

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King Jr Middle School	01-61143-6056857	April 24, 2023	June 7, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

The purpose of this plan is to describe how our school is providing a robust schoolwide program to support all students and to provide details of our comprehensive and targeted support systems for focal students.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The BUSD LCAP survey was sent out but data was not shared to use for site planning purposes this year and King did not complete its own survey this year.

All students used to complete a survey in the Spring each year that aligned with the one given at BHS. BREA no longer administers that survey. However, the counselors at King have given surveys to students.

## Classroom Observations

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

Administrators conduct informal classroom walkthroughs as well as formal observations as part of coaching and evaluation. Classroom observations indicate that classrooms are managed well, with relatively few disruptions. The teachers display both strong content knowledge and a deep caring for middle school students. There is good communication among teachers in the departments, and most departments use the same summative assessments. Areas of growth for teachers is to plan lessons with more student-directed learning and less teacher talk. Special education and general education teachers need more time to collaborate to differentiate their roles in terms of in terms of lesson design and tiered modifications.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students are identified for services by both state and local criteria including quarterly STAR math and reading assessments, SBA testing, and English Learners also have an annual ELPAC score. If the added support does not prove adequate, a student study team meets to determine if program modification, special education testing or some other measure will lead to more success. Teachers look at collective and individual data to design and modify their instruction and to determine the need for extra services. Students who are not performing at grade level in reading, writing or math are placed in an English/language arts or math INTERVENTION class as available in the master schedule. Students who are slightly below grade level in reading, writing or math are placed in an English/language arts or math SUPPORT class as available in the master schedule.

Resource teachers regularly speak with classroom teachers to determine ways to support students with IEP's in the classroom. This arrangement allows resource students to be present in their core instructional classes for a maximum amount of time and still receive individual or small group services. The structure of Special Education is in continual need of review and adjustment as we look at ways to better serve our population, including work on improving attendance rates. In addition, services are more and more being "front loaded" so that students receive the support they need without the need of a special education designation. Student "response to intervention and instruction" (RTI2) is an integral component of any SST process. Our goal is to fully include as many special education students as possible as well as reduce our identification numbers; especially in our overrepresented populations.

English Learners take the ELPAC test annually, which provides additional information to help place English Learners appropriately in classes such as English Language Development classes, SDAIE classes, Academic Language Development (AVID Excel). English Learners are clustered by English language levels in ELD 1/2 and ELD 3/4 classrooms for English language instruction. English learners are clustered in math and science classes and support is provided by an ELD coach. There is a sheltered after school homework center specifically designed to meet the needs of English Learners. The offerings are dependent on FTE provided for the newcomer program.

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

All assessments are aligned to the Common Core pacing guides. The grade level case management teams (COS) meet weekly and review grade level attendance, behavioral, and academic data to monitor student success. The staff continues to work on developing more formative data and short intervention cycles.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All King staff meet the NCLB requirements for highly qualified staff. Classified staff also meet the NCLB requirements.

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

King has been able to recruit outstanding credentialed teachers in all subject areas. It has become increasingly difficult to recruit and retain young teachers and a diverse faculty. Some positions have been harder to fill in recent years, particularly part-time teachers and non-core academic positions. The district continues to offer professional development days and departmental collaboration connected to the core curriculum and best pedagogical practices.

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

The site instructional leadership team and grade level COS teams review data frequently to inform programmatic needs and also to inform the site's professional development plan and allotment of BSEP teacher-initiated professional development (TIP) funds.

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

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

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

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

## Teaching and Learning

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

King Middle School's August professional development day has focused on alignment and implementation of standards based curriculum and instructional strategies. Departments and grade levels meet regularly during the school year to articulate within and between grade levels.

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

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

All core subject areas (Math, English, History, and Science) utilize state adopted materials although the math department heavily relies on Desmos which teachers deem superior to Engage NY (Eureka Math).

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

The school schedule meets district and contract requirements, and includes a modified block schedule for 7th and 8th grade with three all period days and two block days. Students see every teacher four days per week. The 6th graders see their teachers daily.

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

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

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

Berkeley Unified School District has adopted and purchased state approved instructional materials in history, science, mathematics, and English. Each year King submits an order to insure that the materials will continue to be available to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted and standards aligned materials are part of the King instructional program in math, science, history, and English. The intervention program for reading support includes the use of Read 180 and math intervention is using ST math. ELD curriculum includes the use of various software programs.

## Opportunity and Equal Educational Access

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

The King Middle School philosophy and organizational structure promote maximum support for all students. If students are not experiencing success in any class, teachers use a variety of strategies including adjusting or modifying assignments. Some teachers provide on-going individual and small group tutoring before school, at lunch or after school.

King vice-principals also take an active role in the support of underperforming students. Vice-principals and counselors follow a class through their entire tenure at King. The Coordination of Services Team (COS) meetings have a weekly schedule for reviewing attendance, behavioral and academic data. The team helps to identify students for services such as support classes, intervention classes or afterschool academic programs. During the three years that students attend King, the vice-principals, resource teachers, and counselors get to know them well. This individual attention helps many students become more accountable and successful. Each grade level has a learning center that is run by the special education staff and is open to any student needing support in a smaller setting.

### Evidence-based educational practices to raise student achievement

The following research-based educational practices are widely utilized at King to raise student achievement:

- De-tracked academic classes with high expectations for all students
- Lower class size in math and reading support and intervention classes
- Opportunities for increased time and targeted instruction
- Utilization of state board adopted, research based core programs
- Utilization of research based intervention programs
- School-wide sustained silent reading
- Reinforcing effort through a high profile habits of work grade
- Wide use of Constructing Meaning strategies for annotation, academic vocabulary and academic discussion protocols
- Cohort-based intervention teams meet weekly to review data and student progress and create plans to meet student needs
- Inquiry-based team meetings using formative assessment and team planning to improve target results

## Parental Engagement

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

King Middle School and the Berkeley school community provide many services for students who are performing just at or below grade level:

- Counselor, interns and volunteers
- Berkeley Mental Health and other community-based mental health providers
- English Language Learner tutors/mentors through Stiles Hall
- Bridge math tutors and homework support in LEARNS
- AVID mentors (Cal Fellows)
- Reading coach volunteers
- UC Berkeley graduate students and professors for You Be A Scientist program

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

King Middle School has an active School Site Council that meets at least once per month. Parents are encouraged to volunteer in classrooms and around the school. Teachers give input through the biweekly instructional leadership team meetings. This year we hired a family engagement specialist to help involve and support families who need better access to the school's resources.

## Funding

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

See action plans and action plan budgets

Fiscal support (EPC)

BSEP, General Fund, PTA, LCAP

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC) was established through an election process in early September, and is comprised of parents/guardians, teachers, the principal and other staff. They review data and the goals and action items of the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process.

