School Year: **2025-26**

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	4/10/25	June 11, 2025

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

Schoolwide Program
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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.

Table of Contents

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

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The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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), the School Site Council was able to shift funds to meet student needs and develop allocation recommendations for the 2025-26 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 25.5 points below standard on the 2024 ELA CAASPP; this was an 3.9 point decline from the previous year. In other words, the distance from standard on the 2024 ELA CASSPP was negative and lower than it was the previous year.

Performance on the Mathematics CAASPP
On average, MLK students earned scores that were 77.3 points below standard on the 2024 Math CAASPP; this was a 0.8 point improvement over the previous year. In other words, the distance from standard on the Math CAASPP was negative but slightly better than it was in the previous year.

The suspension rate
12.0% of MLK students were suspended during the 23-24 school year; this was a 2.1% increase over the previous year.

English Learner Progress
63.8% of 23-24 MLK English Learners made progress towards English proficiency; this was a 2.6% decline from the previous year.
66.7% of Long term English Learners made progress towards English proficiency; this was a 0.8% improvement from the previous year.

Chronic Absenteeism
20.1% of MLK students were chronically absent during the 23-24 school year; this was a 13.5% decline in comparison to last year.
36.7% of Black students at MLK were chronically absent during the 23-24 school year. This was a significant improvement over the previous year, but remains high in comparison to the school as a whole.
30.2% of MLK students with disabilities were chronically absent during the 23-24 school year. This was an improvement over the previous year, but the rate still remains significantly higher than the rate for MLK 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.

for all state indicators, no student groups were 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.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.14%	0.43%		1	3
African American	5.33%	6.19%	6.69%	38	44	47
Asian	9.26%	10.27%	9.25%	66	73	65
Filipino	7.71%	5.63%	6.12%	55	40	43
Hispanic/Latino	71.11%	69.9%	67.43%	507	497	474
Pacific Islander	2.81%	4.08%	4.84%	20	29	34
White	1.68%	1.27%	1.99%	12	9	14
Two or More Races	1.82%	2.11%	2.84%	13	15	20
Not Reported	0.28%	0.42%	0.43%	2	3	
			Total Enrollment	713	711	703

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	348	368	343
Grade 8	365	343	360
Total Enrollment	713	711	703

Conclusions based on this data:

1. There were 1% fewer students in 23-24 than there were in 22-23.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	110	126	130	15.4%	17.7%	18.5%
Fluent English Proficient (FEP)	379	365	330	53.2%	51.3%	46.9%
Reclassified Fluent English Proficient (RFEP)	337	336	294	47.3%	47.3%	41.8%

Conclusions based on this data:

1. The percentage of students identified as English Learners has increased each year since tthe 21-22 school year.

2. The percentage of students identified as reclassified fluent English proficient increased during the 23-24 school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	343	358	331	333	345	322	333	345	321	97.1	96.4	97.3
Grade 8	351	338	353	337	323	340	337	323	340	96.0	95.6	96.3
All Grades	694	696	684	670	668	662	670	668	661	96.5	96.0	96.8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2538.	2533.	2534.	16.82	16.23	18.07	30.33	28.70	28.35	23.12	25.51	22.43	29.73	29.57	31.15
Grade 8	2556.	2541.	2529.	14.24	11.46	15.29	30.86	32.20	22.65	30.27	25.08	26.76	24.63	31.27	35.29
All Grades	N/A	N/A	N/A	15.52	13.92	16.64	30.60	30.39	25.42	26.72	25.30	24.66	27.16	30.39	33.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.11	15.36	15.00	60.66	57.39	55.31	25.23	27.25	29.69
Grade 8	16.62	11.15	14.41	60.24	58.51	52.06	23.15	30.34	33.53
All Grades	15.37	13.32	14.70	60.45	57.93	53.64	24.18	28.74	31.67

| Writing
Producing clear and purposeful writing | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	25.60	24.20	26.65	47.29	46.94	49.53	27.11	28.86	23.82
Grade 8	19.58	16.10	15.34	55.19	52.32	47.20	25.22	31.58	37.46
All Grades	22.57	20.27	20.82	51.27	49.55	48.33	26.16	30.18	30.85

| Listening
Demonstrating effective communication skills | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.81	9.28	9.38	75.98	73.04	71.88	13.21	17.68	18.75
Grade 8	9.79	11.15	9.71	74.18	73.68	72.06	16.02	15.17	18.24
All Grades	10.30	10.18	9.55	75.07	73.35	71.97	14.63	16.47	18.48

| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	18.32	17.10	18.07	59.46	62.03	59.50	22.22	20.87	22.43
Grade 8	18.99	17.34	17.94	68.25	64.71	60.88	12.76	17.96	21.18
All Grades	18.66	17.22	18.00	63.88	63.32	60.21	17.46	19.46	21.79

Conclusions based on this data:

1. In 23-24, the proportion of students above, at, or near standard was 66.72%. In 24-25, we will strive to increase the percentage of students near standard or better to 80%.

