.77		9.00	18.42		18.96	62.28		65.40
All Grades	N/A	N/A	N/A	6.96		5.35	9.19		8.32	23.41		22.29	60.44		64.04

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.86		6.25	21.08		28.33	72.06		65.42
Grade 7	10.70		2.70	19.34		33.33	69.96		63.96
Grade 8	15.79		7.11	14.47		35.55	69.74		57.35
All Grades	11.26		5.35	18.22		32.24	70.52		62.41

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	3.43		5.42	27.45		41.25	69.12		53.33
Grade 7	5.76		3.15	40.74		47.30	53.50		49.55
Grade 8	10.09		6.64	31.58		45.97	58.33		47.39
All Grades	6.52		5.05	33.63		44.73	59.85		50.22

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	5.39		5.42	32.84		55.83	61.76		38.75
Grade 7	9.05		1.80	51.85		58.11	39.09		40.09
Grade 8	9.21		6.64	47.37		54.03	43.42		39.34
All Grades	8.00		4.61	44.59		56.02	47.41		39.38

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

Conclusions based on this data:

1. CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.
Scholars are not preforming at expected levels in Math, only 15% met or exceeded standards. 61% are not close to meeting grade level standards.

2. The percentage of scholars nearly meeting standards (28%) gives hope that targeted instruction will increase the percentage of scholars meeting/exceeding grade level expectations next year.

3. Communicating Reasoning is our strongest Math area as a school with 45% of scholars near, meeting, or above standard. Concepts and Procedures is our weakest Math area as a school with only 30% of scholars near, meeting, or above standard.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1535.2	1523.8	1535.4	1533.1	1528.8	1537.1	1536.7	1518.2	1533.4	63	67	49
7	1550.7	1513.9	1552.3	1550.5	1518.8	1555.6	1550.4	1508.4	1548.6	71	57	62
8	1558.5	1520.3	1568.4	1562.6	1525.9	1577.7	1553.9	1514.3	1558.8	45	43	57
All Grades										179	167	168

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	19.05	18.46	20.41	49.21	30.77	44.90	20.63	32.31	26.53	11.11	18.46	8.16	63	65	49
7	29.58	9.26	27.42	42.25	40.74	41.94	19.72	33.33	20.97	8.45	16.67	9.68	71	54	62
8	11.11	15.00	29.82	64.44	52.50	52.63	22.22	12.50	12.28	2.22	20.00	5.26	45	40	57
All Grades	21.23	14.47	26.19	50.28	39.62	46.43	20.67	27.67	19.64	7.82	18.24	7.74	179	159	168

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

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	36.51	32.31	42.86	44.44	40.00	40.82	11.11	21.54	12.24	7.94	6.15	4.08	63	65	49
7	45.07	25.93	38.71	32.39	46.30	48.39	14.08	18.52	9.68	8.45	9.26	3.23	71	54	62
8	42.22	40.00	50.88	37.78	35.00	38.60	20.00	5.00	7.02	0.00	20.00	3.51	45	40	57
All Grades	41.34	32.08	44.05	37.99	40.88	42.86	14.53	16.35	9.52	6.15	10.69	3.57	179	159	168

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

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	11.11	4.62	2.04	20.63	24.62	32.65	49.21	33.85	46.94	19.05	36.92	18.37	63	65	49
7	12.68	0.00	22.58	35.21	20.37	20.97	36.62	40.74	33.87	15.49	38.89	22.58	71	54	62
8	6.67	2.50	14.04	35.56	40.00	35.09	40.00	32.50	36.84	17.78	25.00	14.04	45	40	57
All Grades	10.61	2.52	13.69	30.17	27.04	29.17	41.90	35.85	38.69	17.32	34.59	18.45	179	159	168

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	22.22	11.11	22.45	68.25	68.25	67.35	9.52	20.63	10.20	63	63	49
7	15.49	1.85	19.35	70.42	68.52	62.90	14.08	29.63	17.74	71	54	62
8	20.00	10.26	14.04	71.11	64.10	78.95	8.89	25.64	7.02	45	39	57
All Grades	18.99	7.69	18.45	69.83	67.31	69.64	11.17	25.00	11.90	179	156	168

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	42.86	64.62	59.18	49.21	29.23	36.73	7.94	6.15	4.08	63	65	49
7	61.97	69.81	70.97	29.58	24.53	24.19	8.45	5.66	4.84	71	53	62
8	62.22	65.79	68.42	37.78	21.05	28.07	0.00	13.16	3.51	45	38	57
All Grades	55.31	66.67	66.67	38.55	25.64	29.17	6.15	7.69	4.17	179	156	168

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

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	4.76	14.06	6.12	49.21	29.69	48.98	46.03	56.25	44.90	63	64	49
7	16.90	1.85	25.81	50.70	35.19	38.71	32.39	62.96	35.48	71	54	62
8	8.89	25.00	21.05	55.56	35.00	40.35	35.56	40.00	38.60	45	40	57
All Grades	10.61	12.66	18.45	51.40	32.91	42.26	37.99	54.43	39.29	179	158	168

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

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	49.21	9.52	18.37	46.03	77.78	73.47	4.76	12.70	8.16	63	63	49
7	11.27	1.89	20.97	81.69	86.79	72.58	7.04	11.32	6.45	71	53	62
8	4.44	2.63	3.51	95.56	76.32	94.74	0.00	21.05	1.75	45	38	57
All Grades	22.91	5.19	14.29	72.63	80.52	80.36	4.47	14.29	5.36	179	154	168