## **Resource Inequities**

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

There are far more students identified as needing additional support and intervention than there is capacity for within the allocated resources for Tier 2 and Tier 3 level groups. The school does not receive dedicated resources for either reading intervention or reading support classes, and very minimal (.6FTE) funding for math support and intervention classes. The school does not qualify for Title I funding but still has a large number of unduplicated students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	305	303	279
Grade 7	325	312	297
Grade 8	328	326	295
<b>Total Enrollment</b>	958	941	871

### Conclusions based on this data:

1. The school has become smaller since shifting downsizing from 12 sections of 6th grade to 10 sections.
2. Newcomer students and more transient students arrive all year so there are fluctuations in school enrollment numbers.
3. While the data shows only 871 students in this current year that number was higher for most of the year (886 as of 4/19/23)

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	47	55	52	4.90%	5.8%	6.0%
Fluent English Proficient (FEP)	102	105	106	10.60%	11.2%	12.2%
Reclassified Fluent English Proficient (RFEP)	3			6.4%		

### Conclusions based on this data:

1. There are actually 6.2% English Learners as of 4/19/23.
2. Students have been reclassified but the data is not appearing here. 7.9% of all students have reclassified.
3. Fewer newcomers enrolled during the pandemic year.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	303	308		0	293		0	293		0.0	95.1	
Grade 7	324	309		0	292		0	292		0.0	94.5	
Grade 8	324	322		0	304		0	304		0.0	94.4	
All Grades	951	939		0	889		0	889		0.0	94.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2565.			29.69			39.25			18.09			12.97	
Grade 7		2614.			41.44			37.33			11.99			9.25	
Grade 8		2604.			27.63			40.13			18.75			13.49	
All Grades	N/A	N/A	N/A		32.85			38.92			16.31			11.92	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		31.40			55.63			12.97				
Grade 7		41.44			49.66			8.90				
Grade 8		33.22			54.28			12.50				
All Grades		35.32			53.21			11.47				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		27.30			53.58			19.11	
Grade 7		46.23			43.15			10.62	
Grade 8		25.00			55.59			19.41	
All Grades		32.73			50.84			16.42	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.50			69.28			9.22	
Grade 7		25.34			68.49			6.16	
Grade 8		25.33			68.42			6.25	
All Grades		24.07			68.73			7.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.91			64.16			10.92	
Grade 7		31.85			60.27			7.88	
Grade 8		34.21			56.91			8.88	
All Grades		30.37			60.40			9.22	

**Conclusions based on this data:**

1. We have not seen the data disaggregated in this way previously.
2. Writing scores are low and show the importance of disaggregating the ELA overall scores.
3. The 7th grade cohort is slightly outperforming the other grades.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	303	308		0	292		0	292		0.0	94.8	
Grade 7	324	309		0	287		0	287		0.0	92.9	
Grade 8	324	322		0	302		0	302		0.0	93.8	
All Grades	951	939		0	881		0	881		0.0	93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2564.			35.62			27.05			22.26			15.07	
Grade 7		2589.			31.71			32.40			21.25			14.63	
Grade 8		2600.			34.11			24.17			22.52			19.21	
All Grades	N/A	N/A	N/A		33.83			27.81			22.02			16.35	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.80			53.61			19.59	
Grade 7		32.52			52.45			15.03	
Grade 8		35.88			49.17			14.95	
All Grades		31.78			51.71			16.51	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.11			58.56			12.33	
Grade 7		30.66			54.36			14.98	
Grade 8		29.14			50.66			20.20	
All Grades		29.63			54.48			15.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.48			55.82			13.70	
Grade 7		32.06			60.98			6.97	
Grade 8		28.15			59.60			12.25	
All Grades		30.19			58.80			11.01	

**Conclusions based on this data:**

1. Test participation was slightly lower in math than in ELA.
2. Nearly 1/3 of students scored above standard.
3. The data does not distinguish between at or near standard for the domains.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1505.3	1531.4		1511.6	1538.6		1498.5	1523.6		12	17	
7	1541.1	1528.9		1545.9	1537.5		1535.7	1520.0		18	14	
8	1555.6	1545.7		1550.9	1553.5		1559.8	1537.5		14	18	
All Grades										44	49	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.27	23.53		36.36	47.06		18.18	17.65		18.18	11.76		11	17	
7	33.33	28.57		22.22	35.71		27.78	7.14		16.67	28.57		18	14	
8	28.57	22.22		14.29	44.44		42.86	22.22		14.29	11.11		14	18	
All Grades	30.23	24.49		23.26	42.86		30.23	16.33		16.28	16.33		43	49	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	45.45	64.71		36.36	17.65		0.00	5.88		18.18	11.76		11	17	
7	38.89	50.00		27.78	21.43		22.22	0.00		11.11	28.57		18	14	
8	28.57	38.89		28.57	33.33		28.57	16.67		14.29	11.11		14	18	
All Grades	37.21	51.02		30.23	24.49		18.60	8.16		13.95	16.33		43	49	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.18	5.88		18.18	29.41		18.18	29.41		45.45	35.29		11	17	
7	11.11	14.29		33.33	7.14		27.78	50.00		27.78	28.57		18	14	
8	21.43	5.56		21.43	27.78		14.29	38.89		42.86	27.78		14	18	
All Grades	16.28	8.16		25.58	22.45		20.93	38.78		37.21	30.61		43	49	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.18	11.76		63.64	70.59		18.18	17.65		11	17	
7	16.67	14.29		55.56	50.00		27.78	35.71		18	14	
8	28.57	16.67		57.14	66.67		14.29	16.67		14	18	
All Grades	20.93	14.29		58.14	63.27		20.93	22.45		43	49	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	60.00	88.24		20.00	0.00		20.00	11.76		10	17	
7	61.11	71.43		33.33	7.14		5.56	21.43		18	14	
8	42.86	66.67		42.86	22.22		14.29	11.11		14	18	
All Grades	54.76	75.51		33.33	10.20		11.90	14.29		42	49	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.27	5.88		9.09	41.18		63.64	52.94		11	17	
7	27.78	21.43		16.67	28.57		55.56	50.00		18	14	
8	21.43	16.67		28.57	33.33		50.00	50.00		14	18	
All Grades	25.58	14.29		18.60	34.69		55.81	51.02		43	49	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.09	11.76		63.64	76.47		27.27	11.76		11	17	
7	5.56	7.14		72.22	64.29		22.22	28.57		18	14	
8	7.14	0.00		85.71	83.33		7.14	16.67		14	18	
All Grades	6.98	6.12		74.42	75.51		18.60	18.37		43	49	

**Conclusions based on this data:**

1. About 50% of English learners are proficient (Level 4) in oral language (speaking and listening), however only about 8% are proficient in written language (reading and writing).
2. There was a slight increase in enrollment of English learners when schools reopened.

3. More students are closer to being proficient in writing than in reading where the highest percentage is at the beginning level.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>941</b>	<b>25.9</b>	<b>5.8</b>	<b>0.1</b>
Total Number of Students enrolled in Martin Luther King Jr Middle School.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	5.8
Foster Youth	1	0.1
Homeless	17	1.8
Socioeconomically Disadvantaged	244	25.9
Students with Disabilities	113	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	98	10.4
American Indian	1	0.1
Asian	85	9.0
Filipino	7	0.7
Hispanic	152	16.2
Two or More Races	159	16.9
Pacific Islander	2	0.2
White	437	46.4



**Conclusions based on this data:**

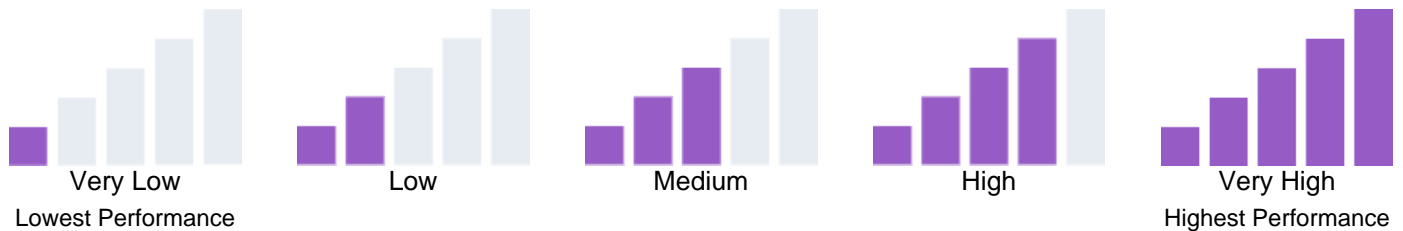
1. One quarter of the student population qualifies for free lunch (socioeconomically disadvantaged).
2. Nearly half of the school is White with the closest subgroup only at 16%.
3. Twelve percent of the students are identified with a disability which is toward the higher end of the expected average.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Overall students scored better on ELA than math.
2. English learner progress has been low.
3. Chronic absenteeism is high.

