

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 School	01-61143-6056857	May 20, 2024	June 12, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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.

Educational Partner Involvement

How, when, and with whom did Martin Luther King Jr Middle 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/guardians, 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.

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

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 has qualified for Title I funding for only the first year in 24-25 and has a large number of unduplicated students.

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.

Chronic Absenteesim: 11.1 % of students were chronically absent in 22-23. In addition to utilizing truancy processes (district SART, SARB processes), students had access in 23-24 to counseling services and the support of a full-time district Office of Family Engagement and Equity liaison on campus, who could provide with direct guidance and support to families, including educational services and connection to local agencies, such as getting Clipper Cards.

English Learner Progress: the lowest-performing category of the school, with 29.7% of identified students making progress. In 23-24, this was addressed with the district-wide focus on academic vocabulary in middle schools and the focus on Science of Reading work in elementary schools. In 24-25, ELD programming at the school will be further refined to achieve strategic instruction during ELD and English/History periods, coordinated by the ELD Coordinator. Additionally, instruction for students identified as LTEL will also be more aligned with the Reading Support class strategies that are often needed.

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.

In both Math and ELA, EL, African American, Socioeconomically Disadvantaged, and Students with Disabilities performed two or more performance levels below "all student" performance. This is being addressed with continued targeted supports in the SPSA for reading, math, and ELD in the form of classes, materials, and extra training and professional development and collaboration opportunities.

Other Needs

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

N/A

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 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.11%	0%	1	1	0
African American	10.2%	10.41%	9.07%	98	98	79
Asian	7.8%	9.03%	9.3%	75	85	81
Filipino	0.4%	0.74%	0.8%	4	7	7
Hispanic/Latino	16.1%	16.15%	15.15%	154	152	132
Pacific Islander	0.1%	0.21%	0.57%	1	2	5
White	47.7%	46.44%	47.88%	457	437	417
Multiple/No Response	17.3%	16.90%	17.22%	166	159	150
Total Enrollment				958	941	871

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
Total Enrollment	958	941	871

Conclusions based on this data:

- Total enrollment is shrinking each year.
- The number of white students is shrinking this year, and is expected to represent a smaller percentage of the school in future years, with rezoning.
- While the data shows only 871 students in this current year that number changes throughout the year, as King receives many newcomer and transient students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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. The percentage of EL students continues to rise each year.
2. The number of FEP students continues to increase each year, though minimally.
3. The percentage of FEP students continues to increase each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	282	0	293	273	0	293	273	0.0	95.1	96.8
Grade 7	324	309	305	0	292	295	0	292	295	0.0	94.5	96.7
Grade 8	324	322	292	0	304	289	0	304	289	0.0	94.4	99.0
All Grades	951	939	879	0	889	857	0	889	857	0.0	94.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2565.	2579.		29.69	35.53		39.25	36.26		18.09	16.12		12.97	12.09
Grade 7		2614.	2593.		41.44	34.24		37.33	38.64		11.99	13.56		9.25	13.56
Grade 8		2604.	2630.		27.63	39.45		40.13	38.75		18.75	13.15		13.49	8.65
All Grades	N/A	N/A	N/A		32.85	36.41		38.92	37.92		16.31	14.24		11.92	11.44

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		31.40	39.19		55.63	49.08		12.97	11.72
Grade 7		41.44	33.90		49.66	56.27		8.90	9.83
Grade 8		33.22	37.72		54.28	53.98		12.50	8.30
All Grades		35.32	36.87		53.21	53.21		11.47	9.92

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		27.30	30.77		53.58	51.65		19.11	17.58
Grade 7		46.23	38.64		43.15	43.39		10.62	17.97
Grade 8		25.00	33.91		55.59	52.25		19.41	13.84
All Grades		32.73	34.54		50.84	49.01		16.42	16.45

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.50	24.54		69.28	70.70		9.22	4.76
Grade 7		25.34	22.71		68.49	67.46		6.16	9.83
Grade 8		25.33	29.41		68.42	65.40		6.25	5.19
All Grades		24.07	25.55		68.73	67.79		7.20	6.65

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.91	26.74		64.16	64.10		10.92	9.16
Grade 7		31.85	33.90		60.27	56.27		7.88	9.83
Grade 8		34.21	43.25		56.91	52.25		8.88	4.50
All Grades		30.37	34.77		60.40	57.41		9.22	7.82

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Conclusions based on this data:

