



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King, Jr. Middle	01611926066476	4/24/24	May 22, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Martin Luther King, Jr. Middle for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

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

This plan is being used by Martin Luther King, Jr. Middle for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement
- Schoolwide Program

King Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social-emotional supports they need, particularly through positive relationships, trauma-informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Martin Luther King, Jr. Middle consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), comprised of administration, parents, students, teachers, and support staff engaged in the ongoing discussion of the goals and progress of the School Plan for Student Achievement (SPSA). With input from Local Curriculum Council (LCC), English Learner Advisory Committee (ELAC), African American Student Academic Initiative (AASAI), Instructional Leadership Team (ILT), and Coffee with the Principal, the School Site Council was able to shift funds to meet student needs and develop allocation recommendations for the 2024-25 SPSA. The SPSA was presented to staff and parents throughout the year in various venues and input was collected from stakeholders related to academic and social emotional needs of students.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Areas in need of significant improvement:

Performance on the ELA CAASPP

On average, MLK students earned scores that were 21.5 points below standard on the 2023 ELA CAASPP; this was an 11.2 point decline from the previous year. In other words, the distance from standard was not only negative but grew worse during the 2023 school year.

Performance on the Mathematics CAASPP

On average, MLK students earned scores that were 78 points below standard on the 2023 Math CAASPP; this was a 14.3 point decline from the previous year. In other words, the distance from standard was not only negative but grew worse during the 2023 school year.

The suspension rate

9.8% of MLK students were suspended during the 22-23 school year; this was a 2.7% increase over the previous year. The suspension rate was more than 2.5 times that for the state of California and increased by 2.7% during the 2023 school year.

Chronic Absenteeism

46.8% of Black students at MLK were absent from more than 10% of their classes during the 22-23 school year. This was a significant improvement over the previous year, but the rate is more than double the 24.3% rate for the state as a whole.

40.6% of MLK students with disabilities were absent from more than 10% of their classes during the 22-23 school year. This was an improvement over the previous year, but the rate still remains significantly higher than the 24.3% rate for the state as a whole.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

No student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Data from the California Healthy Kids Survey reveals that student engagement.

Only 49% of 7th grade students indicated that they do interesting activities at school.

Only 20% of 7th grade students answered that they help decide things like class activities or rules.

Only 24% of 7th grade students responded that they do things that make a difference.

Only 8% of 7th grade students stated that they help decide school activities or rules.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Martin Luther King, Jr. Middle. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0.14%	1		1
African American	5.5%	5.33%	6.19%	40	38	44
Asian	9.0%	9.26%	10.27%	66	66	73
Filipino	8.3%	7.71%	5.63%	61	55	40
Hispanic/Latino	69.1%	71.11%	69.9%	505	507	497
Pacific Islander	3.2%	2.81%	4.08%	23	20	29
White	2.6%	1.68%	1.27%	19	12	9
Multiple/No Response	2.2%	1.82%	2.11%	16	13	15
Total Enrollment				731	713	711

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	372	348	368
Grade 8	359	365	343
Total Enrollment	731	713	711

Conclusions based on this data:

1. Overall enrollment has declined slightly after the pandemic, especially with our Hispanic/Latino student population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	139	110	126	19.20%	15.4%	17.7%
Fluent English Proficient (FEP)	371	379	365	50.80%	53.2%	51.3%
Reclassified Fluent English Proficient (RFEP)	19			13.6%		

Conclusions based on this data:

1. We need to increase reclassification rates by 10% for the 2023/2024 school year. Reclassified Fluent English Proficient s and LTELs will continue to be monitored by our EL specialist & Bilingual Para educator throughout the to assure their needs are being met.
2. Rate of reclassification has remained steady or slightly dipped.
3. We need to decrease the number of long-term English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	357	343	358	0	333	345	0	333	345	0.0	97.1	96.4
Grade 8	355	351	338	0	337	323	0	337	323	0.0	96.0	95.6
All Grades	712	694	696	0	670	668	0	670	668	0.0	96.5	96.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2538.	2533.		16.82	16.23		30.33	28.70		23.12	25.51		29.73	29.57
Grade 8		2556.	2541.		14.24	11.46		30.86	32.20		30.27	25.08		24.63	31.27
All Grades	N/A	N/A	N/A		15.52	13.92		30.60	30.39		26.72	25.30		27.16	30.39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.11	15.36		60.66	57.39		25.23	27.25
Grade 8		16.62	11.15		60.24	58.51		23.15	30.34
All Grades		15.37	13.32		60.45	57.93		24.18	28.74

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		25.60	24.20		47.29	46.94		27.11	28.86
Grade 8		19.58	16.10		55.19	52.32		25.22	31.58
All Grades		22.57	20.27		51.27	49.55		26.16	30.18

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.81	9.28		75.98	73.04		13.21	17.68
Grade 8		9.79	11.15		74.18	73.68		16.02	15.17
All Grades		10.30	10.18		75.07	73.35		14.63	16.47

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		18.32	17.10		59.46	62.03		22.22	20.87
Grade 8		18.99	17.34		68.25	64.71		12.76	17.96
All Grades		18.66	17.22		63.88	63.32		17.46	19.46