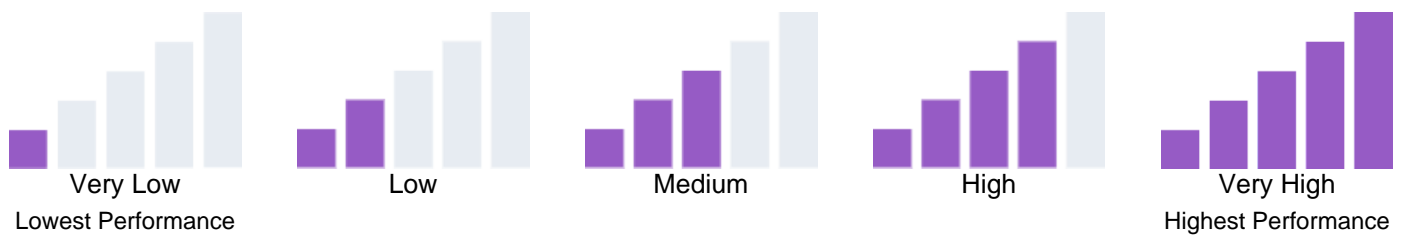


# School and Student Performance Data

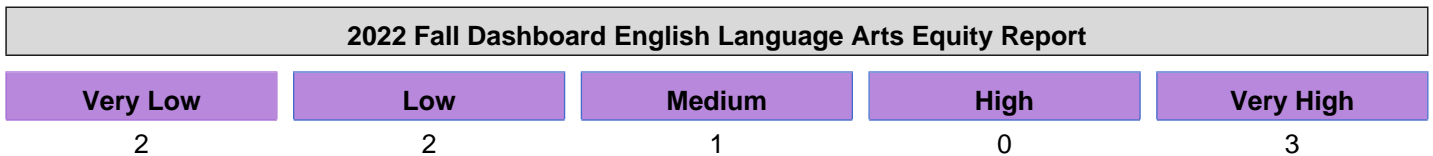
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

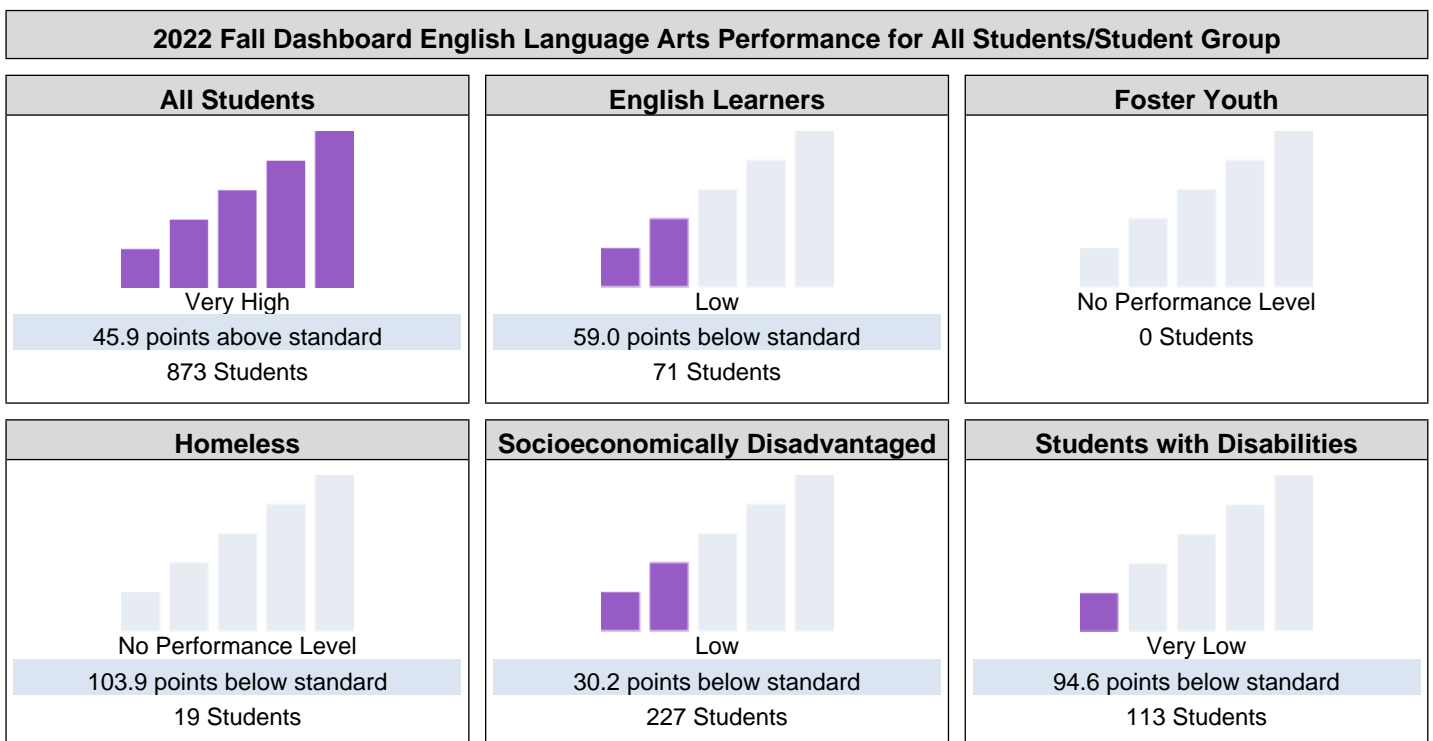
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