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

Conclusions based on this data:

1. There was a decline of 20 scholars, with our largest testing group being in 7th grade.

2. The speaking Domain resulted in the largest percentage of scholars being well developed at 55.31%.

School and Student Performance Data
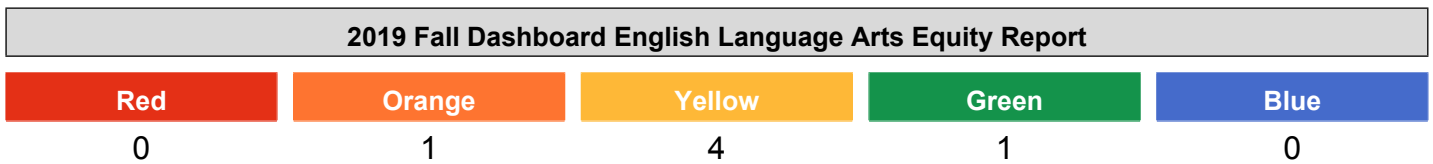
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
690	**82.8**	**28.3**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	195	28.3
Foster Youth	4	0.6
Homeless	4	0.6
Socioeconomically Disadvantaged	571	82.8
Students with Disabilities	81	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	121	17.5
American Indian or Alaska Native	1	0.1
Asian	13	1.9
Filipino	39	5.7
Hispanic	452	65.5
Two or More Races	27	3.9
Native Hawaiian or Pacific Islander	4	0.6
White	32	4.6

Conclusions based on this data:

1. In the 2018-19 school year, we had 82.7% of our scholars in the category of Socioeconomically disadvantages.

2. The two largest enrolments by race were Hispanic 64% and African American 19%.

3. The English Learner population was 26.9%

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Chronic Absenteeism is in a level orange.

2. The Math performance is located in the orange level.

3. The English Language Arts is located in the yellow level.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
36.5 points below standard	54.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.2 points	Increased Significantly ++16.7 points	2
669	296	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	39.8 points below standard	89.1 points below standard
10	Increased Significantly ++22.9 points	Increased Significantly ++54.6 points
	579	80

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	Green
56.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	12.3 points above standard	42.8 points above standard
Increased Significantly ++24.2 points	1	Increased Significantly ++59.1 points	Increased ++6.9 points
120		15	40
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
39.1 points below standard	32.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	44.6 points below standard
Increased Significantly ++16.6 points	Increased Significantly ++37.1 points	7	Maintained -1.3 points
436	24		26

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.8 points below standard	1.6 points above standard	32.5 points below standard
Increased ++14.1 points	Increased ++9.1 points	Increased Significantly ++24.5 points
173	123	311

Conclusions based on this data:

1. There has been a Significant Increase in the English Language Arts performance by all scholars of 19.2 points.

2. Our reclassified ELL scholars increased by 9.1%.

3. CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.

School and Student Performance Data
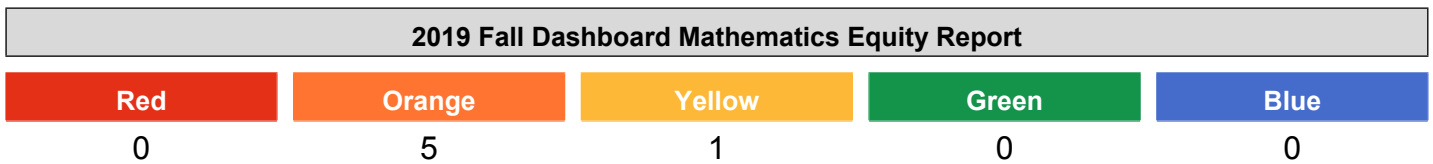
Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
97.7 points below standard	119.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12 points	Increased ++8.4 points	
		2
668	295	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	101.8 points below standard	160.6 points below standard
	Increased Significantly ++15.2 points	Increased Significantly ++40.2 points
10	578	80

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	Yellow
125.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	65.7 points below standard	3 points below standard
Increased ++10.9 points		Increased Significantly ++16 points	Declined -6.7 points
120	1	15	40
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
101.5 points below standard	56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	102.1 points below standard
Increased ++8.9 points	Increased Significantly ++50.7 points		Increased Significantly ++19.8 points
435	24	7	26

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
159.8 points below standard	62.3 points below standard	91.4 points below standard
Increased ++3.7 points	Increased ++3.6 points	Increased Significantly ++19.5 points
172	123	311

Conclusions based on this data:

