



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	5/18/26	June 24, 2026

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 the 2026 School Plan for Student Achievement (SPSA) for Martin Luther King Middle School is to coordinate all educational services and resources to improve student outcomes. This plan aligns our school-site goals with the District’s Local Control and Accountability Plan (LCAP) to ensure that federal and state funds (such as Title I

and LCFF) are used effectively to close achievement gaps. The purpose of a Schoolwide Program 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]).

School Vision and Focus

- Academic Excellence: Implementing evidence-based instructional strategies in Core subjects (ELA and Math) to meet or exceed state standards.
- Equitable Support: Providing targeted interventions for English Learners, Students with Disabilities, and socio-economically disadvantaged students.
- School Climate: Enhancing the social-emotional well-being of students through a multi-tiered system of support (MTSS) to reduce chronic absenteeism and improve engagement.

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.

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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

Schoolwide Program

The purpose of the 2026 School Plan for Student Achievement (SPSA) for Martin Luther King Middle School is to coordinate all educational services and resources to improve student outcomes. This plan aligns our school-site goals with the District's Local Control and Accountability Plan (LCAP) to ensure that federal and state funds (such as Title I and LCFF) are used effectively to close achievement gaps. The purpose of a Schoolwide Program 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]).

School Vision and Focus

- Academic Excellence: Implementing evidence-based instructional strategies in Core subjects (ELA and Math) to meet or exceed state standards.
- Equitable Support: Providing targeted interventions for English Learners, Students with Disabilities, and socio-economically disadvantaged students.
- School Climate: Enhancing the social-emotional well-being of students through a multi-tiered system of support (MTSS) to reduce chronic absenteeism and improve engagement.

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, teachers, and support staff—engaged in ongoing discussions regarding the goals and progress of the School Plan for Student Achievement (SPSA). Incorporating vital input from the Local Curriculum Council (LCC), the English Learner Advisory Committee (ELAC), and the African American Student Academic Initiative (AASAI), the SSC successfully shifted funds to meet evolving student needs and developed strategic allocation recommendations for the 2026-27 SPSA.

To ensure the plan reflected the community's voice, a schoolwide Needs Assessment Survey was conducted. Students, teachers, staff, and parents provided direct input on priorities for the upcoming school year based on these survey results. Throughout the year, the SPSA was presented to stakeholders in various venues, allowing for the collection of targeted feedback regarding both the academic and social-emotional needs of our 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.

Not Applicable.

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

A comprehensive review of the 2024-25 California School Dashboard and local assessment data reveals the following priority areas for Martin Luther King Middle School:

English Language Arts (ELA): Student performance on the CAASPP averaged 27.3 points below standard. While this represents a 1.9-point improvement (Maintained) from the previous year, the overall distance from standard remains a significant area for growth.

Mathematics: Performance on the Math CAASPP averaged 76.5 points below standard. Although the school maintained a 1.9-point improvement from the prior year, the substantial distance from standard necessitates continued focus on foundational skills and Tier 1 instruction.

Suspension Rate: The suspension rate at MLK was 11 suspended one day for the 2024-25 school year, reflecting a 1.0% decline. While moving in a positive direction, reducing the overall rate remains a schoolwide priority. This trend necessitates a review of school climate and the strengthening of restorative practices.

English Learner Progress: 63.4% of English Learners made progress toward English proficiency, a slight improvement of 0.4% from the previous year.

Chronic Absenteeism

17.3% of MLK students were chronically absent during the 24-25 school year; this was a 2.8% decline in comparison to last year.

Black Students: 29.7% were chronically absent. There was a 7% decline from previous year. Despite showing improvement, this group remains at high risk for academic loss due to attendance barriers.

28.1% Long-term English Learners at MLK were chronically absent during the 24-25 school year. This was a 4.4% increase over the previous year, and remains high in comparison to the school as a whole.

29.7% of MLK students with disabilities were chronically absent during the 24-25 school year. This was an improvement by 7% 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.

Need for targeted attendance outreach for Black students and Students with Disabilities, and intensified Tier 1 literacy support to address the ELA decline.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.43%	0.30%	0.15%	3	2	1
African American	6.69%	5.23%	3.04%	47	35	20
Asian	9.25%	9.72%	11.72%	65	65	77
Filipino	6.12%	7.03%	10.20%	43	47	67
Hispanic/Latino	67.43%	68.46%	64.08%	474	458	421
Pacific Islander	4.84%	3.89%	4.26%	34	26	28
White	1.99%	1.94%	2.13%	14	13	14
Multiple/No Response	2.84%	3.14%	3.35%	20	21	22
Total Enrollment				703	669	657

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	343	328	317
Grade 8	360	341	340
Total Enrollment	703	669	657

Conclusions based on this data:

1. Student enrollment saw a slight decrease of 4.84%, moving from 703 students in the previous cycle to 669 students for the current reporting period. This trend is consistent across both grade levels, with Grade 7 decreasing from 343 to 328 and Grade 8 decreasing from 360 to 341.
2. The school maintains a diverse student body with a significant Hispanic/Latino majority, representing 68.46% of the total enrollment. Other notable subgroups include Asian (9.72%), Filipino (7.03%), and African American (5.23%) populations. While most groups saw slight numerical decreases in line with overall enrollment, the Filipino subgroup has shown consistent growth over the last three years, increasing from 5.63% to 7.03%.
3. With over 75% of the student population identifying as Hispanic/Latino or Filipino, there is a continued need for culturally responsive instruction and robust support for English Language Development. Additionally, the stability of the Two or More Races subgroup (increasing to 3.14%) highlights an evolving demographic landscape that requires inclusive school climate initiatives.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	130	147	151	17.7%	18.5%	23.0%
Fluent English Proficient (FEP)	330	294	282	51.3%	46.9%	42.9%
Reclassified Fluent English Proficient (RFEP)	336	294	252	47.3%	41.8%	37.7%