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Conclusions based on this data:

1. In 22-23, the proportion of students above, at, or near standard was slightly above 80%. In 24-25, we will strive to increase the percentage of students near standard or better to 90%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	357	343	358	0	329	343	0	329	341	0.0	95.9	95.8
Grade 8	355	351	338	0	337	324	0	337	324	0.0	96.0	95.9
All Grades	712	694	696	0	666	667	0	666	665	0.0	96.0	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2495.	2493.		13.68	14.08		13.98	12.61		22.49	25.81		49.85	47.51
Grade 8		2523.	2501.		17.21	14.81		10.98	10.19		24.33	20.68		47.48	54.32
All Grades	N/A	N/A	N/A		15.47	14.44		12.46	11.43		23.42	23.31		48.65	50.83

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.29	13.49		40.43	37.54		45.29	48.97
Grade 8		16.32	12.35		42.73	38.27		40.95	49.38
All Grades		15.32	12.93		41.59	37.89		43.09	49.17

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.29	13.49		49.85	45.16		35.87	41.35
Grade 8		18.10	14.51		45.99	45.37		35.91	40.12
All Grades		16.22	13.98		47.90	45.26		35.89	40.75

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.89	13.20		56.23	55.72		28.88	31.09
Grade 8		15.73	13.58		51.63	51.23		32.64	35.19
All Grades		15.32	13.38		53.90	53.53		30.78	33.08

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Conclusions based on this data:

1. In 22-23, only about 25% of our students met or exceeded the math CAASPP standard. In 24-25, we would like to see this figure increase to 30%--a 20% improvement over two years. We can achieve this goal if we focus on applying mathematical concepts and procedures. Based on the 22-23 math CAASPP results, this area provides the most opportunity for improvement.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1537.5	1558.9	1554.0	1550.0	1569.3	1563.4	1524.6	1548.1	1544.0	63	75	71
8	1558.8	1557.7	1558.4	1566.4	1567.7	1567.5	1550.7	1547.4	1548.8	47	34	49
All Grades										110	109	120

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	37.10	34.67	28.17	20.97	40.00	46.48	22.58	16.00	18.31	19.35	9.33	7.04	62	75	71
8	15.22	20.59	28.57	58.70	41.18	46.94	23.91	32.35	10.20	2.17	5.88	14.29	46	34	49
All Grades	27.78	30.28	28.33	37.04	40.37	46.67	23.15	21.10	15.00	12.04	8.26	10.00	108	109	120

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	48.39	57.33	45.07	24.19	33.33	47.89	17.74	4.00	4.23	9.68	5.33	2.82	62	75	71
8	36.96	41.18	55.10	58.70	44.12	30.61	2.17	8.82	4.08	2.17	5.88	10.20	46	34	49
All Grades	43.52	52.29	49.17	38.89	36.70	40.83	11.11	5.50	4.17	6.48	5.50	5.83	108	109	120

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.52	12.00	8.45	25.81	29.33	30.99	30.65	45.33	42.25	29.03	13.33	18.31	62	75	71
8	4.35	11.76	10.20	39.13	20.59	42.86	39.13	55.88	24.49	17.39	11.76	22.45	46	34	49
All Grades	10.19	11.93	9.17	31.48	26.61	35.83	34.26	48.62	35.00	24.07	12.84	20.00	108	109	120

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.97	5.33	11.27	53.23	78.67	67.61	25.81	16.00	21.13	62	75	71
8	6.52	20.59	12.24	82.61	64.71	69.39	10.87	14.71	18.37	46	34	49
All Grades	14.81	10.09	11.67	65.74	74.31	68.33	19.44	15.60	20.00	108	109	120

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	79.03	89.33	90.14	11.29	6.67	8.45	9.68	4.00	1.41	62	75	71
8	89.13	67.65	85.42	10.87	29.41	6.25	0.00	2.94	8.33	46	34	48
All Grades	83.33	82.57	88.24	11.11	13.76	7.56	5.56	3.67	4.20	108	109	119

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	22.58	17.33	9.86	22.58	48.00	43.66	54.84	34.67	46.48	62	75	71
8	23.91	11.76	22.45	26.09	29.41	46.94	50.00	58.82	30.61	46	34	49
All Grades	23.15	15.60	15.00	24.07	42.20	45.00	52.78	42.20	40.00	108	109	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.03	12.00	25.35	65.57	81.33	69.01	16.39	6.67	5.63	61	75	71
8	0.00	2.94	14.29	97.83	94.12	73.47	2.17	2.94	12.24	46	34	49
All Grades	10.28	9.17	20.83	79.44	85.32	70.83	10.28	5.50	8.33	107	109	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Approximately 50% of our students performed at Level 3 on the 22-23 ELPAC; about 75% of our students performed at level 3 or 4.
2. in 24-25, we will strive to increase the percentage of 3s and 4s to 80% and increase the ratio of 4s to 3s from 1:3 to 1:1.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
711	74.7	17.7	0.4
Total Number of Students enrolled in Martin Luther King, Jr. Middle.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	17.7
Foster Youth	3	0.4
Homeless	10	1.4
Socioeconomically Disadvantaged	531	74.7
Students with Disabilities	98	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	6.2
American Indian	1	0.1
Asian	73	10.3
Filipino	40	5.6
Hispanic	497	69.9
Two or More Races	15	2.1
Pacific Islander	29	4.1
White	9	1.3