1. We have an increase in Mathematics performance by 12 points for all scholars.

2. The ELL scholars showed an increase of 3.7 points on the math portion.

3. CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.

School and Student Performance Data

Academic Performance
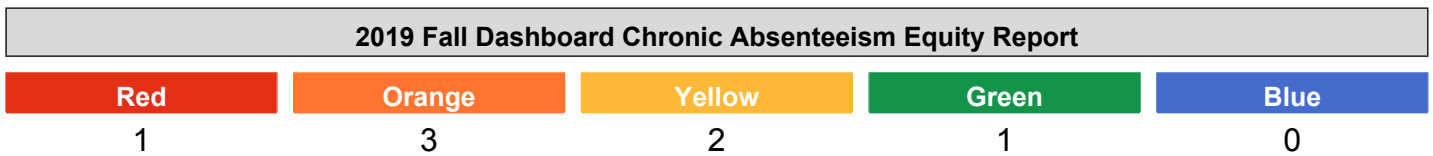## English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.7 making progress towards English language proficiency
Number of EL Students: 174
Performance Level: Medium
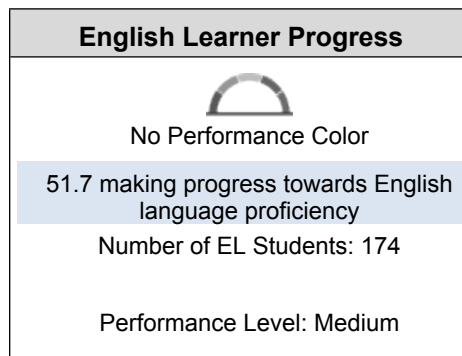
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4	25.8	8.0	43.6

Conclusions based on this data:

1. 43.6 scholars progressed at least one ELPI level.

2. 51.7 scholars are making progress toward English Language Proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
14.1	10.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Declined -1.2	3
733	215	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
50	15.4	22.1
Increased +25	Increased +0.7	Declined -2.7
20	637	95

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	Green
21.5	Less than 11 Students - Data Not Displayed for Privacy	6.7	2.4
Increased +3.3		Declined -6.4	Increased +2.4
149	1	15	42

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	No Performance Color
10.9	33.3	Less than 11 Students - Data Not Displayed for Privacy	24.1
Declined -0.5	Declined -1.4		Increased +6.9
460	30	7	29

Conclusions based on this data:

1. The Chronic Absenteeism maintained in the orange level for All Scholars.

2. English learners absenteeism declined by 1.2 and is in the yellow category.

3. Students with disabilities declined by 2.7 and is in the orange level.

School and Student Performance Data

Conditions & Climate
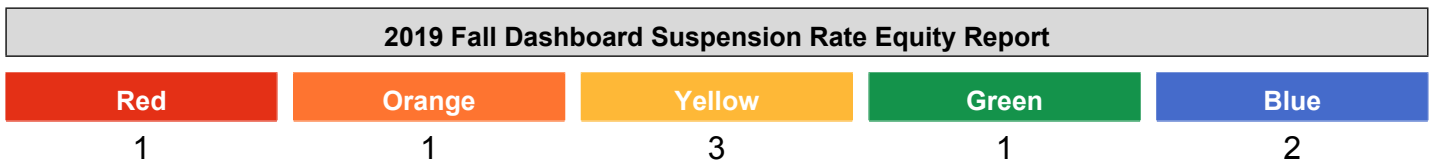## Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	1	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
8.4	8.7	Less than 11 Students - Data Not 4
Declined Significantly -3.1	Maintained +0.2	
771	219	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
9.1	8.8	9.8
Declined -9.7	Declined Significantly -3.4	Declined -7.3
22	669	102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	Blue
13.6	Less than 11 Students - Data 1	0	0
Declined Significantly -7.2 169		Maintained 0 16	Declined -2.6 42
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Red	No Performance Color	Blue
7.4	12.1	Less than 11 Students - Data 8	0
Declined -1.3 472	Maintained +0.1 33		Declined -19.4 30

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	11.6	8.4

Conclusions based on this data:

1. There was a significate decline in suspension rate for all scholars by 3.1%.

2. The suspension rate for our African American population significantly declined by 7.2%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging and Rigorous Teaching and Learning

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

Our goal is to increase the percentage of scholars meeting/exceeding grade level expectations in ELA and Math by the end of the 2022-23 school year as measured by district and state assessments.

Our goal is to teach with the expectation and belief that all scholars, including scholars of color, can learn and that their personal environments are explanations, not excuses.

Identified Need

Often scholars struggle with foundational skills in ELA and Mathematics. Specific scholar's academic needs have been identified through common district assessments, formative class assessments, and curricular diagnostic assessments. Strategic and intensive interventions take place both within and outside of the school day to teach foundational skills and strategies in order to help scholar's access grade level CCSS and show progress on academic indicators.

At MLKJJHS it has been identified that our African American, English Learners, SPED, and our socio-economically disadvantaged scholars need on-going continued support to achieve grade level standards in ELA and math. The vast majority of EL have been receiving English Language Development (ELD) instruction for more than five years and have not met the Reclassification to Fluent English Proficient (RFEP) criteria. Many struggle with one or more of the following domains: listening, speaking, reading, and writing. Intervention is integrated into core class instruction as well in Mastery Center.

To best prepare scholars for the CCSS rigor, measured by CAASPP, teachers must be prepared to provide rigorous first best instruction using high quality instructional strategies. Scholars will receive support through high quality instructional strategies in all core content areas that will meet the demands of common core, including the adoption of instructional materials. Teachers will provide high quality instruction including, but not limited to, checking for understanding, performance tasks, cooperative learning, the integration of technology, and project based learning. Teachers need additional training in U.B.D. and culturally responsive teaching elements to implement and integrate lessons for meaning making and facilitating instruction to deepen scholar learning. MLKJJHS is diligently working to create a culture which esteems those who achieve academically (i.e. scholars

who are "academics" and held in high regard by other scholars). We desire to foster in our scholars the ambition to be considered an academic "scholar".