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.

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	343	358	331	329	343	322	329	341	322	95.9	95.8	97.3
Grade 8	351	338	353	337	324	335	337	324	334	96.0	95.9	94.9
All Grades	694	696	684	666	667	657	666	665	656	96.0	95.8	96.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2495.	2493.	2492.	13.68	14.08	13.35	13.98	12.61	11.49	22.49	25.81	27.02	49.85	47.51	48.14
Grade 8	2523.	2501.	2503.	17.21	14.81	15.57	10.98	10.19	7.78	24.33	20.68	21.26	47.48	54.32	55.39
Grade 11															
All Grades	N/A	N/A	N/A	15.47	14.44	14.48	12.46	11.43	9.60	23.42	23.31	24.09	48.65	50.83	51.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.29	13.49	12.73	40.43	37.54	40.06	45.29	48.97	47.20
Grade 8	16.32	12.35	15.02	42.73	38.27	36.34	40.95	49.38	48.65
Grade 11									
All Grades	15.32	12.93	13.89	41.59	37.89	38.17	43.09	49.17	47.94

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	14.29	13.49	11.49	49.85	45.16	48.76	35.87	41.35	39.75
Grade 8	18.10	14.51	14.41	45.99	45.37	40.54	35.91	40.12	45.05
All Grades	16.22	13.98	12.98	47.90	45.26	44.58	35.89	40.75	42.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	14.89	13.20	10.56	56.23	55.72	58.39	28.88	31.09	31.06
Grade 8	15.73	13.58	15.57	51.63	51.23	52.40	32.64	35.19	32.04
All Grades	15.32	13.38	13.11	53.90	53.53	55.34	30.78	33.08	31.55

Conclusions based on this data:

1. In 23-24, the proportion of students above, at, or near standard was 48.2%. In 24-25, we will strive to increase the percentage of students near standard or better to 60%.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1558.9	1554.0	1548.8	1569.3	1563.4	1552.4	1548.1	1544.0	1544.6	75	71	66
8	1557.7	1558.4	1556.6	1567.7	1567.5	1571.3	1547.4	1548.8	1541.4	34	49	54
All Grades										109	120	120

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	34.67	28.17	28.79	40.00	46.48	40.91	16.00	18.31	21.21	9.33	7.04	9.09	75	71	66
8	20.59	28.57	24.07	41.18	46.94	44.44	32.35	10.20	25.93	5.88	14.29	5.56	34	49	54
All Grades	30.28	28.33	26.67	40.37	46.67	42.50	21.10	15.00	23.33	8.26	10.00	7.50	109	120	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	57.33	45.07	51.52	33.33	47.89	34.85	4.00	4.23	4.55	5.33	2.82	9.09	75	71	66
8	41.18	55.10	38.89	44.12	30.61	51.85	8.82	4.08	5.56	5.88	10.20	3.70	34	49	54
All Grades	52.29	49.17	45.83	36.70	40.83	42.50	5.50	4.17	5.00	5.50	5.83	6.67	109	120	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.00	8.45	13.64	29.33	30.99	22.73	45.33	42.25	42.42	13.33	18.31	21.21	75	71	66
8	11.76	10.20	1.85	20.59	42.86	27.78	55.88	24.49	46.30	11.76	22.45	24.07	34	49	54
All Grades	11.93	9.17	8.33	26.61	35.83	25.00	48.62	35.00	44.17	12.84	20.00	22.50	109	120	120

Written Language — Percentage of Students at Each Performance Level for All Students

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	5.33	11.27	16.67	78.67	67.61	63.64	16.00	21.13	19.70	75	71	66
8	20.59	12.24	11.11	64.71	69.39	79.63	14.71	18.37	9.26	34	49	54
All Grades	10.09	11.67	14.17	74.31	68.33	70.83	15.60	20.00	15.00	109	120	120

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	89.33	90.14	83.33	6.67	8.45	9.09	4.00	1.41	7.58	75	71	66
8	67.65	85.42	88.89	29.41	6.25	7.41	2.94	8.33	3.70	34	48	54
All Grades	82.57	88.24	85.83	13.76	7.56	8.33	3.67	4.20	5.83	109	119	120