Conclusions based on this data:

1. More than 3 out of 4 MLK students are socioeconomically disadvantaged and this figure is growing. We need to take steps to ensure that all of our students, especially our SED students, have the supports they need to access the curriculum.
2. Almost 7 out of 10 MLK students are Latinx. We need to be careful to uplift and celebrate Latinx culture at the same time that we make all our students feel welcome and appreciated.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our absenteeism rate was on par with the average for the state and EL progress towards English proficiency was on par with the state.
2. Our performance on both the ELA and Math CAASPP was subpar. Our suspension rate was also below average, meaning it was higher than the average for the state.

School and Student Performance Data

Academic Performance English Language Arts

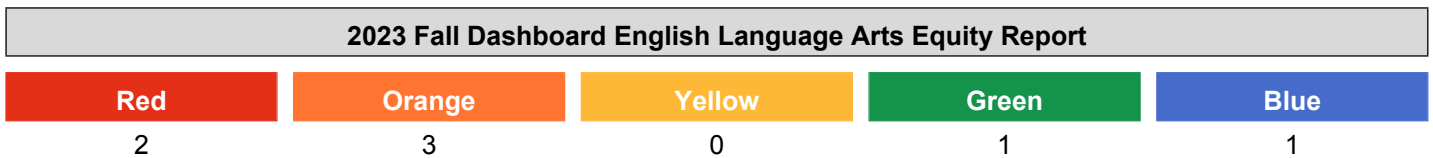
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>21.5 points below standard</p> <p>Decreased -11.2 points</p> <p>669 Students</p>	<p>English Learners</p>  <p>Red</p> <p>75.6 points below standard</p> <p>Decreased -10.4 points</p> <p>271 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>26.2 points below standard</p> <p>Decreased -6.7 points</p> <p>521 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>123.1 points below standard</p> <p>Maintained +2.6 points</p> <p>97 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 63.6 points below standard Maintained +1.2 points 39 Students	Less than 11 Students 1 Student	 Green 22 points above standard Decreased Significantly - 47.3 points 70 Students	 Blue 47.4 points above standard Maintained +1.7 points 39 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.6 points below standard Decreased -7.6 points 465 Students	1.1 points above standard Increased Significantly +39.9 points 15 Students	31.1 points below standard Decreased Significantly -31 points 29 Students	Less than 11 Students 9 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.8 points below standard Decreased Significantly -15.4 points 113 Students	41.8 points below standard Decreased -8.1 points 158 Students	12 points below standard Maintained -2.7 points 205 Students

Conclusions based on this data:

1. Our Filipino and Asian students have average scores above the ELA standard while our Black and Latino students have average scores below the ELA standard. This performance pattern is consistent with that for the district and state as a whole.
2. We need find a way to remove the cultural barriers that are preventing our black and brown students from performing at standard or better.

School and Student Performance Data

Academic Performance Mathematics

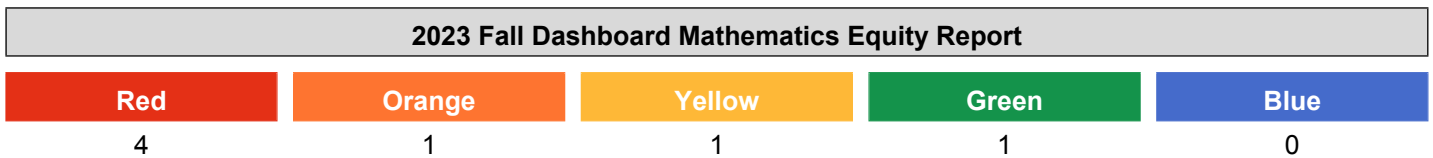
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 78 points below standard Decreased -14.3 points 666 Students	<p>English Learners</p>  Red 139.3 points below standard Decreased -10 points 270 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 85.2 points below standard Decreased -9.4 points 518 Students	<p>Students with Disabilities</p>  Red 183.9 points below standard Decreased Significantly -22.4 points 96 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 118.8 points below standard Maintained +0.1 points 37 Students	Less than 11 Students 1 Student	 Yellow 3.9 points below standard Decreased Significantly - 44.7 points 70 Students	 Green 4.9 points above standard Maintained +1.8 points 39 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 98.6 points below standard Decreased Significantly - 15.4 points 464 Students	15.6 points below standard Increased Significantly +34.9 points 15 Students	68.6 points below standard Decreased Significantly - 19.9 points 29 Students	Less than 11 Students 9 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
188.8 points below standard Decreased -14 points 112 Students	104.1 points below standard Decreased -8.5 points 158 Students	58.5 points below standard Increased +7.2 points 204 Students

Conclusions based on this data:

1. English learners, students with disabilities, Latinx students, and Black students performed significantly below standard on the 22-23 Math CAASPP.
2. We need find a way to remove the cultural barriers that are preventing our black and brown students from performing at standard or better.