This year we will focus on strategies learned through our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond in which culturally responsive teaching should: focus on improving the learning capacity of scholars who have been marginalized educationally because of historical inequities in our school systems; center around both the affective and cognitive aspects of teaching and learning; build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.

With the return of in person instruction in 2021-22, teachers are continuing to expand their knowledge of online tools to reach scholars in various ways (including but not limited to Google Classroom, Kahoot, Jamboard, Peardeck, FlipGrid). Teachers are participating in Professional Development meetings to learn and explore ways to best engage scholars not only academically, but also addressing their social emotional needs.

CAASPP was administered Spring 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018/2019 36.5 points below level 3 2021/2022 35.88% Met or Exceeds	30 points below level 3 40% Met or Exceeds
CAASPP Math	110.2 points below level 3	105 points below level 3
iReady-Reading	63% in Tier 3	57% in Tier 3
iReady-Math	68% in Tier 3	56% in Tier 3
ELPAC	14.47% in level 4	20% in level 4
Attendance – to measure student engagement	91.83% YTD (October 2022)	95% each month

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 Scholars

Strategy/Activity

Scholars will be provided high quality instruction in CCSS across departments (ELA, Math, Science, History). Formative CCSS assessments utilizing CAASPP formatting will be administered quarterly.

Collaborative planning time will be set aside biweekly in order for department grade levels to develop/modify lessons in line with the CCSS essential standards map evident in the PUSD pacing guide and PLM framework.

Ongoing professional development trainings will take place throughout the school year in order to plan, implement, model, and reflect on rigorous CCSS based lessons. Direct Instruction (DI) and Knowledge Application (KA) instructional strategies and technology implementation will be targeted.

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)
9837	9500 LCFF All Collaborative planning time
18941	9500 LCFF All Instructional materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Scholars

Strategy/Activity

In addition to CCSS for Science and Technical Subjects, Science teachers use curriculum provided by Stanford University for Next Generation Science Standards (NGSS). Hands-on activities, manipulatives, and laboratory experiments are essential to developing conceptual understanding of the grade level standards.

Data from science assessments will be dis-aggregated for African American, Scholars with Disabilities and English Language Learners.

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)
8000	0000 General Fund

	All Instructional Materials

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

EL/FEP

Strategy/Activity

Teachers will be given collaborative time to discuss writing strategies taught across curriculum (ELA, Math, Science, History). Collaboration will be lead by administration and/or department chairs. Common quarterly writing assessments will be administered by PUSD identified by grade and content area.

Data from iReady, ELA writing assessments will be disaggregated for EL scholars in the US 12+ months.

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)
2500	9500 LCFF EL/FEP Teacher Training, collaborative planning
8000	9500 LCFF EL/FEP Instructional Materials
900	9500 LCFF EL/FEP Substitutes

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

AA/SWD

Strategy/Activity

MLKJJHS teachers use McGraw Hill mathematics curriculum as well as Mars Task and Number Talks to inform scholars of the art of math. Additional supplemental materials will be made available to enhance the core curriculum.

Data from iReady math assessments will be disaggregated for African American and Special Education scholars to address deficits shown in the data.

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)
14119	0000 General Fund AA Instructional Materials
5500	9500 LCFF AA Collaborative Planning Time
2000	9500 LCFF AA Teacher Training
2000	9500 LCFF AA Substitutes

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Scholars

Strategy/Activity

Scholars who do not achieve a GPA of 2.0+ and/or Citizenship/Work Habit mark eligibility will participate in extended learning opportunities.

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

Amount(s)	Source(s)
500	9500 LCFF All Instructional Materials

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

All Scholars

Strategy/Activity

Math, Science, and History will be implemented in all core courses in order to preview/review essential grade level standards.

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)
2500	9500 LCFF All Planning Time
2000	9500 LCFF All Instructional materials

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

AA

Strategy/Activity

Additional time will allow for pre-teaching, re-teaching, use of additional manipulatives, and IReady to help with Math and Reading within grade level expectations according to the IReady Diagnostic.

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)
12000	3010 Title I AA Materials

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Scholars

Strategy/Activity

AVID training, materials, and supplemental activities will be provided for all AVID elective teachers. Selected AVID training and materials will be provided for core instruction teachers in order to support AVID scholars.

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	9500 LCFF LI/FY Training
2000	9500 LCFF LI/FY Materials

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL/FEP

Strategy/Activity

EL scholars will be appropriately placed according to ELPAC level, assessment/diagnostic scores, and grades. They will receive high quality ELD instruction aligned to CCSS literacy and CA ELD standards.

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)
10500	3010 Title I EL/FEP Books and Supplies
1500	9500 LCFF EL/FEP Instructional Materials
2500	9500 LCFF EL/FEP Training

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All scholars

Strategy/Activity

Extended learning (Mastery Center): ELA, Mathematics. This will provide extra time for re-teaching, re-assessment, and/or additional IReady time.

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)
12000	3010 Title I All Software program

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to COVID-19, we were unable to complete the plan and assess it thoroughly. However, we were the only school in the district that established period classes extending through the school year's end. This prepared our teachers to more smoothly transition to the 2020-21 school year as we began Distance Learning.

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

Teacher's professional development through lesson studies was truncated due to school dismissal for COVID-19. No data for CAASPP and only partial information was available for ELPAC. Ending grades for the school year were only credit/no credit determined through state directives. Our teachers continued to provide live instruction to our scholars every week. All staff meetings, department meetings and grade level continued throughout the school year.