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	17.33	9.86	12.12	48.00	43.66	51.52	34.67	46.48	36.36	75	71	66
8	11.76	22.45	5.56	29.41	46.94	44.44	58.82	30.61	50.00	34	49	54
All Grades	15.60	15.00	9.17	42.20	45.00	48.33	42.20	40.00	42.50	109	120	120

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.00	25.35	19.70	81.33	69.01	72.73	6.67	5.63	7.58	75	71	66
8	2.94	14.29	5.56	94.12	73.47	88.89	2.94	12.24	5.56	34	49	54
All Grades	9.17	20.83	13.33	85.32	70.83	80.00	5.50	8.33	6.67	109	120	120

Conclusions based on this data:

1. 69.17 % of our English Learners performed at level 3 or 4 on the 23-24 ELPAC. In 24-25, we will strive to increase the percentage of English Learners performing at Level 3 or better to 80%.

School and Student Performance Data
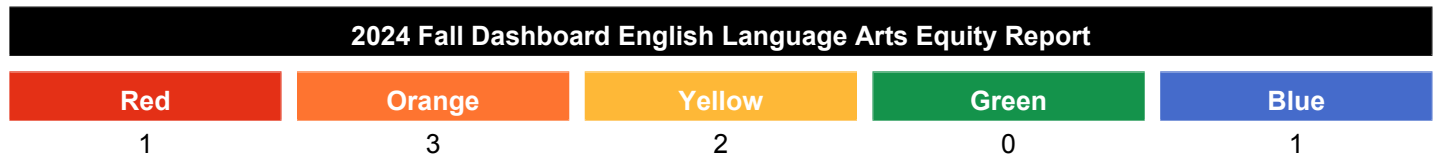
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
703	**87.3%**	**18.5%**	**0.1%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	130	18.5%
Foster Youth	1	0.1%
Homeless	13	1.8%
Socioeconomically Disadvantaged	614	87.3%
Students with Disabilities	108	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	6.7%
American Indian	3	0.4%
Asian	65	9.2%
Filipino	43	6.1%
Hispanic	474	67.4%
Two or More Races	20	2.8%
Pacific Islander	34	4.8%
White	14	2%

Conclusions based on this data:

1. Nearly 9 out of 10 MLK students are socioeconomically disadvantaged. 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. Two of three (67%) of 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

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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

2024 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 chronic absenteeism rate and EL progress towards English proficiency was on par with the state in 23-24. Even so, in 24-25 we will strive to reduce chronic absenteeism and improve EL progress towards English proficiency

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. in 24-25, we strive to raise the proportion of students

proficient on the ELA CAASPP to the state percentage or better and close the achievement gap on the Math CAASPP by 50%.

School and Student Performance Data

Academic Performance
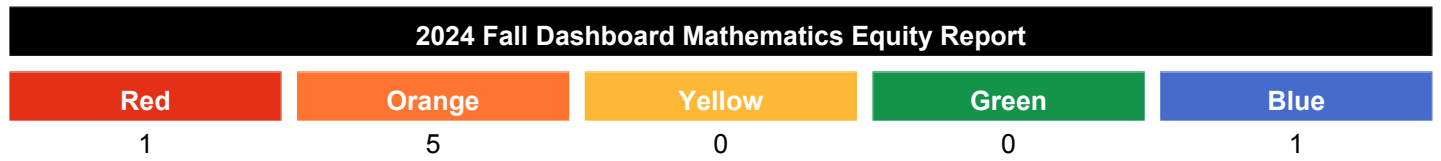## English Language Arts

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	0	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	Red
25.5 points below standard	88.3 points below standard	103.8 points below standard
Declined 3.9 points	Declined 12.7 points	Maintained 1.3 points
667 Students	250 Students	113 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	30.7 points below standard
		Declined 4.5 points
1 Student	10 Students	585 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
105.6 points below standard	49.0 points below standard	Less than 11 Students
Increased 17.5 points	Increased 14.6 points	
110 Students	41 Students	3 Students

Asian	Filipino	Hispanic
Yellow	Blue	Orange
1.5 points above standard	49.1 points above standard	38.3 points below standard
Declined 20.5 points	Maintained 1.7 points	Declined 5.7 points
62 Students	42 Students	455 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
14.6 points above standard	28.3 points below standard	32.5 points below standard
Increased 13.6 points	Maintained 2.7 points	13 Students
19 Students	33 Students	

Conclusions based on this data:

1. Students with disabilities and Black students were the only groups to increase their average distance from standard; in other words, these groups had the greatest improvement in performance on the ELA CAASPP. Despite the most improvement, both groups performed below all students as a whole.