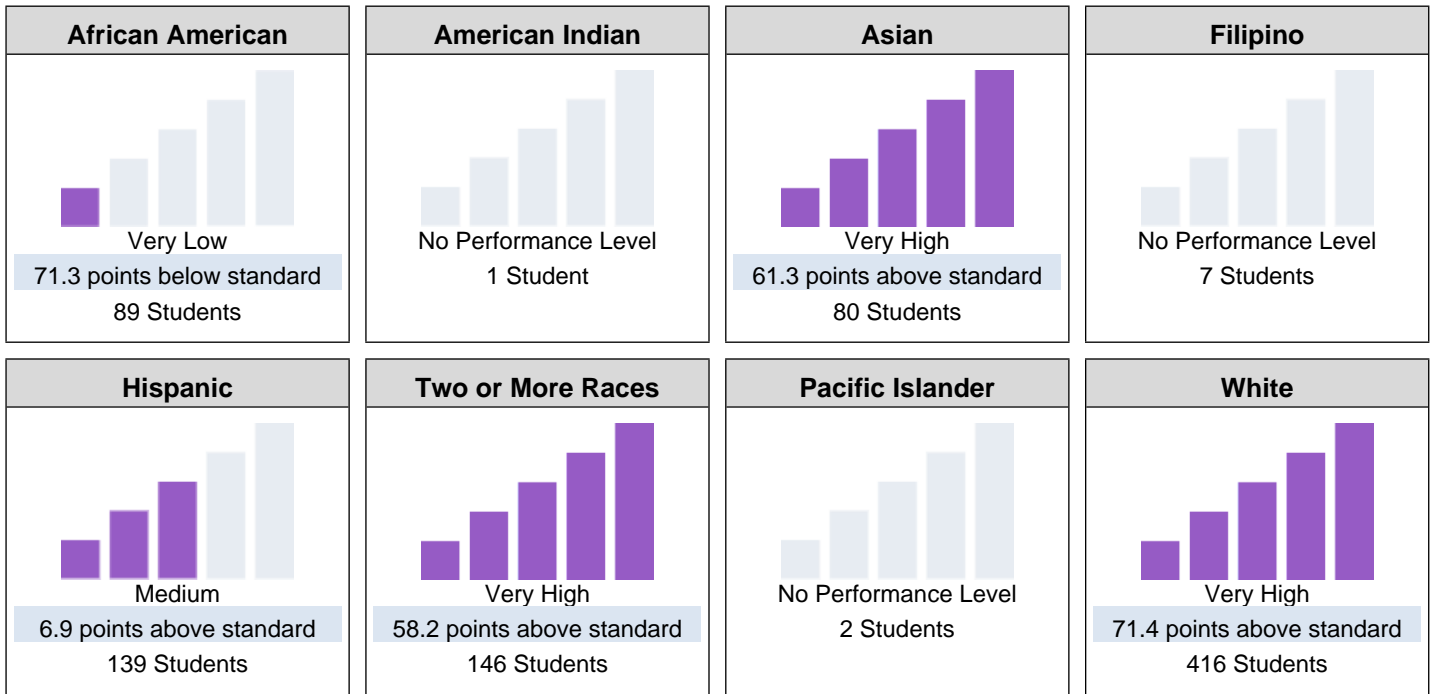
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>105.8 points below standard</p> <p>45 Students</p>	<p>21.8 points above standard</p> <p>26 Students</p>	<p>55.3 points above standard</p> <p>729 Students</p>

### Conclusions based on this data:

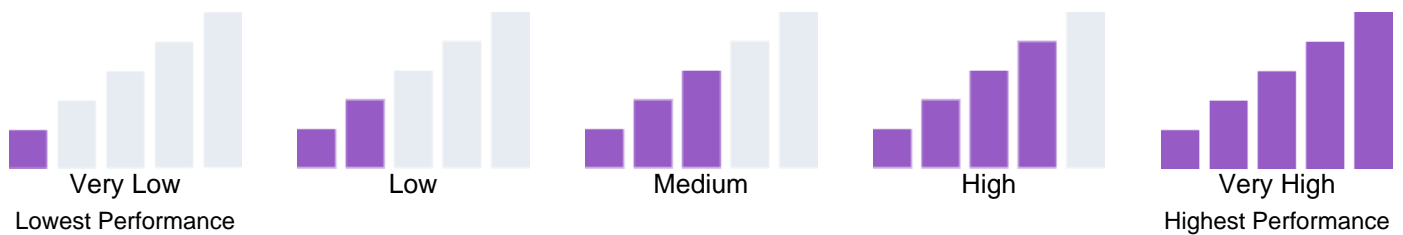
1. Cohort data varies significantly. Last year MLK received a distinguished school award and this year African Americans are performing below the state. African American students are as far below standard as the white students are above standard.
2. Reclassified English learners are scoring above standard.
3. Hispanic, Pacific Islander, Asian and white students scored above standard.

# School and Student Performance Data

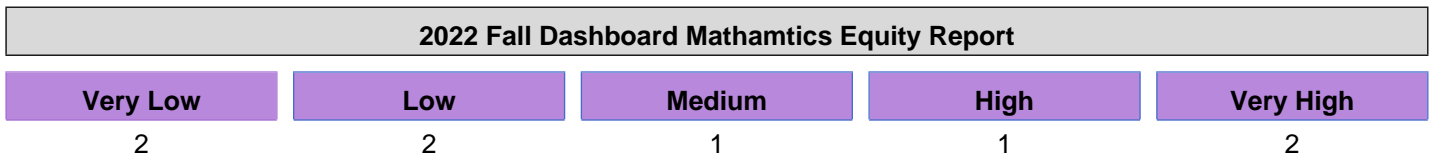
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

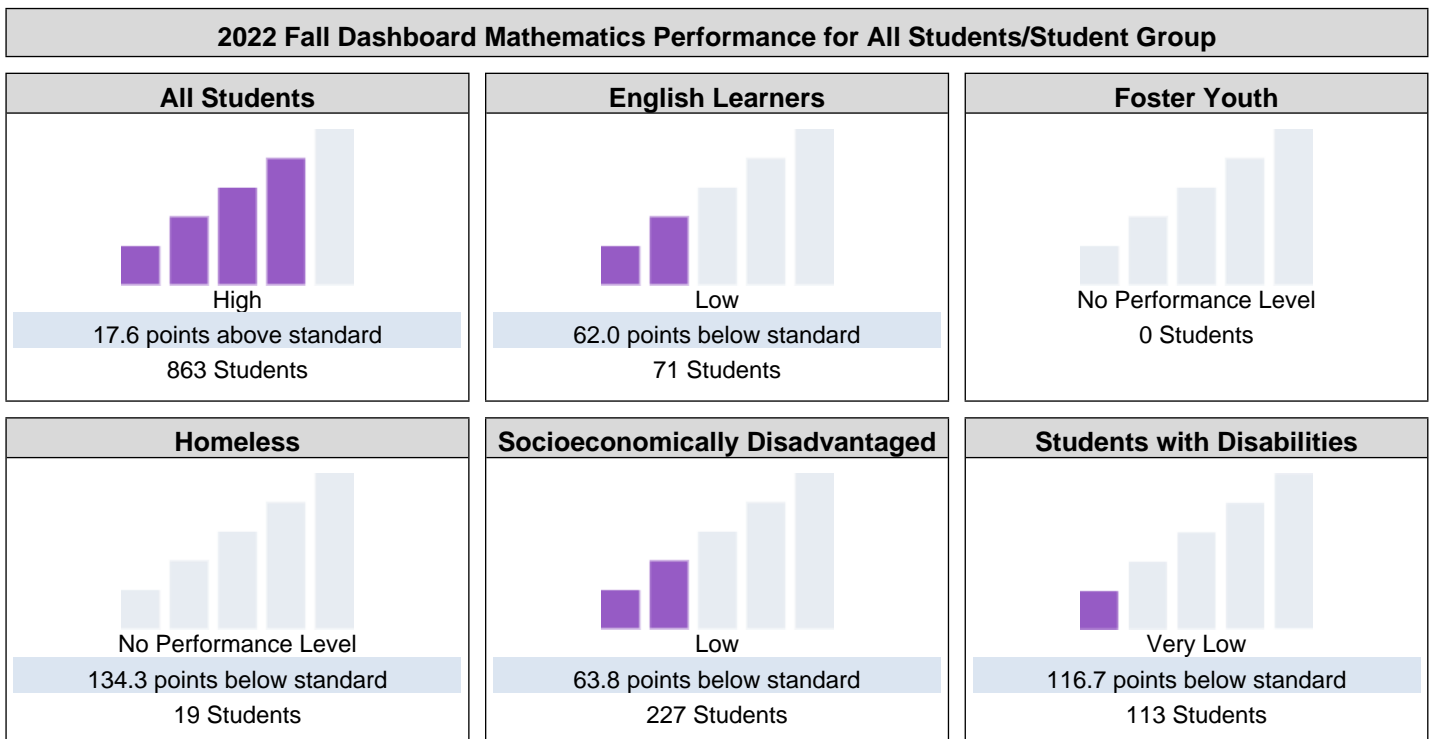
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