Conclusions based on this data:

1. There is a significant upward trend in the percentage of English Learners, jumping from 17.7% to 23.0% over three years. While the raw number of students increased by 21, the proportion of the student body they represent grew even more sharply, suggesting the overall school enrollment may be shifting or shrinking while the EL sub-group remains steady or grows.
2. Over the three-year period, the gap between EL and FEP students is narrowing. . In 23-24, there were roughly 2.5 FEP students for every 1 EL student. By 25-26, that ratio has dropped to nearly 1.8 to 1.
3. The percentage of students identified as reclassified fluent English proficient has decreased steadily from 47.3% in 2023-24 to 37.7% in 2025-26. This downward trend suggests a need to evaluate the effectiveness of English Language Development (ELD) supports or to investigate if external factors (such as changes in reclassification criteria or student mobility) are impacting these figures

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	358	331	330	345	322	325	345	321	323	96.4	97.3	98.5
Grade 8	338	353	328	323	340	321	323	340	320	95.6	96.3	97.9
All Grades	696	684	658	668	662	646	668	661	643	96.0	96.8	98.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2533.	2534.	2522.	16.23	18.07	13.93	28.70	28.35	26.32	25.51	22.43	24.77	29.57	31.15	34.98
Grade 8	2541.	2529.	2545.	11.46	15.29	15.63	32.20	22.65	25.63	25.08	26.76	29.69	31.27	35.29	29.06
All Grades	N/A	N/A	N/A	13.92	16.64	14.77	30.39	25.42	25.97	25.30	24.66	27.22	30.39	33.28	32.04

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 7	15.36	15.00	13.31	57.39	55.31	58.20	27.25	29.69	28.48	
Grade 8	11.15	14.41	14.38	58.51	52.06	54.38	30.34	33.53	31.25	
All Grades	13.32	14.70	13.84	57.93	53.64	56.30	28.74	31.67	29.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	24.20	26.65	19.81	46.94	49.53	49.54	28.86	23.82	30.65
Grade 8	16.10	15.34	19.38	52.32	47.20	50.31	31.58	37.46	30.31
All Grades	20.27	20.82	19.60	49.55	48.33	49.92	30.18	30.85	30.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.28	9.38	8.98	73.04	71.88	69.04	17.68	18.75	21.98
Grade 8	11.15	9.71	15.00	73.68	72.06	64.38	15.17	18.24	20.63
All Grades	10.18	9.55	11.98	73.35	71.97	66.72	16.47	18.48	21.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	17.10	18.07	17.65	62.03	59.50	57.59	20.87	22.43	24.77
Grade 8	17.34	17.94	20.63	64.71	60.88	59.38	17.96	21.18	20.00
All Grades	17.22	18.00	19.13	63.32	60.21	58.48	19.46	21.79	22.40

Conclusions based on this data:

1. In 24-25, the proportion of students above, at, or near standard was 67.962%. In 26-27, we will strive to increase the percentage of students above, at, near standard or better to 75%.
2. There was a significant recovery in 8th-grade proficiency between 23-24 and 24-25, showing a positive upward trajectory for students preparing for high school.
3. Across all specific claims (Reading, Writing, Listening, Research), the school maintains a solid base where approximately 7 out of 10 students are meeting or nearing the expected grade-level standards.

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.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	358	331	329	343	322	324	341	322	324	95.8	97.3	98.5
Grade 8	338	353	328	324	335	321	324	334	321	95.9	94.9	97.9
All Grades	696	684	657	667	657	645	665	656	645	95.8	96.1	98.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2493.	2492.	2487.	14.08	13.35	17.59	12.61	11.49	7.72	25.81	27.02	19.14	47.51	48.14	55.56
Grade 8	2501.	2503.	2511.	14.81	15.57	19.00	10.19	7.78	7.79	20.68	21.26	17.76	54.32	55.39	55.45
Grade 11															
All Grades	N/A	N/A	N/A	14.44	14.48	18.29	11.43	9.60	7.75	23.31	24.09	18.45	50.83	51.83	55.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.49	12.73	16.67	37.54	40.06	26.54	48.97	47.20	56.79
Grade 8	12.35	15.02	19.00	38.27	36.34	31.78	49.38	48.65	49.22
Grade 11									
All Grades	12.93	13.89	17.83	37.89	38.17	29.15	49.17	47.94	53.02

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.49	11.49	14.51	45.16	48.76	41.67	41.35	39.75	43.83
Grade 8	14.51	14.41	14.95	45.37	40.54	42.68	40.12	45.05	42.37
All Grades	13.98	12.98	14.73	45.26	44.58	42.17	40.75	42.44	43.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.20	10.56	15.43	55.72	58.39	47.53	31.09	31.06	37.04
Grade 8	13.58	15.57	14.33	51.23	52.40	52.96	35.19	32.04	32.71
All Grades	13.38	13.11	14.88	53.53	55.34	50.23	33.08	31.55	34.88

Conclusions based on this data:

1. In 24-25, the proportion of students above, at, or near standard was 44.5%. In 26-27, we will strive to increase the percentage of students above, at, near standard to 55%.
2. Interestingly, while overall proficiency (Met + Exceeded) dropped slightly from 25.87% in 22-23, the percentage of students in the highest tier (Standard Exceeded) actually grew by nearly 4 points, from 14.44% to 18.29%.
3. Despite a school-wide trend of more students falling into "Standard Not Met," there is a clear "top-end" growth. Both Grade 7 and Grade 8 saw their "Standard Exceeded" percentages hit 3-year highs in 2024-25.