2. We need find a way to remove the cultural barriers that are preventing our black students from performing at standard or better. And we need to improve our capacity to implement IEP accommodations so that we can continue to see improvement in the performance of our students with disabilities.

3. Our short term ELs experienced a decline in their average distance from standard. We need to strengthen our Integrated ELD and enhance our Designated ELD.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	5	0	0	1

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Red
77.3 points below standard	143.9 points below standard	175.5 points below standard
Maintained 0.8 points	Declined 4.6 points	Maintained 0.9 points
662 Students	249 Students	112 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	84.4 points below standard
		Maintained 0.8 points
0 Students	10 Students	580 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
164.6 points below standard	109.4 points below standard	Less than 11 Students
Increased 19.4 points	Increased 9.4 points	
110 Students	41 Students	3 Students

Asian	Filipino	Hispanic
Orange	Blue	Orange
38.7 points below standard	29.0 points above standard	95.2 points below standard
Declined 34.8 points	Increased 24.1 points	Increased 3.4 points
63 Students	41 Students	451 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
3.7 points below standard	92.0 points below standard	52.3 points below standard
Increased 11.9 points	Declined 23.4 points	13 Students
19 Students	33 Students	

Conclusions based on this data:

1. Out students with disabilities are performing significantly below standard on the Math CAASPP despite the fact that their average distance from standard improved. We need to make sure that the math goals for students with IEPs are aligned with grade level standards so that we can accelerate their improvement.

2. Our short term ELs experienced a decline in their average distance from standard. We need to strengthen our Integrated ELD and enhance our Designated ELD.better.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	Blue
63.8% making progress.	66.7% making progress.
Number Students: 116 Students	Number Students: 84 Students

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.

2024 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**
12.9%	23.3%	1.7%	62.1%

Conclusions based on this data:

1. Two out of three English Learners made progress towards English proficiency. In 24-25, our goal is to increase this figure to 80%.

2. Most of the ELs making progress are Long-Term ELs. We need to improve our Designated ELD support for short term ELs.
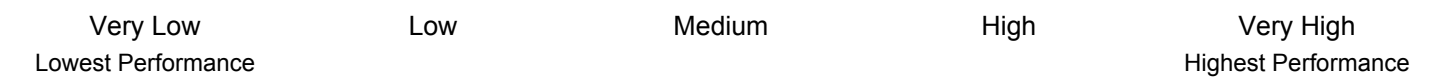
School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
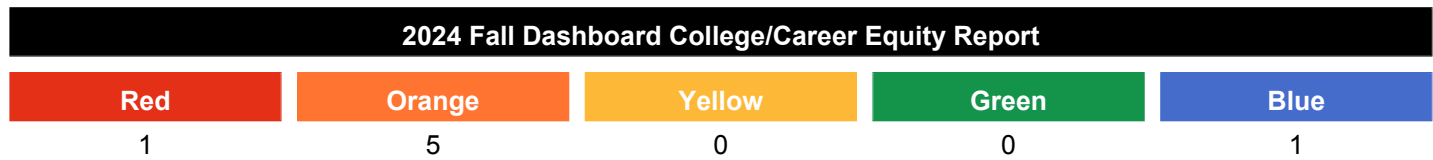
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	0	0	1

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	Orange
20.1% Chronically Absent	21.7% Chronically Absent	23.8% Chronically Absent
Declined 13.5	Declined 17.6	Declined 15.8
720 Students	161 Students	122 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	66.7% Chronically Absent	20.9% Chronically Absent
	Increased 5.1	Declined 15.4
1 Student	12 Students	631 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
30.2% Chronically Absent	36.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 10.4	Declined 10.1	
126 Students	49 Students	3 Students