School and Student Performance Data

Academic Performance English Learner Progress

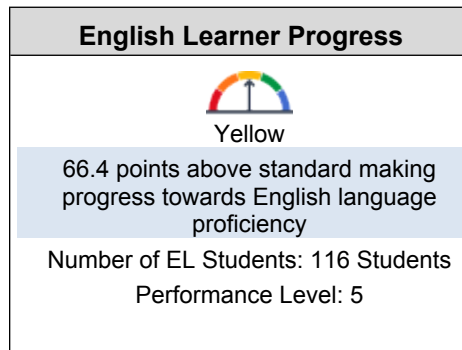
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
4	35	0	77

Conclusions based on this data:

- Two out of three English Learners made progress towards English proficiency. In 24-25, our goal is to increase this figure to 75%.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

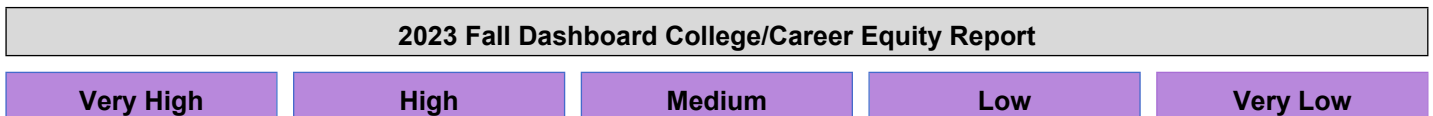
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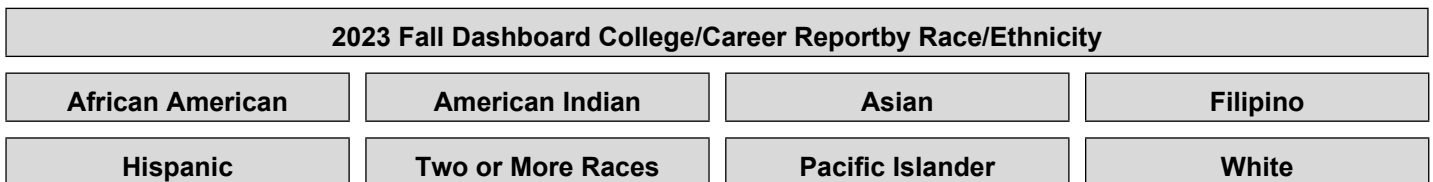
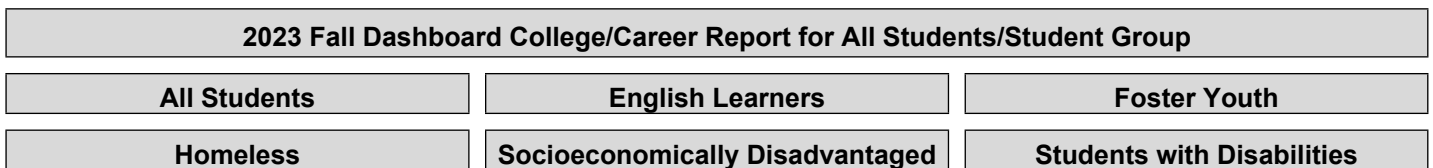
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 33.7% Chronically Absent Declined Significantly -12.7 725 Students	 Yellow 39.3% Chronically Absent Declined Significantly -13.5 178 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
61.5% Chronically Absent 0 13 Students	 Yellow 36.3% Chronically Absent Declined Significantly -13.4 564 Students	 Orange 40.6% Chronically Absent Declined -21.1 106 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 46.8% Chronically Absent Declined -9.6 47 Students	Less than 11 Students 1 Student	 Yellow 17.8% Chronically Absent Declined -3.9 73 Students	 Yellow 17.1% Chronically Absent Declined -9.7 41 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.4% Chronically Absent Declined Significantly -13.4 505 Students	40% Chronically Absent Declined -20 20 Students	24.1% Chronically Absent Declined -25.9 29 Students	Less than 11 Students 9 Students

Conclusions based on this data:

1. The two groups that had average scores above the standard--Filipinos and Asians--have the lowest truancy rates. The two groups with average scores below standard--Blacks and Latinx--have the highest truancy groups.
2. We can improve engagement, learning, and performance if we improve attendance, especially for Black and Latinx students.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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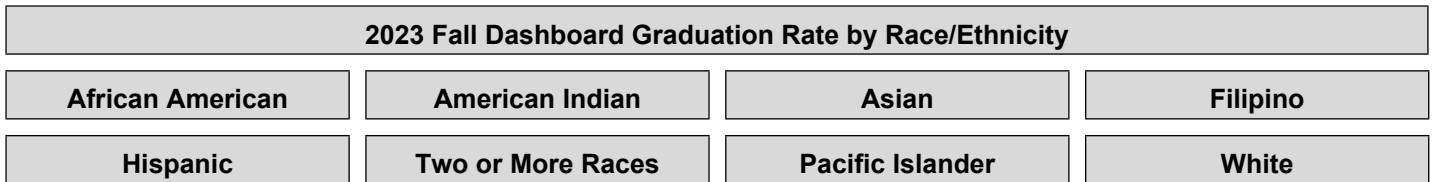
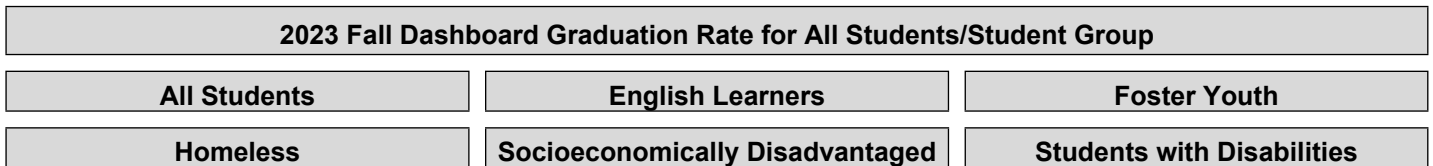
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