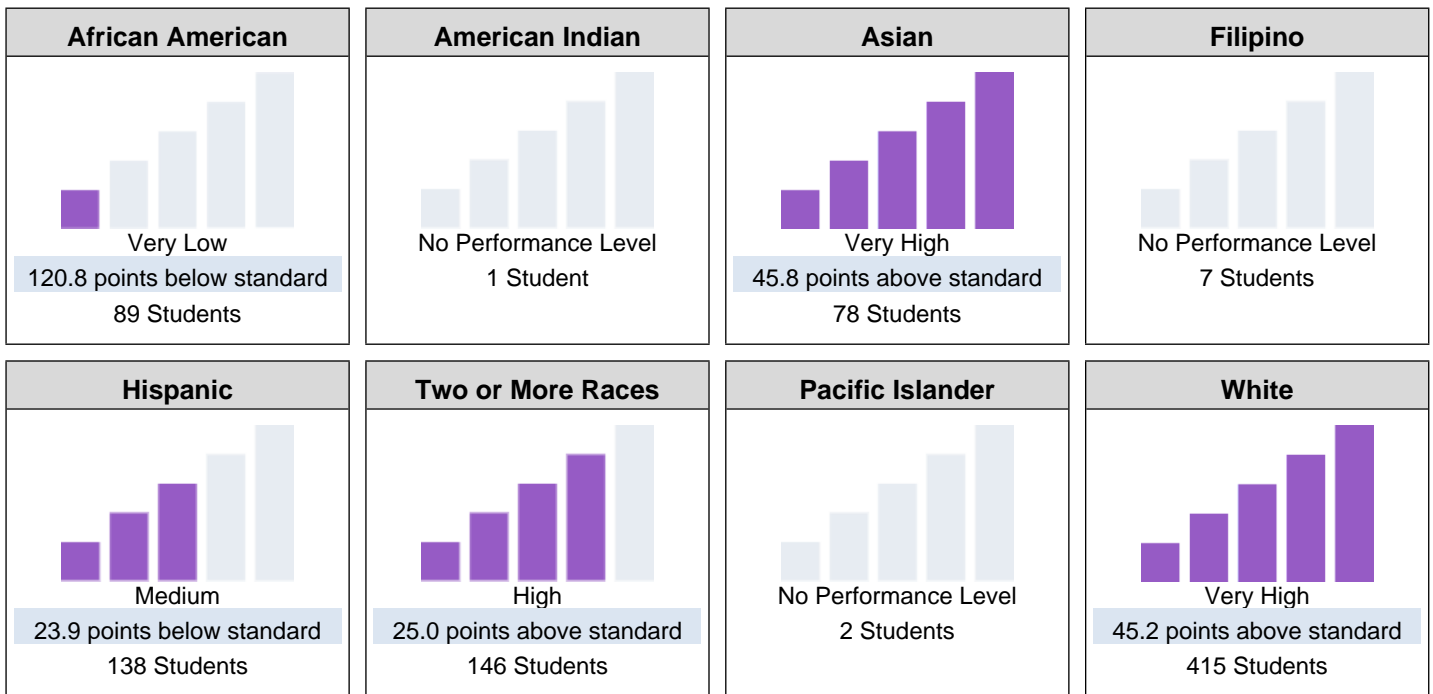
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>105.2 points below standard 45 Students</p>	<p>12.9 points above standard 26 Students</p>	<p>23.6 points above standard 723 Students</p>

### Conclusions based on this data:

1. White, Asian and students of two or more races are scoring above standard.
2. African American students, English learners, socioeconomically disadvantaged, and students with disabilities all scored below standard.
3. Students with disabilities scored higher on ELA than on math.

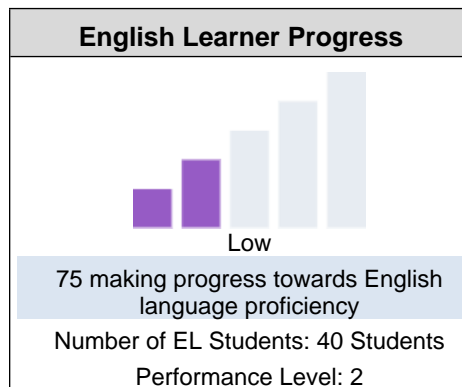
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 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
7.5%	17.5%	17.5%	57.5%

#### Conclusions based on this data:

1. The same percentage of students maintained at Level 4 as at Levels 1-3.
2. Over half of the students progressed at least one level.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

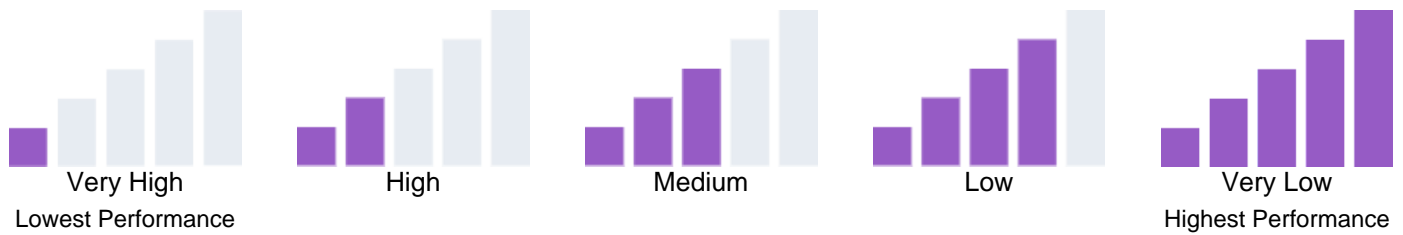
1. N/A

# School and Student Performance Data

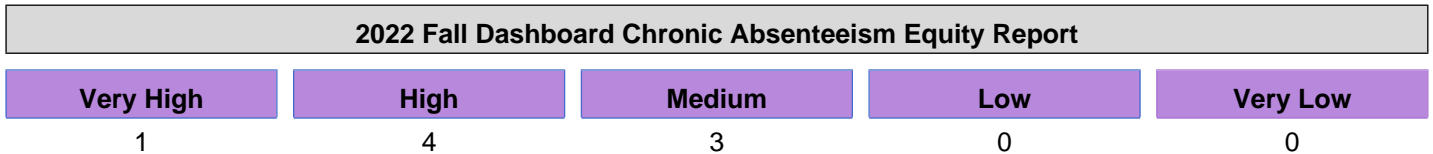
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