Asian	Filipino	Hispanic
Yellow	Green	Yellow
11.9% Chronically Absent	9.3% Chronically Absent	19.8% Chronically Absent
Declined 5.9	Declined 7.8	Declined 16.7
67 Students	43 Students	486 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
26.1% Chronically Absent	29.4% Chronically Absent	13.3% Chronically Absent
Declined 13.9	Increased 5.3	0
23 Students	34 Students	15 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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
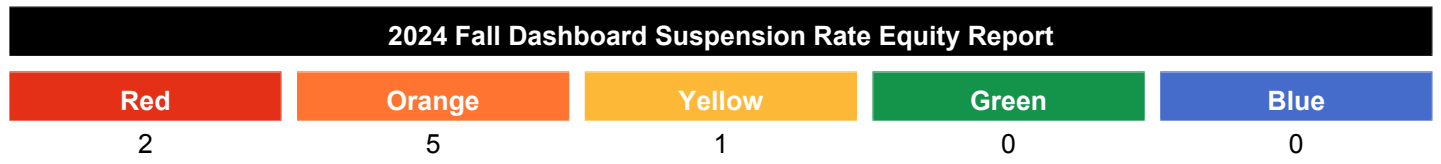## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	1	0	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	Red
12% suspended at least one day	10.4% suspended at least one day	13.1% suspended at least one day
Increased 2.1%	Declined 2.3%	Increased 0.5%
736 Students	164 Students	122 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	11.5% suspended at least one day
2 Students	Declined 7.7%	Increased 1.1%
	12 Students	644 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
9.8% suspended at least one day	17.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.6%	Declined 3.6%	
133 Students	51 Students	3 Students

Asian	Filipino	Hispanic
Orange	Orange	Red
10.4% suspended at least one day	2.3% suspended at least one day	12.1% suspended at least one day
Increased 7.7%	Increased 2.3%	Increased 1%
67 Students	44 Students	497 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
16.7% suspended at least one day	20% suspended at least one day	0% suspended at least one day
Increased 11.9%	Increased 13.1%	15 Students
24 Students	35 Students	

Conclusions based on this data:

1. Black students have a suspension rate that is 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. 80% of 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 20%.

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 25.5 points below standard on the 2024 ELA CAASPP; this was an 3.9 point decline from the previous year. In other words, the average distance from standard was not only negative but grew worse during the 2024 school year.

Only 42.06% of test takers met or exceeded the standard for ELA.

Data used to identify the need for improvement:
The California Assessment of Student Performance and Progress
The California School Dashboard

Goal :
80% of 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 EL support
2. Integration of technology into lessons and use of technology for assessments
3. School wide implementation of Integrated ELD
4. School wide implementation of culturally responsive teaching strategies
5. Alignment of ELA curriculum to common core/CAASPP

Focal students:
English Learners
Students with disabilities
Subgroup analysis

Means of evaluating progress toward this goal:
HMH growth measure assessments
Teacher created common 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: 46.4%	Standard Met or Exceeded: 50%
CAASPP ELA Grade 8	Standard Met or Exceeded: 37.9%	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 EL support	English Learners	48220 Title I 3010 100% of cost of 0.625FTE Bilingual Para-educator Position - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation

				None Specified
				None Specified
1.2	Integration of technology into lessons and use of technology for assessments	All Students		20259 Title I 3010 32% of cost of 0.625FTE Computer Tech Position - Support with up-keeping of ALL the technology on campus, including student Chromebooks 43500 LCFF 0001-0999: Unrestricted: Locally Defined 68% of cost of 0.625FTE Computer Tech Position - Support with up-keeping of ALL the technology on campus, including student Chromebooks
1.3	School wide implementation of Integrated ELD	All students		
1.4	School wide implementation of culturally responsive teaching strategies	All students		
1.5	Alignment of ELA curriculum to common core/CAASPP	All Students		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Bilingual push in an pull out Tier II support has been focused on our short term ELs and has had a significant impact on improved attendance and sense of belonging. Because we have not yet implemented common assessments, we won't know the impact of all of the above strategies until 2025 CAASPP results are obtained next Fall.

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

Budgeted expenditures were sufficient to cover all of the strategies listed above during the 23-24 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.

Strategy 1: Bilingual Para for Tier II Push-In and Pull-Out EL Support

Why it matters: Many English Learners (ELs) need targeted language development support beyond core instruction. A bilingual paraeducator can provide Tier II interventions that directly address language gaps affecting reading comprehension, writing clarity, and oral expression.

How it supports the goal:

Provides targeted, scaffolded instruction to improve DFS for ELs.

Supports content comprehension in the ELA classroom, helping ELs access grade-level texts and assignments.

Helps bridge the gap between basic interpersonal communication skills and academic language proficiency.

Ensures that ELs—who often underperform on CAASPP—receive additional support to accelerate progress, thus improving overall percentages for growth and proficiency.