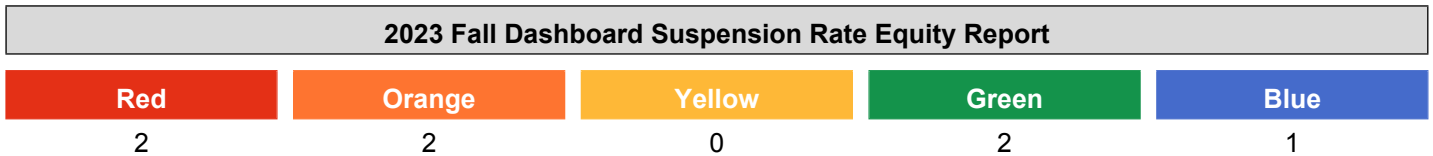
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 9.8% suspended at least one day Increased 2.7 734 Students	English Learners  Red 12.6% suspended at least one day Increased Significantly 5.8 182 Students	Foster Youth Less than 11 Students 3 Students
Homeless 7.7% suspended at least one day 13 Students	Socioeconomically Disadvantaged  Orange 10.4% suspended at least one day Increased 2.2 570 Students	Students with Disabilities  Green 7.2% suspended at least one day Declined -3.8 111 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 21.3% suspended at least one day Increased 8.5 47 Students	Less than 11 Students 1 Student	 Green 2.7% suspended at least one day Declined -1.5 73 Students	 Blue 0% suspended at least one day Declined -7.1 41 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.1% suspended at least one day Increased 4 513 Students	4.8% suspended at least one day Declined -8.6 21 Students	6.9% suspended at least one day Increased 6.9 29 Students	Less than 11 Students 9 Students

Conclusions based on this data:

1. Our English Learners and Black students have suspension rates that are much higher than that for the school as a whole.
2. We need to develop culturally responsive PBIS to support our students who belong to groups that are historically marginalized in public schools.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, focused on reading informational text, and informed by analysis of student work. All students will improve their distance from standard on the ELA CAASPP. The percentage of all students proficient on the ELA CAASPP will increase by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:

- All students will master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On average, MLK students earned scores that were 21.5 points below standard on the 2023 ELA CAASPP; this was an 11.2 point decline from the previous year. In other words, the distance from standard was not only negative but grew worse during the 2023 school year.

Only 44.31% of test takers met or exceeded the standard for ELA.

Two groups--English Learners and students with Disabilities-- performed at a level below that for the school as a whole.

Data used to identify the need for improvement:

The California Assessment of Student Performance and Progress

The California School Dashboard

Goal :

All students will demonstrate growth towards proficiency by improving their distance from standard.

50% of students will meet or exceed the ELA standard

Strategies for achieving goal:

1. Bilingual para for Tier II push-in and pull out ELL support and ELL specialist to provide placement of ELLs in appropriate classrooms, analysis of EL data to support Tier II interventions, and implementation of PD on effective strategies for teaching ELLs
2. Integration of technology into lessons and use of technology for assessments
3. School wide implementation of culturally responsive teaching strategies
4. Alignment of ELA curriculum to common core/CAASPP
5. School wide focus on reading informational text
6. Cycle of Inquiry focused on student work during PLC collaboration time

Focal students:

English Learners

Students with disabilities

Means of evaluating progress toward this goal:

HMH growth measure assessments

Teacher created formative assessments

Student grades

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grade 7	Standard Met or Exceeded: 44.9%	Standard Met or Exceeded: 50%
CAASPP ELA Grade 8	Standard Met or Exceeded: 43.7%	Standard Met or Exceeded: 50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Bilingual para for Tier II push-in and pull out ELL support and ELL specialist to provide placement of ELLs in appropriate classrooms, analysis of EL data to support Tier II interventions, and implementation of PD on effective strategies for teaching ELLs	English Learners	46143 LCFF Supplemental and Concentration Funds 0.3 ELL Specialist - Placement of ELLs in appropriate classrooms, facilitation of ELAC, ELPAC

			administration, analysis of EL data to support Tier II interventions, and implementation of PD on effective strategies for teaching ELLs. 15193 Title I 0.25 Bilingual Paraeducator - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation 45580 LCFF Supplemental and Concentration Funds 0.75 Bilingual Paraeducator - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation
1.2	Integration of technology into lessons and use of technology for assessments	All Students	78497 Title I Computer Tech support staff - to support with up-keeping of ALL the technology on campus, including student Chromebooks
1.3	School wide implementation of culturally responsive teaching strategies	All students	
1.4	Alignment of ELA curriculum to common core/CAASPP	All students	
1.5	School wide focus on reading informational text	All Students	
1.6	Cycle of Inquiry focused on student work during PLC collaboration time	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Because we were unable to establish an inquiry cycle that utilized data from walkthroughs designed to assess if literacy instruction was tailored to meet the needs of students, we were unable to analyze the effectiveness of this strategy.