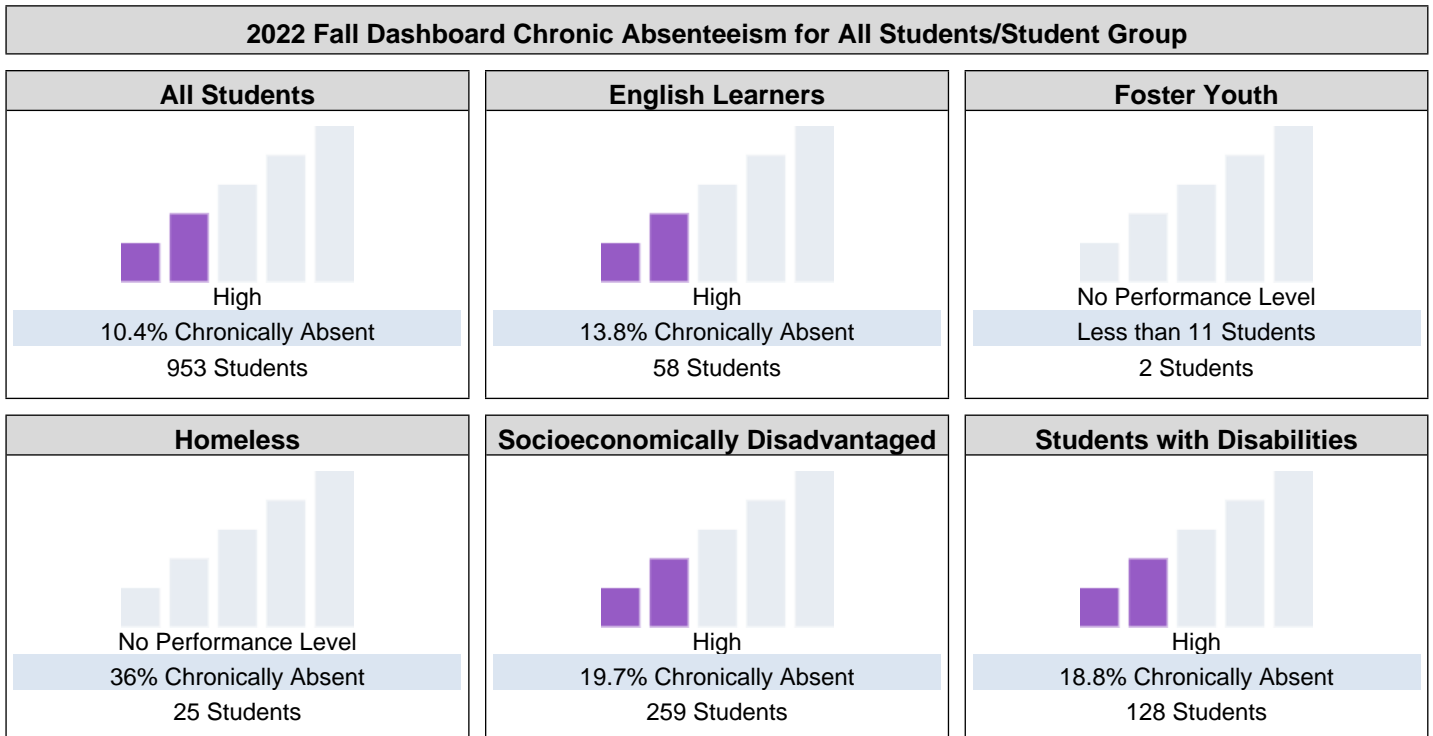
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



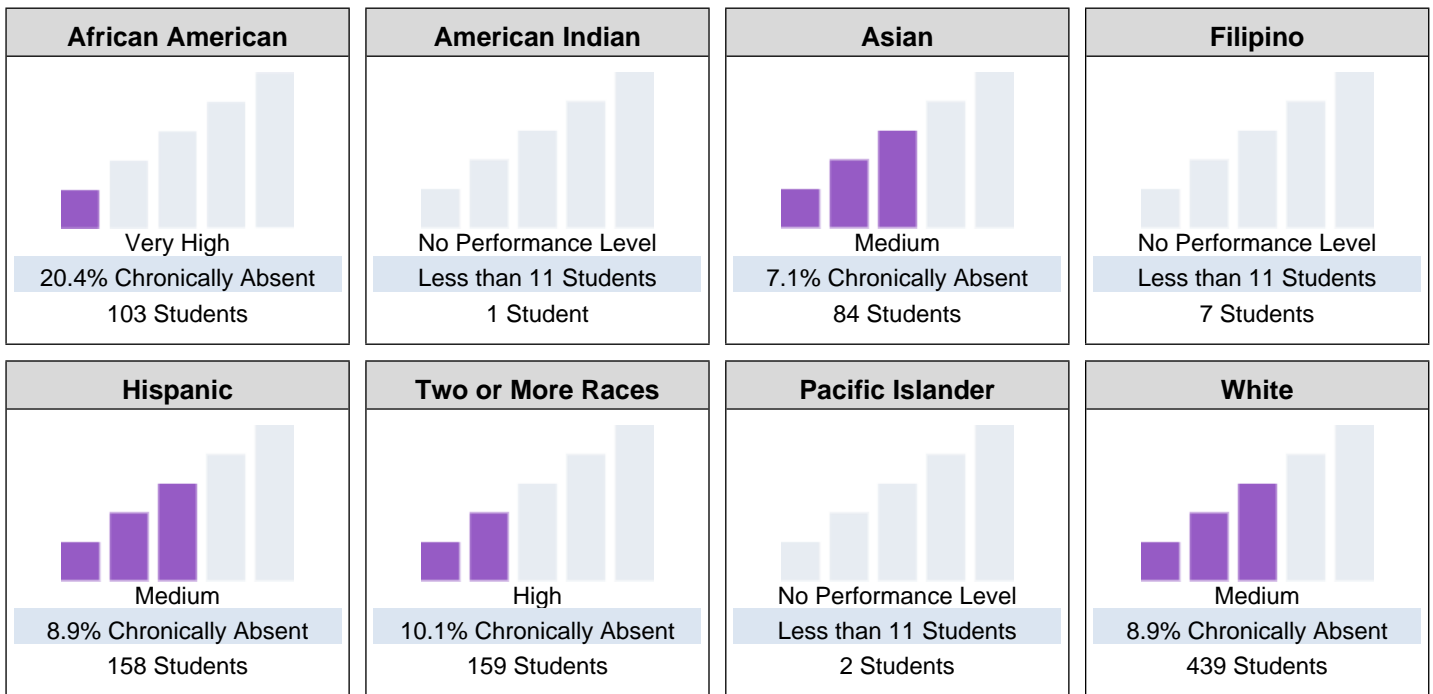
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Over 20% of African American students are chronically absent. Students with disabilities and those who are socioeconomically disadvantaged miss almost as much (18.8% and 19.7% respectively).
2. Students identified as homeless missed over 1/3 of the days.
3. Hispanic and white students have the same absence rate.

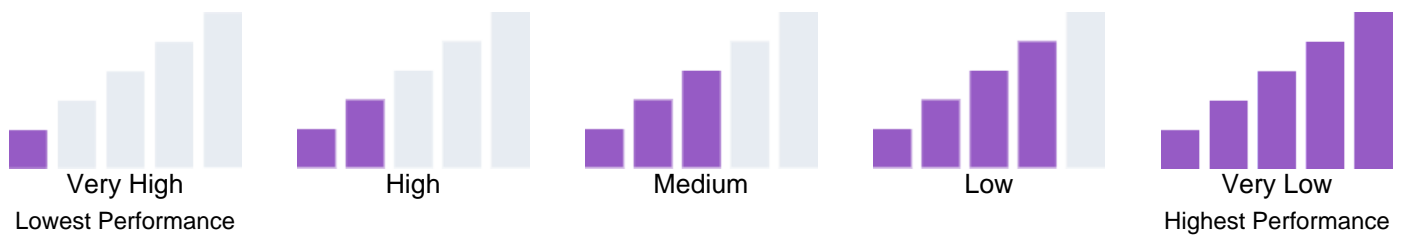


# School and Student Performance Data

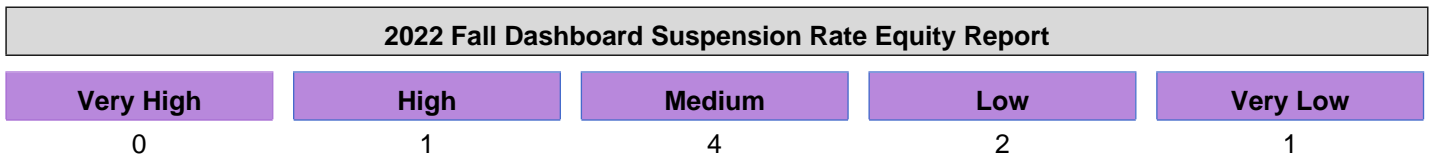
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