1. The school has increased the total number of students taking the test from 20-21 to 22-23.
2. Overall standard exceeded has increased.
3. Overall standard not met has decreased

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		
	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	282	0	292	279	0	292	279	0.0	94.8	98.9
Grade 7	324	309	305	0	287	296	0	287	296	0.0	92.9	97.0
Grade 8	324	322	292	0	302	290	0	302	290	0.0	93.8	99.3
All Grades	951	939	879	0	881	865	0	881	865	0.0	93.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2564.	2592.		35.62	47.31		27.05	22.22		22.26	19.35		15.07	11.11
Grade 7		2589.	2582.		31.71	32.09		32.40	29.39		21.25	21.62		14.63	16.89
Grade 8		2600.	2606.		34.11	41.03		24.17	22.07		22.52	18.62		19.21	18.28
All Grades	N/A	N/A	N/A		33.83	40.00		27.81	24.62		22.02	19.88		16.35	15.49

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.80	42.65		53.61	43.37		19.59	13.98
Grade 7		32.52	28.72		52.45	53.04		15.03	18.24
Grade 8		35.88	32.76		49.17	50.00		14.95	17.24
All Grades		31.78	34.57		51.71	48.90		16.51	16.53

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.11	39.43		58.56	48.03		12.33	12.54
Grade 7		30.66	34.12		54.36	49.66		14.98	16.22
Grade 8		29.14	37.93		50.66	46.90		20.20	15.17
All Grades		29.63	37.11		54.48	48.21		15.89	14.68

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.48	35.48		55.82	53.05		13.70	11.47
Grade 7		32.06	30.74		60.98	57.09		6.97	12.16
Grade 8		28.15	33.10		59.60	51.72		12.25	15.17
All Grades		30.19	33.06		58.80	53.99		11.01	12.95

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Conclusions based on this data:

1. Test participation greatly improved from 21-22 to 22-23.
2. Over 64% of students scored at or above standard for overall performance, improved from 21-22.
3. The data does not distinguish between at or near standard for the domains.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1505.3	1531.4	1496.2	1511.6	1538.6	1494.9	1498.5	1523.6	1497.1	12	17	19
7	1541.1	1528.9	1513.1	1545.9	1537.5	1513.1	1535.7	1520.0	1512.7	18	14	21
8	1555.6	1545.7	1529.1	1550.9	1553.5	1523.2	1559.8	1537.5	1534.3	14	18	15
All Grades										44	49	55

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.27	23.53	5.26	36.36	47.06	31.58	18.18	17.65	31.58	18.18	11.76	31.58	11	17	19
7	33.33	28.57	9.52	22.22	35.71	38.10	27.78	7.14	14.29	16.67	28.57	38.10	18	14	21
8	28.57	22.22	20.00	14.29	44.44	33.33	42.86	22.22	6.67	14.29	11.11	40.00	14	18	15
All Grades	30.23	24.49	10.91	23.26	42.86	34.55	30.23	16.33	18.18	16.28	16.33	36.36	43	49	55

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	45.45	64.71	26.32	36.36	17.65	42.11	0.00	5.88	15.79	18.18	11.76	15.79	11	17	19
7	38.89	50.00	19.05	27.78	21.43	42.86	22.22	0.00	19.05	11.11	28.57	19.05	18	14	21
8	28.57	38.89	40.00	28.57	33.33	13.33	28.57	16.67	6.67	14.29	11.11	40.00	14	18	15
All Grades	37.21	51.02	27.27	30.23	24.49	34.55	18.60	8.16	14.55	13.95	16.33	23.64	43	49	55

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.18	5.88	5.26	18.18	29.41	10.53	18.18	29.41	36.84	45.45	35.29	47.37	11	17	19
7	11.11	14.29	4.76	33.33	7.14	19.05	27.78	50.00	28.57	27.78	28.57	47.62	18	14	21
8	21.43	5.56	13.33	21.43	27.78	26.67	14.29	38.89	6.67	42.86	27.78	53.33	14	18	15
All Grades	16.28	8.16	7.27	25.58	22.45	18.18	20.93	38.78	25.45	37.21	30.61	49.09	43	49	55

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.18	11.76	5.26	63.64	70.59	78.95	18.18	17.65	15.79	11	17	19
7	16.67	14.29	4.76	55.56	50.00	76.19	27.78	35.71	19.05	18	14	21
8	28.57	16.67	33.33	57.14	66.67	33.33	14.29	16.67	33.33	14	18	15
All Grades	20.93	14.29	12.73	58.14	63.27	65.45	20.93	22.45	21.82	43	49	55