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

All of the proposed expenditures were fully funded. We were able to add after school tutoring provided by our teachers through a partnership with YEP; there was no need to shift funds to support this need because the after school tutoring program was paid for by YEP.

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.

We will enhance opportunities for teachers to implement inquiry cycles focused on student work during PLC collaboration time, develop a walkthrough tool that allows us to assess the effectiveness of common instructional practices, and continue providing teachers with professional development opportunities. We will also continue the MLK-YEP after school tutoring program established this school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs and aligned with the district's mathematics scope and sequence. All students, but specifically, our students with disabilities, Latino/Hispanic students, English Learners, and African American students will improve their distance from standard on the Math CAASPP. The percentage of all students proficient on the Math CAASPP will increase by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core standards in math or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On average, MLK students earned scores that were 78 points below standard on the 2023 Math CAASPP; this was an 14.3 point decline from the previous year. In other words, the distance from standard was not only negative but grew worse during the 2023 school year.

Only 25.87% of test takers met or exceeded the standard for Math.

Four groups--African-American students, Latino/Hispanic students, English Learners and students with disabilities--performed at a level below that for the school as a whole.

Data used to identify the need for improvement:

The California Assessment of Student Performance and Progress

The California School Dashboard

Goal :

All students will demonstrate growth towards proficiency by improving their distance from standard.

30% of students will meet or exceed the Math standard

Strategies for achieving goal:

1. Integration of technology into lessons and use of technology for assessments
2. School wide implementation of culturally responsive teaching strategies
3. Implementation of the District's mathematics scope and sequence in all math classes.
4. Cycle of Inquiry focused on student work during PLC collaboration time

Focal students:

English Learners

Students with disabilities

Latino/Hispanic students

African-American students

Means of evaluating progress toward this goal:

IXL

Teacher created formative assessments

Student grades

Subgroup analysis

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics: Grade 7	Standard Met or Exceeded: 26.69%	Standard Met or Exceeded: 30%
CAASPP Mathematics: Grade 8	Standard Met or Exceeded: 25.00%	Standard Met or Exceeded: 30%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Integration of technology into lessons and use of technology for assessments	All Students	78497 Title I Computer Tech support staff - to support with up-keeping of ALL the technology on

			campus, including student Chromebooks
2.2	School wide implementation of culturally responsive teaching strategies	All Students	
2.3	Implementation of the District's mathematics scope and sequence in all math classes.	All Students	
2.4	Cycle of Inquiry focused on student work during PLC collaboration time	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Because we were unable to establish an inquiry cycle that utilized data from walkthroughs designed to assess school wide implementation of culturally teaching strategies, we were unable to assess the effectiveness of this strategy.

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

All of the proposed expenditures were fully funded. We were able to add after school tutoring provided by our teachers though a partnership with YEP; there was no need to shift funds to support this need because the after school tutoring program was paid for by YEP.

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.

We will enhance opportunities for teachers to implement inquiry cycles focused on student work during PLC collaboration time, develop a walkthrough tool that allows us to assess the effectiveness of common instructional practices, and continue providing teachers with professional development opportunities. We will also continue the MLK-YEP after school tutoring program established this school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction through an equity lens that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 10 percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for English Learners: An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of ELs who made progress towards English proficiency declined from 74.2% to 66.4%, and ELs (including recently reclassified ELs) were 75.6 points below standard on the ELA CAASPP.

Goal Statement:

Increase the number of students being reclassified by 10% and increase the percentage of ELs proficient on the ELA CAASPP and math CAASPP by 10%.

Data used to identify the need for improvement:

The California Assessment of Student Performance and Progress
 The California School Dashboard
 The English Language Proficiency Assessments for California (ELPAC)

Strategies for achieving goal:

1. Bilingual para for Tier II push-in and pull out ELL support and ELL specialist to provide placement of ELLs in appropriate classrooms, analysis of EL data to support Tier II interventions, and implementation of PD on effective strategies for teaching ELLs
2. School wide implementation of culturally responsive teaching strategies
3. Increased parent involvement in ELAC and EL parent meetings

Focal students:

English Learners

Means of evaluating progress toward this goal:

HMH growth measure assessments
 Teacher created formative assessments
 Student grades
 Attendance
 California Healthy Kids Survey