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 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1554.0	1548.8	1548.4	1563.4	1552.4	1555.9	1544.0	1544.6	1540.4	71	66	90
8	1558.4	1556.6	1559.0	1567.5	1571.3	1572.0	1548.8	1541.4	1545.5	49	54	47
All Grades										120	120	137

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	28.17	28.79	31.11	46.48	40.91	34.44	18.31	21.21	26.67	7.04	9.09	7.78	71	66	90
8	28.57	24.07	29.79	46.94	44.44	44.68	10.20	25.93	14.89	14.29	5.56	10.64	49	54	47
All Grades	28.33	26.67	30.66	46.67	42.50	37.96	15.00	23.33	22.63	10.00	7.50	8.76	120	120	137

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	45.07	51.52	46.67	47.89	34.85	36.67	4.23	4.55	10.00	2.82	9.09	6.67	71	66	90
8	55.10	38.89	53.19	30.61	51.85	31.91	4.08	5.56	8.51	10.20	3.70	6.38	49	54	47
All Grades	49.17	45.83	48.91	40.83	42.50	35.04	4.17	5.00	9.49	5.83	6.67	6.57	120	120	137

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	8.45	13.64	7.78	30.99	22.73	27.78	42.25	42.42	47.78	18.31	21.21	16.67	71	66	90
8	10.20	1.85	8.51	42.86	27.78	38.30	24.49	46.30	29.79	22.45	24.07	23.40	49	54	47
All Grades	9.17	8.33	8.03	35.83	25.00	31.39	35.00	44.17	41.61	20.00	22.50	18.98	120	120	137

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.27	16.67	19.10	67.61	63.64	60.67	21.13	19.70	20.22	71	66	89
8	12.24	11.11	19.57	69.39	79.63	69.57	18.37	9.26	10.87	49	54	46
All Grades	11.67	14.17	19.26	68.33	70.83	63.70	20.00	15.00	17.04	120	120	135

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	90.14	83.33	85.39	8.45	9.09	12.36	1.41	7.58	2.25	71	66	89
8	85.42	88.89	82.98	6.25	7.41	14.89	8.33	3.70	2.13	48	54	47
All Grades	88.24	85.83	84.56	7.56	8.33	13.24	4.20	5.83	2.21	119	120	136

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	9.86	12.12	14.77	43.66	51.52	39.77	46.48	36.36	45.45	71	66	88
8	22.45	5.56	17.78	46.94	44.44	35.56	30.61	50.00	46.67	49	54	45
All Grades	15.00	9.17	15.79	45.00	48.33	38.35	40.00	42.50	45.86	120	120	133

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	25.35	19.70	9.09	69.01	72.73	87.50	5.63	7.58	3.41	71	66	88
8	14.29	5.56	0.00	73.47	88.89	93.48	12.24	5.56	6.52	49	54	46
All Grades	20.83	13.33	5.97	70.83	80.00	89.55	8.33	6.67	4.48	120	120	134

Conclusions based on this data:

1. In the 2024-25 school year, 68.62% of English Learners performed at Level 3 (Moderately Developed) or Level 4 (Well Developed). While this is a slight decrease from 69.17% in the previous year, the school continues to work toward the goal of 75% proficiency. Notably, the percentage of students reaching the highest tier (Level 4) grew to 30.66%, the highest in three years.
2. The percentage of students achieving Level 4 (the highest proficiency level) grew from 28.33% in 2022-23 to 30.66% in 2024-25.
3. Grade 7 saw a rise in Level 2 (Somewhat Developed) students, from 18.31% to 26.67%. Early intervention in 7th grade is necessary to prevent these students from becoming "Long Term English Learners" (LTELs).

School and Student Performance Data

Student Population

The 2025 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 provides information about the school's student population.

2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
669	83.7%	22%	0.3%

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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	147	22%
Foster Youth	2	0.3%
Homeless	4	0.6%
Socioeconomically Disadvantaged	560	83.7%
Students with Disabilities	103	15.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	35	5.2%
American Indian	2	0.3%
Asian	65	9.7%
Filipino	47	7%
Hispanic	458	68.5%
Two or More Races	21	3.1%
Pacific Islander	26	3.9%
White	13	1.9%

Conclusions based on this data:

1. A significant majority of the student body, 83.7% (560 students), is classified as socioeconomically disadvantaged. 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. The school's largest demographic group is Hispanic, representing 68.5% (458 students) of the total enrollment. Two of three (68.5%) 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. With 22% (147 students) of the population identified as English Learners, MLK Middle School has a high density of students requiring specialized language instruction. There is a continued need for robust Integrated and Designated ELD (English Language Development) programs to bridge the gap between social communication and academic literacy. Beyond the Hispanic majority, the school serves a diverse array of ethnic groups, including: Asian (9.7%), Filipino (7%), African American (5.2%), and Pacific Islander (3.9%) populations. The school supports a substantial number of Students with Disabilities (15.4% or 103 students)
3. MLK Middle School is a highly diverse, high-need campus where over 83% of students face socioeconomic challenges and over 20% are navigating the complexities of learning English as a second language. Our planning must focus on Tier 1 universal supports that address the intersection of poverty and language acquisition

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."



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In the 24-25 school year, our Chronic Absenteeism rate reached the 'Yellow' performance level, placing us on par with state trends. While this represents a stable foundation, we will strive in the coming year to move into the 'Green' category by implementing targeted attendance interventions and reducing barriers for our socioeconomically disadvantaged and English Learner subgroups. Maintaining Climate Momentum: Continuing to reduce barriers to attendance to move Chronic Absenteeism from Yellow to Green.