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.

Changes in the plan include a stronger focus on equity supporting African American, Special Education and EL scholars. We will use strategies to engage scholars by providing culturally responsive pedagogy (see the Identified Needs section to find changes identified that drives our activities).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

Teachers will be given additional planning time to analyze data and create targeted instructional activities to help increase scholar proficiency as measured by iReady, District Writing and CAASPP assessments(iReady data based on 2020-21 school year). Teachers will also have Professional Development opportunities provided through conferences and workshops. Implementation of new instructional strategies learned, will be observed in classroom walkthroughs.

The goal is to have all teachers participate in professional development opportunities. Evidence will be observed through lesson plans, online instruction, classroom observations and PD sign in sheets.

Our goal is to teach with an expectation and belief that all scholars can learn including scholars of color and that their personal environments are explanations but not excuses.

Identified Need

As we continue the implementation of the CCSS, staff will need time to collaborate with peers, departments, grade levels and administration to gain a better understanding of the state standards as well as time to plan and prepare instructional strategies with the materials we have available.

Teachers will continue training and planning using the CCSS and CAASPP style assessments. There is a need for teacher to participate in on-going site professional development to plan and execute effective lessons. According to our CAASPP, iReady and LPAC data we are still in need of classroom strategies to increase scholar engagement. Time is needed for teachers to analyze data to target scholars academic areas of need.

This year we will focus on strategies learned through our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond in which culturally responsive teaching should: focus on improving the learning capacity of scholars who have been marginalized educationally because of historical inequities in our school systems; center around both the affective and cognitive aspects of teaching and learning; build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP ELA scores	2018/2019 36.5 points below level 3 AA: 56.1 points below level 3 EL: 54.7 points below level 3 SWD: 89.1 points below level 3 2021/2022 Met or Exceeds All: 35.88% AA: 26.32%	All:30 points below level 3 AA: 40 points below level 3 EL: 47 points below level 3 SWD: 80 points below level 3 ALL: 40% Met or Exceeds AA: 35% Met or Exceeds
ELPAC	14.47% in level 4	20% in Level 4
i-Ready reading scores	64% in Tier 3	57% in Tire 3
i-Ready math scores	63% in Tier 3	56% in Tier 3
CAASPP Math Scores	2018/19 97.7 points below Level 3 AA: 125.5 points below level 3 EL: 119.1 points below level 3 SWD: 160.6 points below level 3 2021/2022 Met or Exceeds All: 13.65% AA: 5.30%	All: 87 points below Level 3 AA: 115 points below level 3 EL: 100 points below level 3 SWD: 150 points below level 3 All: 18% Met or Exceeds AA: 15% Met or Exceeds
Suspension Data	11.6%Suspension at least one time (2019-2020)	Decrease the suspension rate by 2%
Teacher attendance in professional development opportunities.	91.3% YTD (October 2022)	95% each month

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 Scholars

Strategy/Activity

Increase the amount of time scholars have access to computers for core instruction/assessment.

Increase the amount of technology available for scholar use. (i.e. Chromebooks, headphones, hotspots, etc)

Provide staff development and collaboration time to allow teachers to improve access to computer programs.

Increase access to technology tools for teachers to enhance computer literacy.

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)
6500	0000 General Fund All Computer on Wheels (COWs) stations
47417	3010 Title I All Additional computers for classrooms
500	9500 LCFF All Planning time
13000	3010 Title I All Software programs

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

Socioeconomically Disadvantaged/Foster Youth

Strategy/Activity

Data from ELA and math assessments will be disaggregated for African American and socio-economically disadvantaged scholars.

In order to address the needs of our African American and socio-economically disadvantaged scholars, teachers will use data to help design rigorous and diverse instruction focused on equity and culturally responsive practices.

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)
2500	3010 Title I LI/FY

	Planning time
2000	9500 LCFF LI/FY Instructional materials

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

LI/FY

Strategy/Activity

Use scholar data as the base for discussions regarding instructional programs. Dis-aggregated data for Disadvantaged/Low Income (LI) , Foster Youth (FY), African American, EL, and SPED scholars.

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)
1200	9500 LCFF LI/FY Materials

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

English Learner

Strategy/Activity

Examples of performance tasks for grade level/ departments presented at Tiger TEAM/ Department meetings. Samples/artifacts/evidence from EL (various levels) and FEP students analyzed.

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

Amount(s)	Source(s)
500	9500 LCFF EL/FEP Materials

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American

Strategy/Activity

Through site and district staff development teachers will focus on supporting at risk scholars through The study of Critical Race Theory and Culturally Responsive Teaching.

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)
6000	0000 General Fund AA Instructional materials
5000	9500 LCFF AA Planning time

Strategy/Activity 6

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

EL/FEP

Strategy/Activity

Scholars will be provided materials and time to read and answer comprehension questions at their instructional reading level IRL utilizing Accelerated reader and STAR reading programs site wide.

Classroom library and novels will be updated to contain culturally relevant and divers selections.

Data from ELA CAASSP will be disaggregated for EL scholars in the US 12+ months.

MLKJJHS will offer professional development which helps to implement, monitor and improve the delivery of CCSS to our EL scholars.