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

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	36.84	20.00	0.00	52.63	20.00	11.76	10.53	10	17	19
7	61.11	71.43	52.38	33.33	7.14	28.57	5.56	21.43	19.05	18	14	21
8	42.86	66.67	53.33	42.86	22.22	6.67	14.29	11.11	40.00	14	18	15
All Grades	54.76	75.51	47.27	33.33	10.20	30.91	11.90	14.29	21.82	42	49	55

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

Reading 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	5.26	9.09	41.18	21.05	63.64	52.94	73.68	11	17	19
7	27.78	21.43	9.52	16.67	28.57	33.33	55.56	50.00	57.14	18	14	21
8	21.43	16.67	20.00	28.57	33.33	26.67	50.00	50.00	53.33	14	18	15
All Grades	25.58	14.29	10.91	18.60	34.69	27.27	55.81	51.02	61.82	43	49	55

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.09	11.76	10.53	63.64	76.47	57.89	27.27	11.76	31.58	11	17	19
7	5.56	7.14	4.76	72.22	64.29	66.67	22.22	28.57	28.57	18	14	21
8	7.14	0.00	20.00	85.71	83.33	46.67	7.14	16.67	33.33	14	18	15
All Grades	6.98	6.12	10.91	74.42	75.51	58.18	18.60	18.37	30.91	43	49	55

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

Conclusions based on this data:

1. The greatest negative growth happened in the writing domain, which increased by about 12%, with 18.37% in the "beginning" band in 21-22 and 30.91% in 22-23.
2. The number of English learners tested has increased each year.
3. Reading remains the domain with the largest percentage of students in the "beginning" proficiency.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
871	21.1	6	0.2
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	6
Foster Youth	2	0.2
Homeless	12	1.4
Socioeconomically Disadvantaged	184	21.1
Students with Disabilities	97	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	9.1
Asian	81	9.3
Filipino	7	0.8
Hispanic	132	15.2
Two or More Races	150	17.2
Pacific Islander	5	0.6
White	417	47.9

Conclusions based on this data:

- One fifth of the student population qualifies for free lunch (socioeconomically disadvantaged).

2. Close to, but less than half of the school's population is White.
3. 11.1 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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

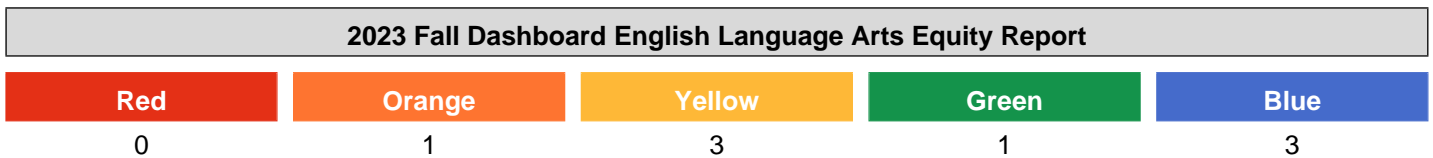
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Orange	Less than 11 Students
55.6 points above standard	63.1 points below standard	2 Students
Increased +9.7 points	Decreased -4 points	
839 Students	67 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
69.5 points below standard	 Yellow	 Yellow
Increased Significantly +40.3 points	14.1 points below standard	55 points below standard
15 Students	Increased Significantly +16.6 points	Increased Significantly +45.1 points
	182 Students	98 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 38.9 points below standard Increased Significantly +36.2 points 76 Students	 No Performance Color 0 Students	 Blue 60.3 points above standard Maintained -1 points 78 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 15.7 points above standard Increased +8.8 points 124 Students	 Blue 78.5 points above standard Increased Significantly +20.7 points 143 Students	Less than 11 Students 4 Students	 Blue 77.9 points above standard Increased +6.5 points 406 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138 points below standard Decreased Significantly -32.2 points 33 Students	9.6 points above standard Decreased -12.2 points 34 Students	66.1 points above standard Increased +10.8 points 686 Students

Conclusions based on this data:

- Students with disabilities and students identified as socioeconomically disadvantaged had the most growth in the school on ELA.
- Reclassified English learners performed more poorly than the year before.
- Current English Learners decreased significantly in their performance in ELA.