2. This indicates that English Learners are making significant year-over-year growth toward English proficiency. This is the highest-performing academic indicator on the school's dashboard, suggesting that the current ELD (English Language Development) strategies and interventions are highly effective. In 2025-26, we strive to share best Integrated ELD strategies school-wide so that all students can make steady gains; Bridging the Academic Gap: Utilizing the successful strategies from the English Learner (Green) programs to support the ELA and Math (Orange) instruction

3. Our performance on both the English Language Arts (ELA) and Mathematics CAASPP was identified as "subpar," placing the school in the Orange performance category on the California School Dashboard. Additionally, our Suspension Rate reached the Yellow level, indicating a rate higher than the state average.

In the 2026-27 school year, we are committed to the following academic and climate improvements:

ELA Proficiency: We strive to raise the proportion of students proficient on the ELA CAASPP to meet or exceed the current California state percentage.

Math Growth: We aim to close the existing achievement gap on the Mathematics CAASPP from 76.5 below standards to 65 points below standards.

Climate Support: We will continue to implement restorative practices and positive behavioral supports to reduce suspension rates and keep students engaged in the classroom.

School and Student Performance Data

Academic Performance English Language Arts

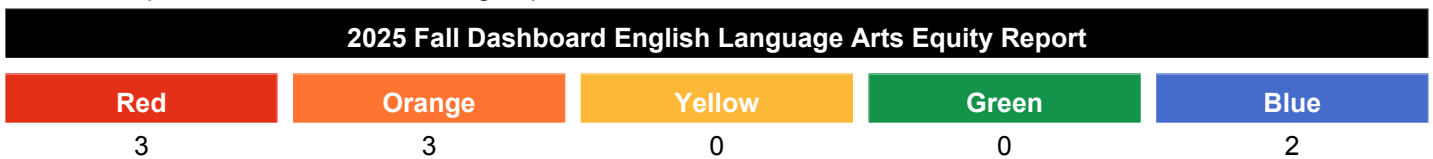
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>27.3 points below standard</p> <p>Maintained -1.9 points</p> <p>645 Students</p>	<p>English Learners</p> <p>Orange</p> <p>78.7 points below standard</p> <p>Increased 9.5 points</p> <p>271 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>111 points below standard</p> <p>Declined 7.2 points</p> <p>127 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>33.2 points below standard</p> <p>Maintained -2.4 points</p> <p>555 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>114.3 points below standard</p> <p>Declined 8.7 points</p> <p>99 Students</p>	<p>African American</p>  <p>Red</p> <p>86.5 points below standard</p> <p>Declined 37.5 points</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>29.1 points above standard</p> <p>Increased 27.6 points</p> <p>65 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>66.1 points above standard</p> <p>Increased 17 points</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>44.7 points below standard</p> <p>Declined 6.4 points</p> <p>443 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.6 points below standard</p> <p>Declined 34.2 points</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>4.8 points below standard</p> <p>Increased 23.5 points</p> <p>26 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>5.6 points below standard</p> <p>Increased 26.8 points</p> <p>13 Students</p>

Conclusions based on this data:

- MLK Students are averaging 27.3 points below standard. Performance is considered "Maintained," as there was only a negligible dip of 1.9 points compared to the previous year. With 645 students tested, the data is statistically robust and reflects the vast majority of the student body.

 - Asian (65 students): Scored 29.1 points above standard, showing a significant increase of 27.6 points.
 - Filipino (46 students): Scored 66.1 points above standard, with an increase of 17 points.
 - These two groups are not only meeting the standard but are accelerating away from it, serving as a bright spot for academic excellence at the school.
 - Students with Disabilities (99 students): The most significant area of concern, performing 114.3 points below standard and declining by 8.7 points.
 - Long-Term English Learners (LTEL) (127 students): Performed 111 points below standard with a decline of 7.2 points.
 - African American (32 students): Performed 86.5 points below standard and experienced the sharpest decline of 37.5 points.
- 2024-25 Strategic Conclusions
To support your SPSA development, here are three refined conclusions based on this data:

-Differentiated Support for LTELs: While "English Learners" as a whole increased by 9.5 points, the LTEL subgroup specifically declined. This suggests that while newer English Learners are making progress, those who have been in the program for 7+ years require a different, more intensive literacy intervention.

-African American Achievement Gap: The 37.5 point decline for African American students is the largest drop in the school. Immediate investigation into Tier 1 instructional access and culturally responsive engagement for this group is a high priority.

-Refining IEP Accommodations: Students with Disabilities are the furthest from the standard (-114.3 points). The continued decline indicates that current classroom accommodations or specialized academic instruction (SAI) models need to be evaluated for effectiveness in ELA.

School and Student Performance Data

Academic Performance Mathematics

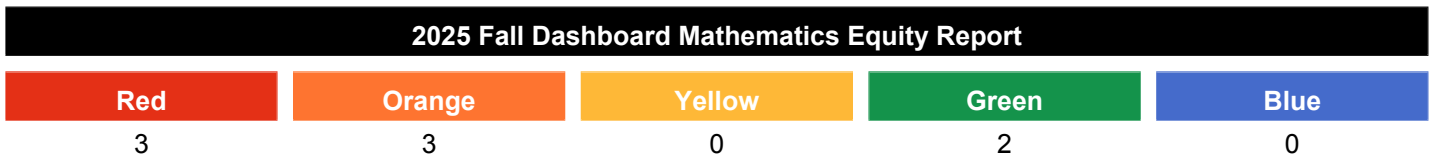
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>76.5 points below standard</p> <p>Maintained 0.7 points</p> <p>646 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>132.9 points below standard</p> <p>Increased 11 points</p> <p>272 Students</p>	<p>Long-Term English Learners</p>  <p>Red</p> <p>181.7 points below standard</p> <p>Declined 6.2 points</p> <p>127 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>85.9 points below standard</p> <p>Maintained -1.6 points</p> <p>555 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>152.2 points below standard</p> <p>Increased 12.4 points</p> <p>100 Students</p>	<p>African American</p>  <p>Red</p> <p>133.6 points below standard</p> <p>Declined 24.2 points</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.9 points below standard</p> <p>Increased 36.8 points</p> <p>65 Students</p>	<p>Filipino</p>  <p>Green</p> <p>31 points above standard</p> <p>Maintained 2 points</p> <p>47 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>96.1 points below standard</p> <p>Maintained -0.9 points</p> <p>443 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>96.1 points below standard</p> <p>Declined 92.3 points</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>81.5 points below standard</p> <p>Increased 10.5 points</p> <p>26 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>55 points below standard</p> <p>Maintained -2.7 points</p> <p>13 Students</p>