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)
8000	9500 LCFF EL/FEP Library books
3500	9500 LCFF EL/FEP Scholar incentives

9700	3010 Title I EL/FEP Renaissance Place subscription: STAR Reading and Accelerated Reader
2500	9500 LCFF EL/FEP Teacher training
5500	9500 LCFF EL/FEP Classroom books
8878	3010 Title I EL/FEP Magazine subscription

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Special education scholars

Strategy/Activity

Students who have an IEP who are identified as 3+ years behind in reading will participate in a two period intensive reading intervention using Read180 curriculum.

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	0000 General Fund SWD Materials
2000	0000 General Fund SWD Training
11974	3010 Title I SWD Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our teachers, scholars and families continued a rigorous learning opportunity that aimed to reach an equitable learning opportunity for all of our scholars. This also shined a new light into the lives of ourselves and our scholars. Teachers built stronger relationships families and scholars. Staff analyzed past practices of meetings, class design and lesson delivery and updated our practices to better meet the needs of our families.

We were able to start a book study for professional development on Culturally Responsive Teaching and Learning by Zaretta Hammond. This book provided equitable actions for working with our African American, EL and socio-economically disadvantaged scholars. It helped us to identify, acknowledge, and understand biases in ourselves that create barriers in teaching scholars of poverty and develop a plan of action to foster an equitable learning environment.

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

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.

Changes in the plan include a stronger focus on equity supporting African American, Special Education and EL scholars. We will use strategies to engage scholars by providing culturally responsive pedagogy (see the Identified Needs section to find changes noted that drive our activities). Throughout the school year, there will be more relevant professional development opportunities provided by district and the school to develop a rigorous and culturally responsive schoolwide plan.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

Our goal is to build a bridge to close the achievement and opportunity gaps which supports the social emotional needs of our scholars. Supporting our scholars and families in this process to help provide access to a variety of supports and activities.

Identified Need

We strive to create a welcoming environment that supports the whole child. A variety of programs such as Character Strong and Choose Love are implemented to increase scholar attendance and improve the academic environment (both physically and emotionally). Due to the suspension rate, we recognize there is a need to support scholars socially, emotionally and physiologically. We work collaboratively with the CARE/COST team to ensure supports are provided to families and scholars.

Our site meets regular with our partnered MTSS coaches to develop and enhance our schools climate, school wide supports and organization of programs of support.

This year we will focus on strategies learned through our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond. In which culturally responsive teaching should: focus on improving the learning capacity of scholars who have been marginalized educationally because of historical inequities in our school systems; center around both the affective and cognitive aspects of teaching and learning; build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Scholars will be introduced to summits that support their culture and races to support their self esteem and cultural awareness.

We have continued using platforms such as Google Classroom, Parent Square, Zoom, Remind and more to communicate with families and expand technology opportunities for our scholars. We understand that families are an integral partnership in supporting scholar success. We will coordinate supports to improve scholar attendance and parent communication.

During the 2022-23 school year we will monitor the percentage of scholar attendance and engagement through daily attendance and grade data. The goal is to achieve 95% scholar attendance. Our attendance clerk will monitor attendance and regularly make phone calls to families of scholars missing school on a weekly basis. We will provide incentives for scholar attendance during regular scholar celebrations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey	100% Participation of 7th grade scholars in Spring 2023	90% of scholar participation; 10% parents
District Suspension Data	11.6% suspended at least one time in 2019-2020	Decrease the suspension rate by 2%
Parent Survey	New Baseline Data	50% participation
Scholar attendance and engagement	91.3% Attendance YTD (October 2022)	95% attendance monthly

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 Scholars

Strategy/Activity

Professional development for site administration to support and improve the school program, to collaborate and strategize on effective school practices, and to improve equitable relationships between administrators, teachers and families.

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	9500 LCFF All Materials
1500	9500 LCFF All Training
17433	3010 Title I EL/FEP Materials
7715	0000 General Fund All Incentive Materials/Supplies

7500	0000 General Fund All Scholar Summits on Equity and Race i.e. Black Girls' Summit, Leadership Summit, Youth Advisory

Strategy/Activity 2
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)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

While this goal has been reorganized, we were able to continue to utilize many of the programs last school year. The continued work with MTSS and CARE allowed use to prepare for our scholars to return to a campus that was rejuvenated and ready to support the social emotional and academic needs of our scholars. Our team continued to hold parent involvement nights and scholar events through Zoom. Activities such as Back to School Night, AVID Family Night, awards assemblies, movie nights and more were held regularly to help increase scholar and family involvement.

Through our book study, we were able to look deeper into our teaching and supports to help prepare for our return to in person learning. A process of reflection guided us to develop opportunities such and W.O.W week to help kick of a school year that focused on school procedures, expectations, acceptance scholar reflection and awareness.

Due to the enhancement of technology and new tools, we were able to spend more time on professional development opportunities in order to grow and learn to better support our families and scholars through such a difficult year. This allowed us to provide consistent support and connections to our community of learners.

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

Returning to in person learning after distance learning has posed new challenges that we have had to adjust to. We continuously monitor the needs of our scholars to meet their needs where they are.

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.