School and Student Performance Data

Academic Performance Mathematics

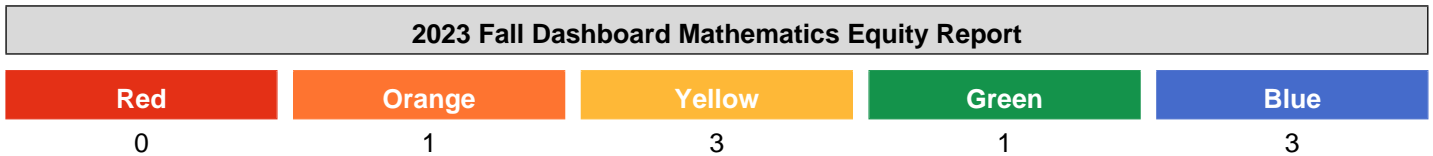
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 29.3 points above standard Increased +11.7 points 837 Students	<p>English Learners</p>  Orange 63.1 points below standard Maintained -1.1 points 66 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>84.6 points below standard Increased Significantly +65.8 points 14 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 45.6 points below standard Increased Significantly +21.4 points 181 Students	<p>Students with Disabilities</p>  Yellow 88.2 points below standard Increased Significantly +41.2 points 98 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 75.9 points below standard Increased Significantly +56.4 points 76 Students	 No Performance Color 0 Students	 Blue 47.7 points above standard Maintained +1.9 points 78 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.9 points below standard Increased +6.6 points 123 Students	 Blue 53.6 points above standard Increased Significantly +29.3 points 143 Students	Less than 11 Students 4 Students	 Blue 52.9 points above standard Increased +7.6 points 405 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.7 points below standard Decreased -14.4 points 32 Students	9.8 points below standard Decreased Significantly -22.7 points 34 Students	37.1 points above standard Increased +14 points 685 Students

Conclusions based on this data:

1. African American students experienced the largest growth out of all subgroups in Math.
2. Reclassified English Learners decreased significantly in their performance in Math.
3. Current English Learners decreased in Math as well.

School and Student Performance Data

Academic Performance English Learner Progress

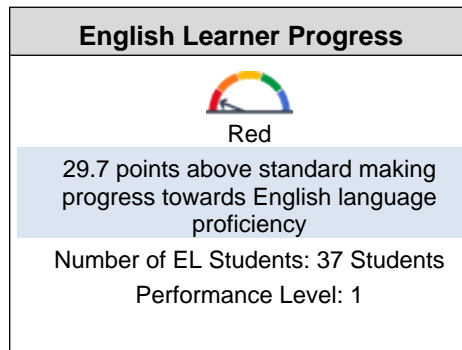
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	18	1	10

Conclusions based on this data:

1. Less than half of students progressed at least one ELPI level
2. The majority of students maintained their ELPI level
3. Less than half of students decreased one ELPI level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

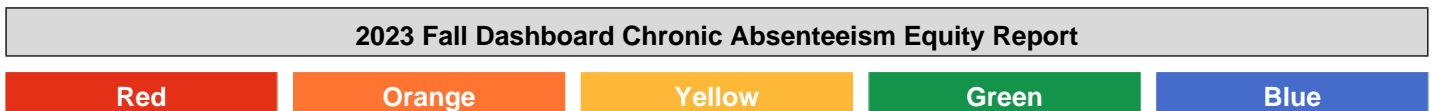
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 11.1% Chronically Absent Increased 0.7 900 Students	 Yellow 10.8% Chronically Absent Declined -3 65 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
26.1% Chronically Absent Declined -9.9 23 Students	 Yellow 18.6% Chronically Absent Declined -1.1 215 Students	 Yellow 12.6% Chronically Absent Declined -6.1 111 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 17.2% Chronically Absent Declined -3.1 87 Students	 No Performance Color 0 Students	 Green 6% Chronically Absent Declined -1.1 83 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.5% Chronically Absent Increased 8.7 137 Students	 Yellow 9.7% Chronically Absent Maintained -0.3 154 Students	Less than 11 Students 4 Students	 Yellow 9.1% Chronically Absent Maintained 0.2 427 Students

Conclusions based on this data:

- Over 17.2% of African American students are chronically absent. Students with who are socioeconomically disadvantaged miss almost as much (18.6%).
- Students identified as homeless missed over 1/4 of the days.
- Hispanic students have increased in the chronically absent rate, when they were previously the same level as white students.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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.