Conclusions based on this data:

- The school's overall Mathematics performance is in the Orange category, which is considered a "Low" performance level. All students are averaging 76.5 points below standard. Performance is considered "Maintained," with a negligible increase of 0.7 points. This suggests that while scores aren't dropping, current instructional practices are not yet moving the needle toward proficiency.
- The dashboard reveals a stark performance divide between student groups:

 - Areas of Excellence (Green): Filipino students are performing 31 points above standard, and Asian students showed the most growth, increasing by 36.8 points to reach just 1.9 points below standard.
 - Critical Need Areas (Red): Three groups are in the lowest performance tier: Hispanic (-96.1 points), Long-Term English Learners (-181.7 points), and African American students (-133.6 points). The decline of 24.2 points for African American students is particularly concerning.
- There is a diverging trend within the English Learner population:

 - Short-Term ELs: The broader English Learner group actually increased by 11 points.
 - Long-Term ELs (LTELs): This specific subgroup declined by 6.2 points and is currently the furthest from standard at 181.7 points below.
 - Conclusion: This indicates that while new language learners are making mathematical gains, students who have been in EL programs long-term are facing increasing barriers to accessing grade-level math content.

School and Student Performance Data

Academic Performance Science

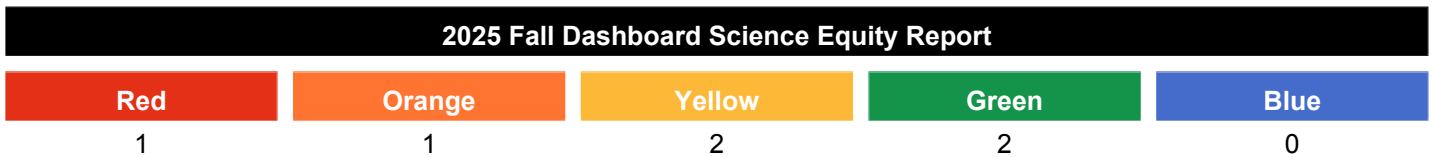
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>47.7 science points</p> <p>Increased 2.5 points</p> <p>325 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>37.6 science points</p> <p>Increased 3.5 points</p> <p>105 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>29.6 science points</p> <p>Maintained 0.7 points</p> <p>46 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>46.5 science points</p> <p>Increased 2.8 points</p> <p>275 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>41.5 science points</p> <p>Increased 5.7 points</p> <p>53 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>47.8 science points</p> <p>Increased 10.1 points</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>58.3 science points</p> <p>Increased 4.6 points</p> <p>30 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>65.9 science points</p> <p>Increased 3.5 points</p> <p>21 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>44.3 science points</p> <p>Maintained 1.9 points</p> <p>221 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>49.2 science points</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>41.3 science points</p> <p>Declined 2.4 points</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

- Martin Luther King Middle School is performing at a Green level overall in Science, with a school-wide increase of 2.5 points. Our Socioeconomically Disadvantaged students (85% of the tested population) are performing well in the Green tier, demonstrating that our current core science instruction is reaching our largest student group. All Students" (325) achieved an average of 47.7 science points. Performance increased by 2.5 points compared to the previous year.
- The school has several student groups performing at a high level and showing significant growth.

Socioeconomically Disadvantaged: This large subgroup (275 students) is in the Green category with 46.5 points and an increase of 2.8 points, closely mirroring the performance of the general student body.

Asian Subgroup: Performed at the Green level with 58.3 points, showing a strong increase of 4.6 points.

Students with Disabilities: While in the Yellow category, this group showed the second-highest growth in the school, increasing by 5.7 points to reach 41.5 science points.

African American Growth: Although there is "No Performance Color" due to the small group size (21 students), this group saw the school's highest point gain with a 10.1-point increase.
- While the school is performing well overall, specific groups require additional support to bridge achievement gaps.

Long-Term English Learners (LTELs): This is the highest-priority group, currently in the Red category (lowest level). They achieved 29.6 points and performance remained stagnant (maintained 0.7 points).

Hispanic Subgroup: This group is in the Orange category with 44.3 points. Performance was essentially flat (maintained 1.9 points), indicating a need for strategies to move these students toward the Yellow/Green tiers.

Pacific Islander Subgroup: This is the only group that showed a decline (-2.4 points), dropping to 41.3 science points.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 63.4 making progress. Number Students: 134 Students	Long-Term English Learner Progress  Yellow 60.4 making progress. Number Students: 106 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.

2025 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
6%	30.6%	0.7%	62.7%

Conclusions based on this data:

- Nearly two out of three English Learners (63.4%) successfully made progress toward English proficiency in the 2024-25 school year. While this Green performance level is a school-wide strength, we will continue to provide targeted support to reach our 2025-26 goal of 80% of students progressing at least one level. Long-Term EL (LTEL) Progress: A significant majority of your EL population (106 out of 134 students) are classified as Long-Term English Learners. Their progress rate is slightly lower at 60.4%.
- Growth Tiers:
 62.7% of students progressed by at least one ELPI level.
 30.6% maintained their current level.
 6% decreased by at least one level.