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress Towards Proficiency	66.4% of ELs making progress	75% of ELs making progress
CAASPP ELA Grade 7	31.43% of ELs scored Standard Nearly Met/Standard Met	35% of ELs scoring Standard Nearly Met/Standard Met
CAASPP ELA Grade 8	31.11% of ELs scored Standard Nearly Met/Standard Met	35% of ELs scoring Standard Nearly Met/Standard Met

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Bilingual para for Tier II push-in and pull out ELL support and ELL specialist to provide placement of ELLs in appropriate classrooms, analysis of EL data to support Tier II interventions, and implementation of PD on effective strategies for teaching ELL	English Language Learners	46143 LCFF Supplemental and Concentration Funds 0.3 ELL Specialist - Placement of ELLs in appropriate classrooms, facilitation of ELAC, ELPAC administration, analysis of EL

			<p>data to support Tier II interventions, and implementation of PD on effective strategies for teaching ELLs. 15193 Title I</p> <p>0.25 Bilingual Paraeducator - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation 45580 LCFF Supplemental and Concentration Funds</p> <p>0.75 Bilingual Paraeducator - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation</p>
3.2	School wide implementation of culturally responsive teaching strategie		
3.3	Increased parent involvement in ELAC and EL parent meetings		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A bilingual para provided Tier II push-in and pull out EL support, and an EL specialist provided PD to all staff on effective strategies for teaching EL. The effectiveness of the Leveled Literacy Intervention strategies taught by the EL specialist was not assessed.

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

All of the proposed expenditures were fully funded. We were able to add after school tutoring provided by our teachers through a partnership with YEP; there was no need to shift funds to support this need because the after school tutoring program was paid for by YEP.

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.

We will enhance opportunities for teachers to implement inquiry cycles focused on student work during PLC collaboration time, develop a walkthrough tool that allows us to assess the effectiveness of common EL instructional practices, and continue providing teachers with professional development opportunities. We will also continue the MLK-YEP after school tutoring program established this school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: King Middle School will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a monthly basis, either through standalone VAPA course offerings (e.g. Art/Music), or through school-wide activities such as concerts, art exhibits, etc.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in VAPA: HUSD schools will provide all students with equitable access to VAPA programming at all school sites.

LCAP Goal:

- All students will have access to VAPA-related activity.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There has been a significant decline in students taking VAPA courses. Currently, there are 0 students enrolled in Drama, 11 students in chorus, 11 students in concert band, and 19 students in orchestra. There is, however, a Drama Club.

Data used to identify the need for improvement:

Enrollment in VAPA classes

of VAPA courses offered

Goal:

All students will have equitable access to VAPA programming and VAPA-related school events.

Strategies for achieving goal:

1. Promote arts by giving students the opportunity to take Drama, Art, Guitar, Choir, and Orchestra. We will also continue hosting Drama/Orchestra performances and showcasing student Art work.
2. Promote the growth and participation of our students in VAPA programs by having Winter/Spring Concerts as well as Drama Club performances for our students and community.
3. Provide PD on the integration of the arts into core lessons/assessments.
4. Submit a VAPA Plan for the 24-25 school year.

Means of evaluating progress toward this goal:

VAPA enrollment

of VAPA related events

Student work on classroom walls

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	King Middle School will promote arts integration by giving students the opportunity to take Drama, Art, Band, Choir and/or Orchestra. We will also continue hosting Drama/Band performances and showcasing student Art work.	All students	
4.2	To promote the growth and participation of our students in the VAPA programs, we will have Winter/Spring Concerts as well as Drama Club performances for our students and community.	All students	
4.3	Teachers will be provided PD on arts integration in their lessons/assessments.	All students	
4.4	Submit a VAPA Plan for the 24-25 school year.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Drama was not offered in 23-24 and there was a noticeable decline in enrollment in our music classes. We were unable to achieve our goal of increased enrollment in the arts despite our efforts to reach out to our feeder schools.

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

Due to staff turnover and much smaller enrollment in our VAPA classes, we were unable to increase exposure to the arts via field trips and performances on campus.

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.

We will continue working with the feeder elementary schools to promote VAPA at King Middle School. We will also increase the events that promote VAPA at King. Most importantly, we will use Prop 28 funds to add Guitar and Drama to our VAPA courses.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies daily, either through a standalone SEL curriculum and/or culture/climate initiatives. All student groups will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students.

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Area that need significant improvement:

Percentage of students suspended at least once : 3.5%

MLK students: 9.8%

MLK English Learners: 12.6%

African-American Students: 21.3%

MLK AA Students are 6X more likely to be suspended than California students as a whole.

Data used to form this goal:

The California Dashboard

Strategies for achieving goal:

1. Award positive referrals to motivate students to get caught doing the right thing.
2. Provide teachers with restorative justice PD and other supports to help them implement PBIS.