Strategy 2: Integration of Technology into Lessons and Use of Technology for Assessments

Why it matters: Technology provides diverse tools for engagement, differentiation, and formative assessment. It also mirrors the format of the CAASPP, helping students build digital literacy skills critical for success on standardized tests.

How it supports the goal:

Facilitates real-time feedback on reading and writing tasks, enabling timely interventions.

Supports differentiated instruction through platforms that adjust to students' reading levels and learning needs (e.g., Newsela, CommonLit).

Builds student familiarity with online assessment formats, including drag-and-drop, typing extended responses, and using digital annotation tools.

Encourages student ownership of learning through interactive apps, increasing engagement and performance.

Strategy 3: Schoolwide Implementation of Integrated ELD

Why it matters: Integrated ELD ensures that English learners receive language development support within their core content classes, not just in designated ELD periods. It is aligned with state mandates and promotes equitable access to rigorous academic content.

How it supports the goal:

Embeds academic language instruction within ELA content, improving ELs' ability to engage with grade-level texts and tasks.

Promotes language-rich environments, increasing opportunities for speaking, listening, reading, and writing in English.

Encourages teacher collaboration across disciplines to reinforce language targets.

Leads to greater inclusion and coherence, reducing learning gaps and improving outcomes for ELs—one of the subgroups most at risk of not meeting standard.

Strategy 4: Schoolwide Implementation of Culturally Responsive Teaching Strategies

Why it matters: Culturally responsive pedagogy connects academic content to students' lived experiences and cultural backgrounds, increasing relevance and engagement.

How it supports the goal:

Boosts student engagement and motivation, especially for historically marginalized groups.

Improves classroom discourse and literacy development by affirming students' voices and perspectives in reading and writing tasks.

Builds stronger teacher-student relationships, which correlates with higher academic performance.

Helps reduce the achievement gap by making instruction more inclusive and responsive, leading to higher growth and proficiency rates.

Strategy 5: Alignment of ELA Curriculum to Common Core Standards and CAASPP

Why it matters: Alignment ensures that instruction is standards-based and assessment-aligned, minimizing instructional gaps and maximizing test readiness.

How it supports the goal:

Ensures that students receive consistent, coherent instruction aligned to the cognitive demands of the CAASPP.

Helps teachers use formative assessment data to adjust instruction.

Promotes rigorous reading and writing tasks that reflect the types of performance expectations on the CAASPP.

Supports the use of backward planning, ensuring that units and lessons build directly toward grade-level proficiency.

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 77.3 points below standard on the 2023 Math CAASPP; this was a 0.7 point increase from the previous year. In other words, the average distance from met did not improve and the average performance level was subpar.

Only 24.1% of test takers met or exceeded the standard for Math.

Data used to identify the need for improvement:
The California Assessment of Student Performance and Progress
The California School Dashboard

Goal :
80% of 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, School wide implementation of Integrated ELD

Focal students:
English Learners
Students with disabilities

Means of evaluating progress toward this goal:
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: 24.84%	Standard Met or Exceeded: 30%
CAASPP Mathematics: Grade 8	Standard Met or Exceeded: 23.35%	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	20259 Title I 3010 32% of cost of 0.625FTE Computer Tech Position - Support with up-keeping of ALL the technology on campus, including student Chromebooks 43500 LCFF 0001-0999: Unrestricted: Locally Defined 68% of cost of 0.625FTE Computer Tech Position -

			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	School wide implementation of Integrated ELD	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

1. Integration of Technology into Lessons and Use of Technology for Assessments

Why it matters: Technology provides dynamic tools to improve math instruction and allows for adaptive practice, real-time feedback, and increased engagement. It also prepares students for the format and skills required on the CAASPP.

How it supports the goal:

Enables adaptive learning platforms (e.g., i-Ready, Khan Academy, Desmos) to tailor practice to students' specific skill gaps, helping them close DFS.

Facilitates formative assessments that guide instructional decisions, grouping, and targeted re-teaching.

Familiarizes students with the online testing environment, enhancing performance on CAASPP item types (e.g., equations input, graphing, multi-step word problems).

Promotes visual and interactive learning, which is especially helpful for students who struggle with abstract math concepts.

2. Schoolwide Implementation of Culturally Responsive Teaching Strategies

Why it matters: Math achievement is often tied to student confidence, relevance of content, and teacher-student relationships. Culturally responsive instruction makes math meaningful and engaging for all learners, especially those from underrepresented groups.

How it supports the goal:

Increases student engagement and motivation by connecting math problems to students' real-world experiences and cultural backgrounds.

Creates a more inclusive classroom environment where diverse learners feel seen and supported, which contributes to better academic performance.