3. 1. Nearly two out of three English Learners (63.4%) successfully made progress toward English proficiency in the 2024-25 school year. While this Green performance level is a school-wide strength, we will continue to provide targeted support to reach our 2025-26 goal of 80% of students progressing at least one level.

2. LTEL vs. Short-Term EL Support

The data shows that 79% of our English Learners are classified as Long-Term English Learners (LTELs). While this group is maintaining a solid progress rate of 60.4% (Yellow), there is a distinct need to differentiate our Designated ELD support to address the specific linguistic needs of our newer, short-term English Learners to ensure they do not become LTELs.

3. Maintaining Proficiency Momentum

While 62.7% of students are moving up ELPI levels, 30.6% of students maintained their level without advancing. Our instructional focus for the upcoming year will be on those "stationary" students, using data-driven interventions to move them from "Maintained" to "Progressed," particularly those nearing reclassification at Level 3.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>17.3% Chronically Absent</p> <p>Declined 2.8</p> <p>681 Students</p>	<p>English Learners</p>  Red <p>26% Chronically Absent</p> <p>Increased 4.3</p> <p>173 Students</p>	<p>Long-Term English Learners</p>  Red <p>28.1% Chronically Absent</p> <p>Increased 4.4</p> <p>135 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>17.6% Chronically Absent</p> <p>Declined 3.3</p> <p>584 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>22% Chronically Absent</p> <p>Declined 8.1</p> <p>109 Students</p>	<p>African American</p>  <p>Orange</p> <p>29.7% Chronically Absent</p> <p>Declined 7</p> <p>37 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>4.5% Chronically Absent</p> <p>Declined 7.4</p> <p>66 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>2.1% Chronically Absent</p> <p>Declined 7.2</p> <p>48 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>19.5% Chronically Absent</p> <p>Maintained -0.3</p> <p>462 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>17.4% Chronically Absent</p> <p>Declined 8.7</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>14.8% Chronically Absent</p> <p>Declined 14.6</p> <p>27 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Increased 11.7</p> <p>16 Students</p>

Conclusions based on this data:

1. MLK is currently in the Yellow category for All Students, with a chronic absenteeism rate of 17.3%. This represents a positive trend, as the rate declined by 2.8% from the previous reporting period.
2. Success Stories (Blue/Green)
 - 1) Filipino Students: Achieving the best results with only 2.1% chronic absenteeism.
 - 2) Asian Students: Maintaining a strong profile at 4.5% absenteeism, following a sharp decline of 7.4%.

Areas of Maintenance and Mixed Progress

 - 1) Students with Disabilities: Though still in the Orange category at 22%, they showed the most significant improvement with a declined rate of 8.1%.
 - 2) Hispanic Students: This is the largest sub-group (462 students) and remained stagnant ("Maintained") with a -0.3% change, keeping them in the Orange category at 19.5%.
3. High-Risk Groups (Red/Orange)
 - 1) English Learners (EL): This group is in the Red category with a 26% absenteeism rate, which increased by 4.3%.
 - 2) Long-Term English Learners (LTEL): These students show the highest level of concern at 28.1% chronically absent (an increase of 4.4%).
 - 3) African American Students: While in the Orange category, they have the highest absolute absenteeism rate at 29.7%, though this is a significant improvement (declined by 7%).

School and Student Performance Data

Conditions & Climate Suspension Rate

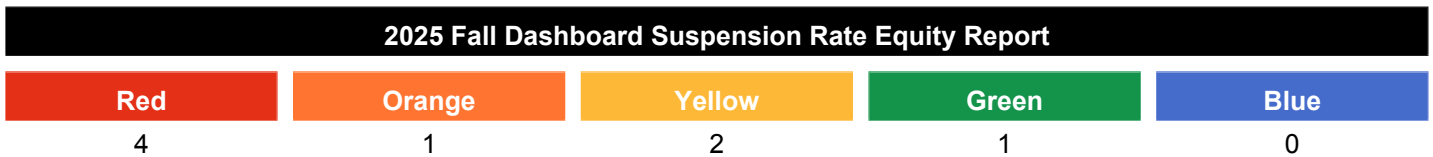
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11% suspended at least one day</p> <p>Declined 1%</p> <p>693 Students</p>	<p>English Learners</p> <p>Red</p> <p>14.6% suspended at least one day</p> <p>Increased 4.2%</p> <p>178 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>14.5% suspended at least one day</p> <p>Increased 1.4%</p> <p>138 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.9% suspended at least one day</p> <p>Declined 0.6%</p> <p>595 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>16.1% suspended at least one day</p> <p>Increased 6.3%</p> <p>112 Students</p>	<p>African American</p>  <p>Red</p> <p>18.4% suspended at least one day</p> <p>Increased 0.8%</p> <p>38 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 9%</p> <p>67 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>2.1% suspended at least one day</p> <p>Maintained -0.2%</p> <p>48 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>12% suspended at least one day</p> <p>Maintained -0.1%</p> <p>468 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>25% suspended at least one day</p> <p>Increased 8.3%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 5.7%</p> <p>28 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>5.6% suspended at least one day</p> <p>Increased 5.6%</p> <p>18 Students</p>

Conclusions based on this data:

- MLK is currently in the Yellow category for "All Students," which signifies a medium performance level. 11% of students were suspended at least once. This represents a slight improvement, as the rate declined by 1%.
- Asian Students is the school's strongest performing group (Green), with only a 1.5% suspension rate and a massive 9% decline from the previous year.

Hispanic Students: As a large demographic (468 students), this group is in Orange but remained relatively stable with a minor 0.1% decline.