Focal students:

English Learners

African-American Students

Means of evaluating progress toward this goal:

California Healthy Kids Survey

COST Referrals

Postitive Referrals

Attendance

Discipline Reports

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - I feel like I am part of this school. - % responded positively	58%	65%
CHKS - I feel safe in my school. - % responded positively	71%	80%
CHKS - I am happy to be at this school. - % responded positively	67%	75%
Suspension Rate (all Students)	9.8%	8%
Suspension Rate (African-American Students)	21.3%	15%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Award positive referrals to motivate students to get caught doing the right thing.	All students	
5.2	Provide teachers with restorative justice PD and other supports to help them implement PBIS.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This school year we piloted a Wellness Center that was open two days a week, expanded the use Sown to Grow to check on the mental health of our students, and our BSU Queens convened restorative justice community circles with students at Mt. Eden High School. The % of students who reported feeling safe at school increased from 71% in December '22 to 80% in December '23. These strategies seem to be working.

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

Due to staff turnover we did not continue the Cobra Character seminars this 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.

Due to decrease in our categorical funds, we will not be able to continue any strategies requiring funding. In 24-25, we will operate the Wellness Center five days a week if we receive the funds necessary to do so from the district, continue to expand the use of Sown to Grow, and expand the practice of restorative justice community circles.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: King Middle School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents have a wide variety of opportunities to get involved with the school and have access to the knowledge they need to participate actively in their children's education. Provide teachers with restorative justice PD and other supports to help them implement PBIS.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent engagement continues to be low; it has not rebounded since the end of distance learning.

Data used to identify the need for improvement:

Parent attendance at Coffee with the Principal and ELAC meetings

Goal:

King Middle School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 100%.

Strategies for achieving goal:

King Middle School will provide additional options and opportunities for parents to participate in school activities (Coffee with the principal, Honor Roll Events, AASAI, ELAC and parents workshops) by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

Development and implementation of surveys to assess how parents prefer to be engaged.

Means of evaluating progress toward this goal:

Attendance at ELAC meetings

Attendance at Coffee with the Principal

Parent attendance at student events

Parent survey data

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in Coffee with the Principal	For 2023/2024, we had about 10-15 parents showing up for meetings	Increase number of parent participants to 25 -30.
Parent Participation in English Learner Advisory Committee	For 2023/2024, our ELAC participation was below 15.	Increase number of parent participants to above 25

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	King Middle School will provide additional options and opportunities for parents to participate in school activities (Coffee with the principal, Honor Roll Events, AASAI, ELAC and parents workshops) by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Allowing for more flexible times and zoom events gives parents more access. Most of our meetings for coffee with the principal were via zoom once a month early in the morning. Allowing for two meetings, one in the morning and one in the afternoon will provide parents with more options.

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

In comparison to 22-23, there was a decline in parent participation in 23-24.

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.

Due to decrease in our categorical funds, we will not be able to continue any strategies requiring funding. We will send out a parent survey at the beginning of the 2024/2025 school year to see what workshop topics / events would engage parents. Furthermore, we will share a bi-monthly parent newsletter and establish a school calendar delineating all the planned events for families.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: King Middle School will decrease chronic absenteeism by 20% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HUSD will work collaboratively with families, community partners, and staff to increase student access to the social-emotional supports they need

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Truancy improved from 46.4% to 33.7% but remains higher than that for the state as a whole

Data used to identify the need for improvement:
The California School Dashboard

Goal:
King Middle School will decrease chronic absenteeism by 20% in the 24-25 school year.

Strategies for achieving goal:

1. Collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.
2. Provide more clubs and access to extracurricular learning opportunities.

Means of evaluating progress toward this goal:
Attendance reports

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Current Chronic Absenteeism Rate: 33.7%	Decrease by 20%, to 27%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

7.1	King Middle School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All students	
7.2	Provide more clubs and access to extracurricular learning opportunities.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We did not hold any perfect attendance celebrations; nor did we host any school wide parent workshops on attendance. We did address attendance at ELAC meetings, and despite are lack of focus on attendance, the truancy rate declined by 25% in 23-24.

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

We focused on COST services, including SEL counseling, to help our students feel safe at school. This focus had a positive impact on attendance even though we did celebrate perfect attendance.

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.

At the beginning of the year, COST team will meet to discuss the students who were chronically absent in 2022/2023 and find ways to support the student and families. Our FES will provide various workshops to parents around attendance, college, and life after high school.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$185412
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$370,826.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$187,380.00

Subtotal of additional federal funds included for this school: \$187,380.00

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 (\$)
LCFF Supplemental and Concentration Funds	\$183,446.00

Subtotal of state or local funds included for this school: \$183,446.00

Total of federal, state, and/or local funds for this school: \$370,826.00

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
LCFF	61935	61,935.00
Title I	94736	-92,644.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	183,446.00
Title I	187,380.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	183,446.00
	Title I	187,380.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,413.00
Goal 2	78,497.00
Goal 3	106,916.00

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
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Jalani Sanders	Parent or Community Member
Elanda Turner	Classroom Teacher
Rafael Velazquez	Classroom Teacher
Darrell Daniels	Principal
Eduardo Picazo	Parent or Community Member
Maritza Molina Escobar	Other School Staff
Stephanie Villamil	Secondary Student
Alice Guzman	Parent or Community Member
Shireen Zahniser	Classroom Teacher
Graciela Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/24/24.

Attested:



Principal, Darrell Daniels on 5-15-24

SSC Chairperson, Alice Guzman on 5.25.2023