Changes in the plan include a stronger focus on equity supporting African American, Special Education and EL scholars. We will build more connections with families to strengthen the supports for our scholars. See the Identified Needs section to find changes identified that drives our activities.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$294,114.00

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 ($)
3010 Title I	$145,402.00

Subtotal of additional federal funds included for this school: $145,402.00

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 ($)
0000 General Fund	$53,834.00
9500 LCFF	$94,878.00

Subtotal of state or local funds included for this school: $148,712.00

Total of federal, state, and/or local funds for this school: $294,114.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010 Title I	142,902	-2,500.00
9500 LCFF	97,378	2,500.00
0000 General Fund	53,834	0.00

Expenditures by Funding Source

Funding Source	Amount
0000 General Fund	53,834.00
3010 Title I	145,402.00
9500 LCFF	94,878.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	46,619.00
All	139,910.00
EL/FEP	81,911.00
LI/FY	9,700.00
SWD	15,974.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
AA	0000 General Fund	20,119.00
All	0000 General Fund	29,715.00
SWD	0000 General Fund	4,000.00
AA	3010 Title I	12,000.00

All	3010 Title I	72,417.00
EL/FEP	3010 Title I	46,511.00
LI/FY	3010 Title I	2,500.00
SWD	3010 Title I	11,974.00
AA	9500 LCFF	14,500.00
All	9500 LCFF	37,778.00
EL/FEP	9500 LCFF	35,400.00
LI/FY	9500 LCFF	7,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,297.00
Goal 2	138,669.00
Goal 3	36,148.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Danielle Winford	Principal
ZaRinah Tillman-Perry	Other School Staff
Liam Baxter	Classroom Teacher
Helen Aboke	Classroom Teacher
Myesha Mebane	Other School Staff
Ana Perez	Other School Staff Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member Secondary Student
	Secondary Student
	Secondary Student
	Secondary Student
	Parent or Community Member 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
	Other: School Site Council

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

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

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

Attested:

	Principal, Danielle Winford on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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.

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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Martin Luther King Jr. JHS	Year: 2022 - 2023	Principal: Danielle Winford

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

Our goal is to increase the percentage of scholars meeting/exceeding grade level expectations in ELA and Math by the end of the 2022-23 school year as measured by district and state assessments.

Our goal is to teach with the expectation and belief that all scholars, specifically our most marginalized scholars, can learn and that their personal environments do not determine what they are capable of achieving.

Area of Need:

Often scholars struggle with foundational skills in ELA and Mathematics. Specific scholar's academic needs have been identified through common district assessments, formative class assessments, and curricular diagnostic assessments. Strategic and intensive interventions take place both within and outside of the school day to teach foundational skills and strategies in order to help scholar's access grade level CCSS and show progress on academic indicators.

At MLKJHS it has been identified that our African American, English Learners, SPED, and our socio-economically disadvantaged scholars need on-going continued support to achieve grade level standards in ELA and math. The vast majority of EL have been receiving English Language Development (ELD) instruction for more than five years and have not met the Reclassification to Fluent English Proficient (RFEP) criteria. Many struggle with one or more of the following domains: listening, speaking, reading, and writing. Intervention is integrated into core class instruction as well in Mastery Center.

To best prepare scholars for the CCSS rigor, measured by CAASPP, teachers must be prepared to provide rigorous first best instruction using high quality instructional strategies. Scholars will receive support through high quality instructional strategies in all core content areas that will meet the demands of common core, including the adoption of instructional materials. Teachers will provide high quality instruction including, but not limited to, checking for understanding, performance tasks, cooperative learning, the integration of technology, and project based learning. Teachers need additional training in U.B.D. and culturally responsive teaching elements to implement and integrate lessons for meaning making and facilitating instruction to deepen scholar learning. MLKJHS is diligently working to create a culture which esteems those who achieve academically (i.e. scholars who are "academics" and held in high regard by other scholars). We desire to foster in our scholars the ambition to be considered an academic "scholar".

This year we will focus on strategies learned through our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond in which culturally responsive teaching should: focus on improving the learning capacity of scholars who have been marginalized educationally because of historical inequities in our school systems; center around both the affective and cognitive aspects of teaching and learning; build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.

Teachers are continuing to expand their knowledge of online tools to reach scholars in various ways (including but not limited to Google Classroom, Kahoot, Jamboard, Peardeck, FlipGrid). Teachers are participating in Professional Development meetings to learn and explore ways to best engage scholars not only academically, but also addressing their social emotional needs.

Student groups to participate in this goal: AA, EL, LI, FY

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Scholars will be provided high quality instruction in CCSS across departments (ELA, Math, Science, History). Formative CCSS assessments utilizing CAASPP formatting will be administered quarterly. Collaborative planning time will be set aside biweekly in order for department grade levels to develop/modify lessons in line with the CCSS essential standards map evident in the PUSD pacing guide and PLM framework. Ongoing professional development training will take place throughout the school year in order to plan, implement, model, and reflect on rigorous CCSS based lessons. Direct Instruction (DI) and Knowledge Application (KA) instructional strategies and technology implementation will be targeted. MLKJJHS teachers use McGraw Hill mathematics curriculum as well as Mars Task and Number Talks to inform scholars of the art of math. Additional supplemental materials will be made available to enhance the core curriculum.	• Attendance data • ELA CAASPP data • Math CAASPP data • iReady Reading data • iReady Math data • ELPAC data • Quarter grades data • Classroom observations to observe lessons and scholar engagement • Data will be dis-aggregated for African American, Scholars with Disabilities and English Language Learners.	