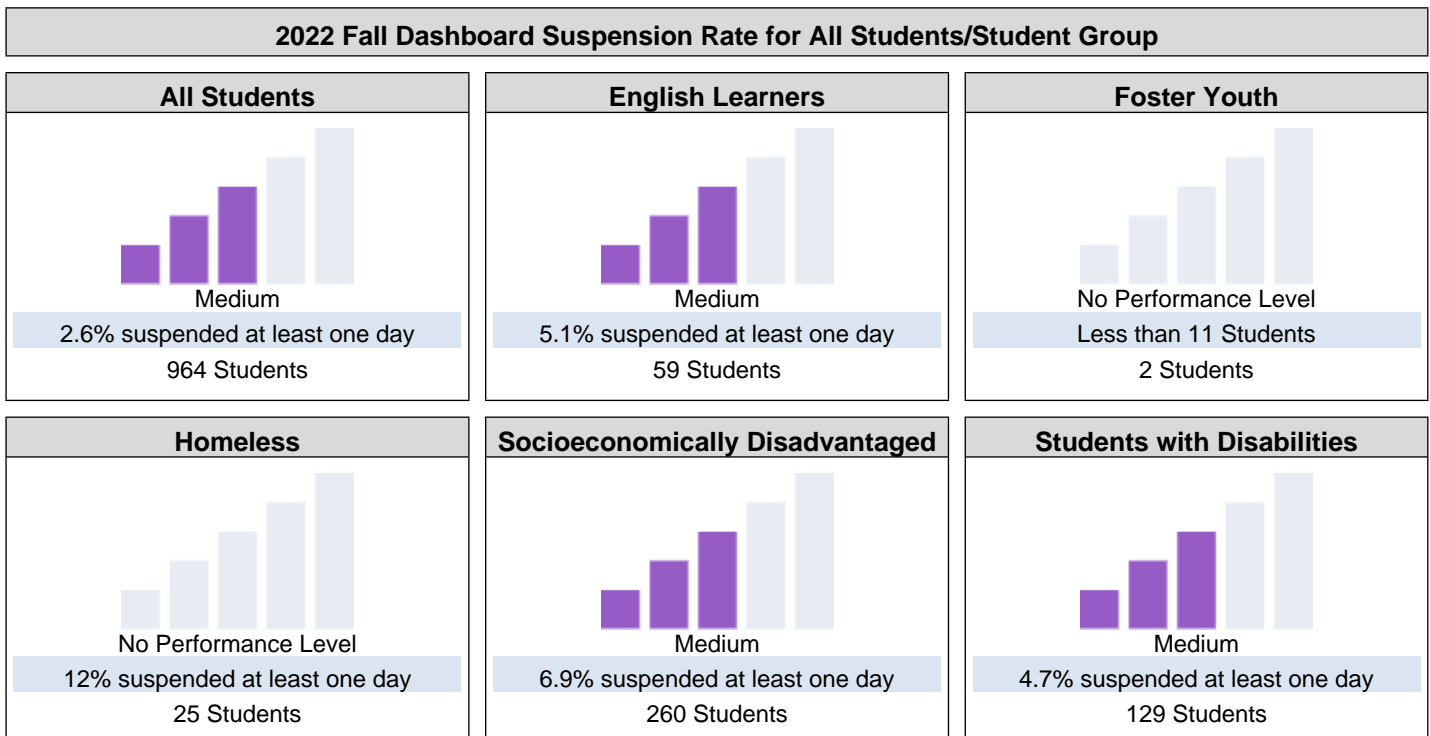
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



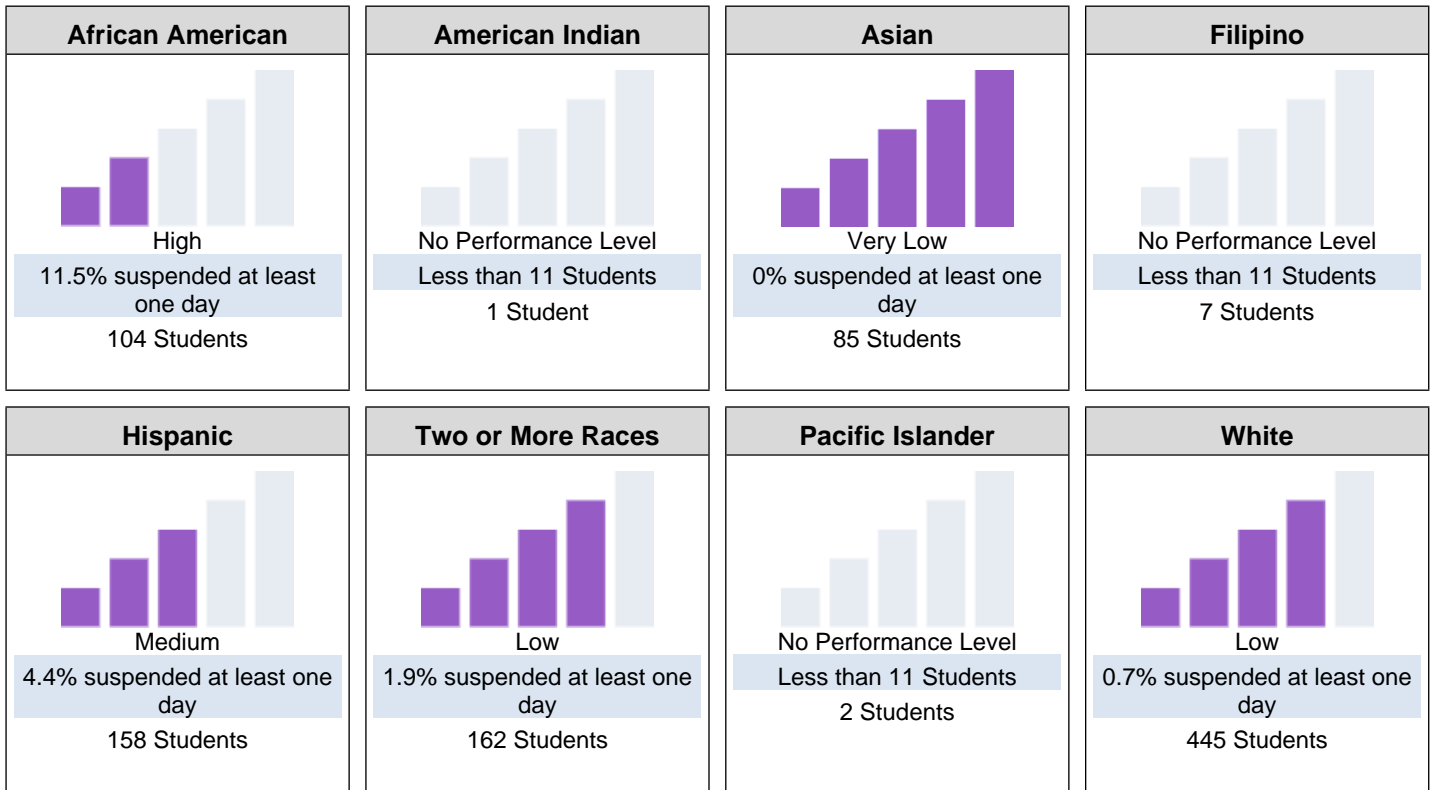
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The group with the highest suspension rate is students identified as homeless.
2. African American students had only a slightly lower percentage.
3. No Asian students were suspended.