Encourages student voice and collaboration, building a stronger mathematical mindset and helping students persist through challenging problems.

Addresses opportunity gaps by validating multiple ways of thinking and problem-solving.

3. Implementation of the District's Mathematics Scope and Sequence in All Math Classes

Why it matters: Using a consistent, standards-aligned scope and sequence ensures that instruction is focused, sequential, and builds conceptually from one grade level to the next—key for long-term math success and CAASPP alignment.

How it supports the goal:

Guarantees that students are being taught grade-level content aligned to CAASPP standards, leaving no essential skill behind.

Reduces instructional gaps or redundancies, improving coherence and ensuring that students progress through the full range of math concepts.

Supports common pacing and collaboration among math teachers, making it easier to implement interventions and enrichments across the department.

Ensures that students are systematically prepared for the format and rigor of the CAASPP, improving both growth and proficiency rates.

4. Schoolwide Implementation of Integrated ELD

Why it matters: Many English Learners struggle in math not due to conceptual gaps but due to language barriers—especially with academic vocabulary, multi-step directions, and word problems. Integrated ELD ensures that language support is embedded in content instruction, including math.

How it supports the goal:

Helps ELs access grade-level math instruction through scaffolding, sentence frames, and visual supports.

Improves comprehension of math vocabulary and complex language structures, which are essential for solving word problems and explaining reasoning—both emphasized on the CAASPP.

Builds ELs' ability to communicate mathematical thinking orally and in writing, supporting deeper learning and assessment readiness.

Promotes teacher collaboration between content and language experts, improving instructional quality and outcomes for multilingual learners.

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 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.

The percentage of ELs who made progress towards English proficiency improved from 66.4% to 69.2%.

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
2. School wide implementation of culturally responsive teaching strategies
3. School-wide implementation of Integrated ELD
4. 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
ELAC Attendance

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	69.2% of ELs making progress	80% of ELs making progress
CAASPP ELA Grade 7	31.43% of ELs scored Standard Nearly Met/Standard Met	40% of ELs scoring Standard Nearly Met/Standard Met
CAASPP ELA Grade 8	31.11% of ELs scored Standard Nearly Met/Standard Met	40% 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	48220 Title I 3010 100% of cost of 0.625FTE Bilingual Para-educator Position - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation None Specified None Specified
3.2	School wide implementation of culturally responsive teaching strategie		
3.3	School-wide implementation of Integrated ELD		
3.4	Increased parent involvement in ELAC and EL parent meetings		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Bilingual push in an pull out Tier II support has been focused on our short tern ELs and had had a significant impact on improved attendance and sense of belonging.

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.

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.

1. Bilingual Paraeducator for Tier II Push-In and Pull-Out EL Support

Why it matters: English Learners often require targeted, small-group instruction beyond core classes to build foundational language and academic skills. A bilingual paraeducator provides this Tier II support in both push-in (within the classroom) and pull-out (outside the classroom) formats.

How it supports the goal:

Provides linguistic scaffolds and explanations in the student's primary language to support understanding of academic content.

Focuses on language objectives alongside content objectives, accelerating English language acquisition.

Reinforces key academic vocabulary and skills required for success on the ELPAC, CAASPP, and in classroom assignments.

Builds student confidence and language independence, supporting both reclassification and proficiency growth in ELA and Math.

2. Schoolwide Implementation of Culturally Responsive Teaching Strategies

Why it matters: When instruction reflects students' identities, languages, and lived experiences, it fosters a stronger connection to learning and promotes equity. For ELs, this is essential to building engagement, participation, and academic success.

How it supports the goal:

Increases student engagement and participation, which supports language development through speaking, listening, reading, and writing in meaningful ways.

Validates and affirms home languages and cultural backgrounds, creating a more inclusive and motivating learning environment for ELs.

Promotes classroom environments where ELs feel safe and encouraged to take academic risks, including practicing academic English.

Helps address the achievement gap by reducing implicit bias and promoting equitable access to rigorous content.

3. Schoolwide Implementation of Integrated ELD

Why it matters: Integrated ELD ensures that English learners receive consistent language support within their core content areas, including ELA and math—not just in designated ELD periods. This is a best practice aligned with California's ELA/ELD Framework.

How it supports the goal:

Embeds language objectives into daily instruction, providing ELs with repeated, contextualized exposure to academic English.

Promotes collaborative conversations and structured writing activities across all content areas to deepen comprehension and expression.