Socioeconomically Disadvantaged: This large group (595 students) is performing slightly better than the school average at 10.9% and showed a 0.6% decline.
- African American students and Students with Disabilities are being suspended at rates significantly higher than the general student body. African American Students: This group(AA) has the highest overall suspension rate at 18.4%, and the rate continues to rise (up 0.8%). Students with Disabilities: This group saw the most significant increase in suspensions, jumping 6.3% to a total rate of 16.1%.
 - English Learners (EL): The rate increased by 4.2%, reaching 14.6%. Long-Term English Learners (LTEL): Suspensions rose by 1.4%, totaling 14.5%. Both EL and LTEL populations are trending in the wrong direction, suggesting a need for better communication or support structures for these students.

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 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 the 2024 ELA CAASPP, MLK students performed an average of 27.3 points below standard, maintaining a stable but low trajectory from the previous year (a marginal 1.9-point change). Currently, 67.9% of students are performing at or near standard. To close this achievement gap, the school is setting a rigorous growth target for the next school year.

2025-26 Goals:

Proficiency: Increase the percentage of students meeting or exceeding ELA standards from 42% to 50%.

Growth: 75% of all students will demonstrate measurable growth toward proficiency by improving their "Distance from Standard" (DFS) metric.

Engagement: Increase the proportion of students performing "Above, At, or Near Standard" to 75%.

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

Goal :
 75% of all students will demonstrate growth towards proficiency by improving their distance from standard.
 50% of students will meet or exceed the ELA standard

- Priority Strategies:**
- 1) Tier II Intervention: Dedicated Bilingual Para-educator for push-in/pull-out support targeting English Learners.
 - 2) Instructional Technology: Intentional integration of digital tools for daily lessons and formative assessments.
 - 3) Integrated ELD: School-wide language support embedded across all core content areas.
 - 4) Culturally Responsive Pedagogy: Implementing evidence-based strategies to increase student agency and engagement.
 - 5) Curricular Rigor: Rigorous alignment of ELA instruction to Common Core Standards and CAASPP claim structures.

Focal students:
 English Learners
 Students with disabilities
 Subgroup analysis

Means of evaluating progress toward this goal:
 HMM 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: 42.25%	Standard Met or Exceeded: 50%
CAASPP ELA Grade 8	Standard Met or Exceeded: 41.26%	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	0.50 FTE Bilingual Para-educator Position - 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	25541 Title I 3010 50% of cost of 0.50 FTE Computer Tech Position - Support with up-keeping of ALL the technology on campus, including student Chromebooks
1.3	School wide implementation of Integrated I-ELD: Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Special consideration will be given to supporting English Learners through vocabulary exercises aligned to the CCSS.	All students	
1.4	School wide implementation of culturally responsive teaching and literacy through Library personnel. Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.	All students	18989 Title I 3010 100% of cost of 0.2 FTE- Library Media tech Position- Support Culturally relevant Literacy resources to students through books and other relevant resources. 500 LCFF 0001-0999: Unrestricted: Locally Defined AVID, AASAI activities, ceremonies, materials. Student mentoring/support program.
1.5	Alignment of ELA curriculum to common core/CAASPP: Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Teachers will continue to receive professional development around Culturally Responsive Teaching (CRT) and Deeper Learning, and we will continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems All students 1,200 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Materials for STEM and STEAM classes 1,500 School Plan for Student Achievement (SPSA) Page 34 of 50 Bret Harte Middle School at our school that are inequitable or produce predictable outcomes for some student groups. Site Professional development will be facilitated by administration and the Instructional Leadership Team and will include a focus on inquiry around CRT, AB/AR and Deeper Learning Practices.	All Students	1500 LCFF 0001-0999: Unrestricted: Locally Defined Teacher Collaboratives: Academic Intervention, Hourly pay for teacher planning, substitutes for professional development, peer observation, and coaching.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The deployment of Bilingual Tier II support has been highly effective for our short-term English Learners. Beyond academic scaffolding, this strategy has led to a noticeable improvement in student attendance and a stronger sense of school belonging among our EL population. While these qualitative indicators are positive, the comprehensive academic impact of our school-wide strategies will be formally validated once the Fall 2025 CAASPP results are analyzed.

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 for the 2024-25 cycle were sufficient to implement the listed strategies. All allocated funds were utilized as planned to support personnel and instructional resources.

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 the 2024 Math CAASPP, MLK students averaged 76.5 points below standard, representing a stagnation in growth (a marginal maintenance of 0.7 points from the previous year). Currently, only 26.04% of students meet or exceed the standard, indicating a critical need for systemic instructional shifts.

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: 25.31%	Standard Met or Exceeded: 30%
CAASPP Mathematics: Grade 8	Standard Met or Exceeded: 26.79%	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	25541 LCFF 0001-0999: Unrestricted: Locally Defined 50% of cost of 0.50 FTE Computer Tech Position - Support with up-keeping of ALL the technology on campus, including student Chromebooks
2.2	MLK classrooms and community environments will be culturally responsive learning environments where every student has representation and honor. Teachers will be provided an opportunity to share the most effective strategies in Math as it applies to specific students in grade level meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings. To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an after school enrichment program for Math. This support will be offered with the approval of parents to students who struggle in core classes, as evidenced by progress report and quarter grades and teacher input. Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced. Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.	All Students	800 Title I 3010 Teacher Collaboratives: Academic Intervention, Hourly pay for teacher planning, substitutes for professional development, peer observation, and coaching. 817 LCFF 0001-0999: Unrestricted: Locally Defined Teacher Collaboratives: Academic Intervention, Hourly pay for teacher planning, substitutes for professional development, peer observation, and coaching. 500 LCFF 0001-0999: Unrestricted: Locally Defined AVID, AASAI activities, ceremonies, materials. Student mentoring/support program.
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: 2025-26

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.