# 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

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

### Identified Need

Some subgroups are still not showing overall achievement at grade level including students who identify as African American, students with disabilities, students with low socioeconomic status.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA testing STAR math and reading District assessments	About 15-20% of students are below grade level in math or reading according to CAASP and STAR assessments. Teachers report similar numbers based on classroom assessments	All students will make at least one year's growth with students below grade level making more than one year's growth.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Students whose families speak Spanish at home as the primary language

#### Strategy/Activity

Offer a Spanish for Native Speakers elective class to strengthen students' language and identity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18712

Source(s)

BSEP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase software (10,000) and materials (1500) to supplement the adopted curriculum

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10000	BSEP
15000	BSEP Carryover
1500	BSEP

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Increase the collection of diverse characters and themes reading classes by purchasing more diverse literature circle book sets

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	BSEP Carryover

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Technology upgrades

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	BSEP
5000	BSEP Carryover



## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Professional Development contract for new principal to use in areas of need related to instruction

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

BSEP Carryover

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Grade level department collaboration (teacher/classified hourly or substitutes if time taken during the school day)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1750

Source(s)

BSEP

1000

BSEP

5000

BSEP Carryover

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

Students enrolled in LEARNS but available to all students

### Strategy/Activity

Increase the offerings of LEARNS classes

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

BSEP Carryover

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

The overall implementation was strong but improvement is needed in terms of all departments looking at data and adjusting instruction accordingly.

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

The COS teams did not monitor students in advisory support. The RTI program needs strengthening to ensure that focal students are monitored and plans are responsive to data.

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 hope to strengthen the math outcomes by having some teachers loop between grade levels.

# 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

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

### Identified Need

Subgroup data shows the need for more intensive instruction for some students

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR reading and math CAASP District assessments	Large disparities in subgroup data. White, Asian, and English Only students are scoring higher on all standard tests than their peers.	All students will make one year's growth with underperforming subgroups making more than one year's growth.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Students reading below grade level

#### Strategy/Activity

Reading support classes at all grade levels

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
67487	BSEP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Students below grade level in math

#### Strategy/Activity

Math support classes at all grade levels

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

70000

District Allocation

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English learners, specifically newcomers

Strategy/Activity

English Learner Support tutorial afterschool that includes mentors from Stiles Hall at UC Berkeley

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3000

BSEP

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Students below grade level in reading and/or math

Strategy/Activity

Teacher hourly for extended day intervention

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4644

Other

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Students scoring below grade level

Strategy/Activity

Materials for math intervention and support classes

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1500

Source(s)

BSEP

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Students scoring below grade level

Strategy/Activity

Materials for reading intervention and support class

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

BSEP

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Students achieving below grade level

Strategy/Activity

Travel and conference for collaboration and support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10000

Source(s)

BSEP Carryover

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

Required reserve for personnel variance

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8510	BSEP

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

There was effective coaching and PD this year related to teaching strategies that support all students and specifically English.

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

The equity teacher leaders were new and did not provide PD for staff. Similarly, staff did not conduct equity walkthroughs

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.

The major change here is giving teachers dedicated time to work on their support classes, including attending workshops or conferences.

# 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

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

### Identified Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data LCAP parent survey Student survey Sign in sheets from events such as Open House, Welcome Fair, parent conferences, parent education nights, ELAC Notes form SST and other parent meetings	There is strong family engagement across subgroups.	School will engage all families in school events or student focused meetings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Cohort model: VP and counselor

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

197456

Source(s)

BSEP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community Building counselor

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

52000

Source(s)

PTA

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English learners

Strategy/Activity

Written translation of important school documents and oral translation for parent meetings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

BSEP

3000

BSEP Carryover

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Behavioral health support-Sown to Grow advisory lessons and weekly emotional support check in

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6000

Source(s)

PTA

**Strategy/Activity 5**



**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Material support for families through the family engagement specialist

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

600

Source(s)

PTA

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Teacher hourly for training such as restorative justice, cultural competency and behavioral health.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10000

Source(s)

BSEP Carryover

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Sown to Grow contract for emotional check in tool and socioemotional lessons during advisory

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6000

Source(s)

PTA

# Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

There was a strong start to the year with a focus on positive school climate with specific goals for students and incentives offered to achieve the goals. The hiring of a strong family engagement specialist has had a positive impact on several families.

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

There was a slow start to the restorative justice program due to a gap in staffing.

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.

Including more professional development opportunities for staff related to behavioral health.

# 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

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

### Identified Need

The school needs to evaluate student progress for each intervention in order to identify ways to improve outcomes for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All funds expended	All funds expended

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Instructional Leadership Team to review and analyze CA Dashboard and Educlimber data.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

On-going meetings with Instructional Leadership team to review data.  
Utilize Educlimber to track and monitor student progress.  
Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Complete district assessments within the assessment window.  
Utilize benchmark and program monitoring data to assess student need for interventions.  
Share student assessment data through family communications.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

New goal for 23-24

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

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

# 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

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

### Identified Need

Students who experience homelessness are susceptible to increased rates of absence.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math 22%	ELA - 35% Mathe 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Homeless students

#### Strategy/Activity

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Homeless students

### Strategy/Activity

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Homeless students

### Strategy/Activity

Work with the district to identify students at risk due to chronic absenteeism.  
Provide incentives to promote attendance.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Homeless students

### Strategy/Activity

On going review of chronic absenteeism data.  
Work with the district to support the needs of students experiencing homelessness.  
Work with staff to ensure families are connected to the site and available resources.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

New goal for 23-24

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$530,159.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
BSEP	\$317,915.00
BSEP Carryover	\$73,000.00
District Allocation	\$70,000.00
Other	\$4,644.00
PTA	\$64,600.00

Subtotal of state or local funds included for this school: \$530,159.00

Total of federal, state, and/or local funds for this school: \$530,159.00

# 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
- 7 Parent or Community Members

Name of Members	Role
Janet Levenson	Principal
Ron Chung	Other School Staff
Bret Wallan	Classroom Teacher
Christina Harb	Classroom Teacher
Ryan Keeley	Classroom Teacher
Weldon Bradstreet	Parent or Community Member
Nicole Chabot	Parent or Community Member
Nancy Harris	Parent or Community Member
Megan McQuaid	Parent or Community Member
Hollis Williams	Parent or Community Member
Aaron Katler	Parent or Community Member
Mitch Wilks	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Other: School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 4/24/23.

Attested:



Principal, Janet Levenson on 4/24/23
SSC Chairperson, Weldon Bradstreet on 4/24/23

Kathy Fleming  
Director of Local Resources

*Kathy Fleming*

Signature

5/25/23

Date

Jill Hoogendyk  
Associate Superintendent, Educational Services

*Jill Hoogendyk*

Signature

5/25/23

Date