Enhances students' ability to understand and respond to complex texts and math tasks, improving performance on the CAASPP.

Helps ELs accelerate through ELPAC levels by ensuring they receive high-quality instruction that targets both content and language—key for reclassification.

4. Increased Parent Involvement in ELAC and EL Parent Meetings

Why it matters: Family engagement is one of the most powerful predictors of EL student success. When families understand the reclassification process, CAASPP expectations, and how to support language development at home, students benefit.

How it supports the goal:

Builds parent knowledge of the ELPAC, reclassification criteria, CAASPP, and academic supports available.

Encourages families to be active partners in goal-setting and support plans for their children's language and academic growth.

Creates space for two-way communication, where families can share insights about their child's needs and receive tools for at-home support.

Increases overall school-home collaboration, which leads to higher attendance, better student attitudes toward learning, and ultimately, higher achievement and reclassification rates.

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 student interest in traditional instrumental music. Currently, there are 0 students enrolled in concert band.

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 the arts by giving students the opportunity to take Theater, Art, Guitar, Choir, Orchestra, and Band.
2. Promote the growth and participation of our students in VAPA programs by having Winter/Spring Concerts as well as Theater performances for our students and community.
3. Submit a VAPA Plan for the 25-26 school year.

Means of evaluating progress toward this goal:
VAPA enrollment
# of VAPA related events

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	Promote the arts by giving students the opportunity to take Theater, Art, Guitar, Choir, Orchestra, and Band.	All students	
4.2	Promote the growth and participation of our students in VAPA programs by having Winter/Spring Concerts as well as Theater performances for our students and community.	All students	
4.3	Submit a VAPA Plan for the 25-26 school year.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Overall enrollment in the arts is up! The number of students enrolled in new courses--theater and guitar-far exceeds the enrollment in band during the 23-24 school year. Integration of the arts into the school community has also increased.

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

Via funding from Prop 28, we were able to meet our goal of adding two new VAPA courses this 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.

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.

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 stand alone 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.

During 23-24, there has been an increase in the percentage of students suspended at least once.
MLK students: 12.0%
MLK English Learners: 10.4%
African-American Students: 17.6%

Goal: Reduce suspensions to 10% or lower.

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
Suspension Rate (all Students)	12%	10%
Suspension Rate (African-American Students)	18%	10%

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: 2024-25

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 and our BSU Queens convened restorative justice community circles with students at Mt. Eden High School.

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 25-26, we will operate the Wellness Center five days a week if we receive the funds necessary to do so from the district 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 perent workshops, 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 2024/2025, most meetings included fewer than 10 parents	Increase number of parent participants to 25 -30.
Parent Participation in English Learner Advisory Committee	For 2024/2025, ELAC participation was much higher than in previous years.	Continue to 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	1989 Title I 3010 Funding for Coffee with the principal, Honor Roll Events, AASAI, ELAC and parents workshops

Annual Review

SPSA Year Reviewed: 2024-25

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.

Chronic absenteeism improved from 33.7% to 20.1% 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 25-26 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: 2024-25

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.

So far in 24025, chronic absenteeism has remain unchanged from 23-24. We have improved collaboration with CWA and early intervention. but the 2-year improvement from 46% to 20% has stalled. Further improvements may require improvements in climate and culture.

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 no longer provide incentives for excellent 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.

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	$94,736.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$225,947.00
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	$138,947.00

Subtotal of additional federal funds included for this school: $138,947.00

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	$87,000.00

Subtotal of state or local funds included for this school: $87,000.00

Total of federal, state, and/or local funds for this school: $225,947.00

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	43500	-43,500.00
Title I	70468	-68,479.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	87,000.00
Title I	138,947.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	87,000.00
3010	138,947.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	87,000.00
3010	Title I	138,947.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,979.00
Goal 2	63,759.00
Goal 3	48,220.00
Goal 6	1,989.00

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
Jonathan Gamble	Classroom Teacher
Rafael Velazquez - ELAC Rep	Classroom Teacher
Darrell Daniels	Principal
Eduardo Picazo	Parent or Community Member
Maritza Molina Escobar	Other School Staff
Pualani, Martinez	Parent or Community Member
Rochelle Balthazar	Parent or Community Member
Shireen Zahniser	Classroom Teacher
Niyati Chand	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

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 4/10/25.

Attested:

Signature	Role
	Principal, Darrell Daniels on 4.11.2025
	SSC Chairperson, Jalani Sanders on 4.11.2025
	ELAC Representative, Rafael Velazquez on 5.14.2025