In the 2024-25 school year, 68.62% of English Learners performed at Level 3 (Moderately Developed) or Level 4 (Well Developed). While this is a slight decrease from 69.17% in the previous year, the school continues to work toward the goal of 75% proficiency. Notably, the percentage of students reaching the highest tier (Level 4) grew to 30.66%, the highest in three years.

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	63.4% of ELs making progress	75% 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	38420 Title I 3010 100% of cost of 0.5 FTE Bilingual Para-educator Position - Push-in and pull out support, monitoring of student progress, classroom support, ELPAC administration support, parent support via ELAC participation 650 Title I 3010 Afterschool Tutoring & Support: Hourly pay for after school support for Multilingual learners. 500 LCFF 0001-0999: Unrestricted: Locally Defined ELPAC supplies, Reclassification Ceremony materials and supplies. 1000 Title I 3010 Family Engagement: ELAC Meetings parent refreshment and engagement.
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: set up and conduct parent meetings to support catch-up plan goals and to address student growth		9724 Title I 3010 50% of cost of 0.20 Family Engagemnet Position- Facilitate two-way

			communication between the school and EL families to address barriers to attendance and engagement.
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Annual Review

SPSA Year Reviewed: 2025-26

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
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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	

Annual Review

SPSA Year Reviewed: 2025-26

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 24-25 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.

MLK is currently in the Yellow category for "All Students," which signifies a medium performance level. 11% of students were suspended at least once. This represents a slight improvement, as the rate declined by 1%.

MLK students: 12.0%

African American Students: 18.4%

Students with Disabilities: 16.1%

English Learners (EL): 14.6%

Goal: Reduce suspensions to 10% or lower.

Data used to form this goal:

The California Dashboard, CHKS

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	
5.3	School wide climate assemblies and motivational activities will be available to support students. Assemblies will address student ownership over and responsibility for their actions, being an ally and building community. Alternatives to suspension will be explored, including therapeutic writing and art groups, especially for non-violent student offenses	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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 continued opening our Wellness Center that was open two days a week with a split SEL Counselor and our BSU convened restorative justice community circles with students at our site.

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 from previous school years.

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 26-27, we will operate the Wellness Center five days a week if we receive the funds and/or resources 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 parent 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.

There is no dashboard data related to Parent Engagement. However, Parent Engagement impacts attendance rates and school climate.

Goal:

King Middle School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 50%.

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	In 2025-26, average attendance per meeting was between 10 and 15 parents." (Provides a clearer baseline).	Increase number of parent participants to 25 -30 parents.
Parent Participation in English Learner Advisory Committee	In 2025-26, ELAC participation increased significantly compared to previous years.	Continue to increase number of parent participants to above 25 - 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
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	1700 Title I 3010 Funding for Coffee with the principal, Honor Roll Events, 8th Grade Awards Night and parents workshops. 9725 LCFF 0001-0999: Unrestricted: Locally Defined 50% of cost of 0.20 Family Engagemnet Position-Facilitate two-way communication between the school and EL families to address barriers to attendance and engagement.

Annual Review

SPSA Year Reviewed: 2025-26

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. We look forward to increase parent participation in the next 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. 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 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 10% in the 26-27 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Student Achievement, Student Engagement, School Climate.

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 20.1% to 17.3% but remains higher than that for the state as a whole which is 17.1%.

Data used to identify the need for improvement:

The California School Dashboard

Goal:

King Middle School will decrease chronic absenteeism by 10% 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 Data	Current Chronic Absenteeism Rate: 17.3%: MLK attendance is at approximately 83%	King will maintain attendance of 90% or greater for the duration of 2026-27 school year.

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	All students	

	reduce families' barriers to attendance, including early intervention and COST services.		
7.2	Provide more clubs and access to extracurricular learning opportunities.	All Students	
7.3	We will address attendance in ELAC, AASAI, and SSC meetings, as well as Back to School Night, Open House, and Parent Days. Family Engagement Specialist, attendance clerk, CWA Outreach Worker, Community Schools Specialist and EL Specialist will complete parent outreach to truant students and families or students in need of support. The Coordination of Services Team (COST) will regularly discuss attendance issues and goals for all students, specifically students identified in COST or who have truancy concerns. communicate with CWA Outreach Worker, and work to develop plans to support families.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

All activities were implemented. Student attendance has improved this year overall, but we still have room for growth, especially among our Hispanic, African American and Students with disabilities population.

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. We are continuing to focus on increasing family meetings and communication about attendance to improve 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 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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	\$135,907.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,907.00
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	\$96,824.00

Subtotal of additional federal funds included for this school: \$96,824.00

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	\$39,083.00

Subtotal of state or local funds included for this school: \$39,083.00

Total of federal, state, and/or local funds for this school: \$135,907.00

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	39083	0.00
Title I	96824	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	39,083.00
Title I	96,824.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	39,083.00
3010	96,824.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	39,083.00
3010	Title I	96,824.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,530.00
Goal 2	27,658.00
Goal 3	50,294.00
Goal 6	11,425.00

School Site Council Membership

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

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

Name of Members	Role
Meera Singh	Principal
Joan Guzman	Parent or Community Member
Rochelle Balthazar	Parent or Community Member
Carmen Espinoza	Parent or Community Member
Jonathan Powell	Parent or Community Member
Eduardo Picazo	Parent or Community Member
Jonathan Gamble	Classroom Teacher
Rafael Velazquez - ELAC Rep	Other School Staff
Maritza Molina Escobar	Other School Staff
Halima Hanif	Classroom Teacher
Shireen Zahniser	Classroom Teacher

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 05/27/2026.

Attested:



Principal, Meera Singh on 05.27.2026
SSC Chairperson, Joann Guzman on 05.27.2026
ELAC Representative, Rafael Velazquez on 05.27.2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023