Additional time will allow for pre-teaching, re-teaching, use of additional manipulatives, and IReady to help with Math and Reading within grade level expectations according to the IReady Diagnostic.

EL scholars will be appropriately placed according to ELPAC level, assessment/diagnostic scores, and grades. They will receive high quality ELD instruction aligned to CCSS literacy and CA ELD standards.

Title I Funds
$12,000 Materials
$10,500 Books and Supplies
$1,500 Instructional Materials
$2,500 Training
$12,000 Software

LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

School Goal #2
Our goal is to know what our scholars' individual needs are and address them.

Our goal is for teachers to be given additional planning time to analyze data and create targeted instructional activities to help increase scholar proficiency as measured by iReady, District Writing and CAASPP assessment.

The goal is to have all teachers participate in professional development opportunities.

Area of Need:
As we continue the implementation of the CCSS, staff will need time to collaborate with peers, departments, grade levels and administration to gain a better understanding of the state standards as well as time to plan and prepare instructional strategies with the materials we have available.

Teachers will continue training and planning using the CCSS and CAASPP style assessments. There is a need for teacher to participate in on-going site professional development to plan and execute effective lessons. According to our CAASPP, iReady and LPAC data we are still in need of classroom strategies to increase scholar engagement. Time is needed for teachers to analyze data to target scholars academic areas of need.

This year we will focus on strategies learned through our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond in which culturally responsive teaching should: focus on improving the learning capacity of scholars who have been marginalized educationally because of historical inequities in our school systems; center around both the affective and cognitive aspects of teaching and learning; build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.

Student groups to participate in this goal: LI, FY, EL, AA

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Increase the amount of time scholars have access to computers for core instruction/assessment.	• Data from ELA and math assessments will be disaggregated for African American and socio-economically disadvantaged scholars.	
Increase the amount of technology available for scholar use. (i.e. Chromebooks, headphones, hotspots, etc)	• Data from ELA CAASSP will be disaggregated for EL scholars in the US 12+ months.	
Provide staff development and collaboration time to allow teachers to improve access to computer programs.	• In order to address the needs of our African American, LantinX and socio-economically disadvantaged scholars, teachers will use data to help design rigorous and diverse instruction focused on equity and culturally responsive practices.	
Increase access to technology tools for teachers to enhance computer literacy.	• Use district data as the base for discussions regarding instructional programs. Dis-aggregated data for Disadvantaged/Low Income (LI), Foster Youth (FY), African American, EL, and SPED scholars.	
Through site and district staff development teachers will focus on supporting at risk scholars through The study of Critical Race Theory and Culturally Responsive Teaching.		
Scholars will be provided materials and time to read and answer comprehension questions at their instructional reading level IRL utilizing Accelerated reader and new libraries in each classroom.		

Classroom libraries and novels will be updated to contain culturally relevant and diverse selections.

MLKJJHS will offer professional development which helps to implement, monitor and improve the delivery of CCSS to our EL scholars.

Students who have an IEP who are identified as 3+ years behind in reading will participate in a two period intensive reading intervention using Read180 curriculum.

Title I Funds
$11,974 Supplemental curriculum
$9,700 Reading and Accelerated Reader subscription
$47,417 Computers for classrooms
$13,000 Software Programs
$2,500 Planning time

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)
Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

LCAP Goal #3
Our goal is to build a bridge to close the achievement and opportunity gaps which supports the social emotional needs of our scholars. Supporting our scholars and families in this process to help provide access to a variety of supports and activities.

Area of Need:
We strive to create a welcoming environment that supports the whole child. A variety of programs such as Character Strong and Choose Love are implemented to increase scholar attendance and improve the academic environment (both physically and emotionally). Due to the suspension rate, we recognize there is a need to support scholars socially, emotionally and physiologically. We work collaboratively with the CARE/COST team to ensure support is provided to families and scholars.

Our site meets regularly with our partnered MTSS coaches to develop and enhance our schools climate, school wide support and organization of programs.

This year we will focus on strategies learned through our book study, Culturally Responsive Teaching & The Brain by Zaretta Hammond. In which culturally responsive teaching should: focus on improving the learning capacity of scholars who have been marginalized educationally because of historical inequities in our school systems; center around both the affective and cognitive aspects of teaching and learning; build cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Scholars will be introduced to summits that support their culture and races to support their self esteem and cultural awareness.

We have continued using platforms such as Google Classroom, Parent Square, Zoom, Remind and more to communicate with families and expand technology opportunities for our scholars. We understand that families are an integral partnership in supporting scholar success. We will coordinate support to improve scholar attendance and parent communication.

During the 2022-23 school year we will monitor the percentage of scholar attendance and engagement through daily attendance and grade data. The goal is to achieve 95% scholar attendance. Our attendance clerk will monitor attendance and regularly make phone calls to families of scholars missing school on a weekly basis. We will provide incentives for scholar attendance during regular scholar celebrations.

Student groups to participate in this goal: All

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Provide opportunities for families to be involved in their scholars education. Community School Coordinator to help bring programs that are needed by scholars, families and the surrounding community. Professional development for site administration to support and improve the school program, to collaborate and strategize on effective school practices, and to improve equitable relationships between administrators, teachers and families. **Title I Funds** $17,433 Materials	• 2022 Healthy Kids Survey • District Suspension data • Parent survey • Scholar Attendance data	