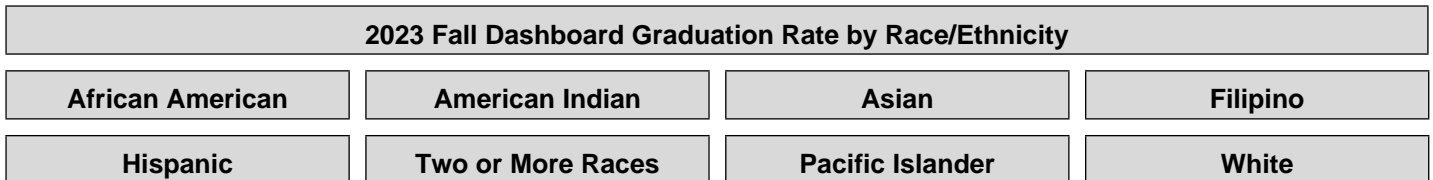
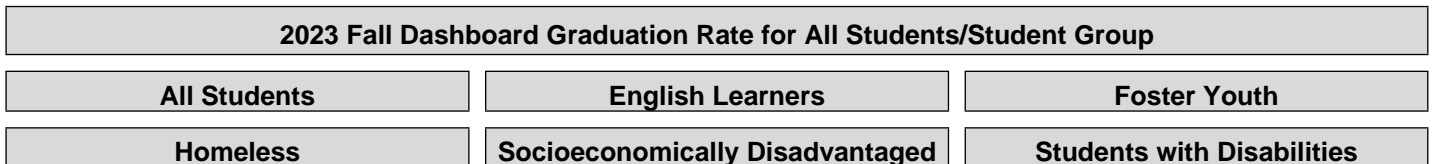
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

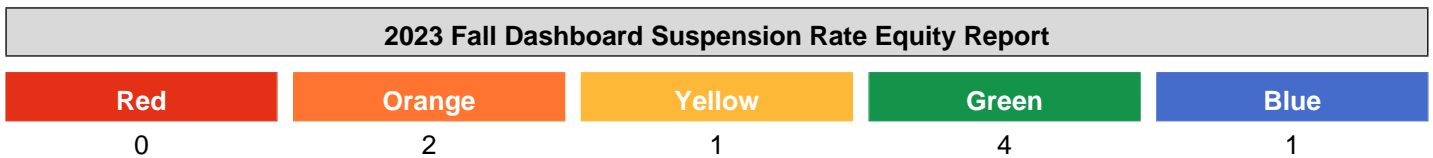
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined -0.5 910 Students</p>	<p>English Learners</p> <p>Green</p> <p>3% suspended at least one day</p> <p>Declined -2.1 66 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 5 Students</p>
<p>Homeless</p> <p>8.3% suspended at least one day</p> <p>Declined -3.7 24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.5% suspended at least one day</p> <p>Declined -1.4 218 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Increased 1.7 111 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 11.1% suspended at least one day Declined -0.4 90 Students	 No Performance Color 0 Students	 Orange 2.4% suspended at least one day Increased 2.4 84 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.2% suspended at least one day Declined -2.3 138 Students	 Green 1.3% suspended at least one day Declined -0.6 155 Students	Less than 11 Students 4 Students	 Blue 0.5% suspended at least one day Maintained -0.2 431 Students

Conclusions based on this data:

1. The group with the highest suspension rate is students identified as African American. They are disproportionately suspended compared to other groups.
2. Homeless students had only a slightly lower percentage. They are disproportionately suspended compared to other groups.
3. White students were the fewest 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

Title and Description of School Goal

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

High Quality Instruction and Curriculum

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

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.

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

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
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.

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	Offer a Spanish for Native Speakers elective class to strengthen students' language and identity	Students whose families speak Spanish at home as the primary language	19291 BSEP
1.2	Purchase software to supplement the adopted curriculum: 10,000 from BSEP and 15,000 from BSEP carryover. Purchase materials to supplement the adopted curriculum: 2,000 from BSEP and 10,000 from BSEP carryover.	All students	10000 BSEP 15000 BSEP Carryover

			2000 BSEP
			10,000 BSEP Carryover
1.3	Increase the collection of diverse characters and themes reading classes by purchasing more diverse literature circle book sets	All students	10000 BSEP Carryover
1.4	Technology upgrades	All students	5000 BSEP
			10000 BSEP Carryover
1.5	Professional Development contract to use in areas of need related to instruction	All students	10000 BSEP Carryover
1.6	Grade level department collaboration (teacher/classified hourly or substitutes if time taken during the school day)	All students	5000 BSEP
			1000 BSEP
			5000 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each of the strategies has been utilized to better support student outcomes. Strategy 1 and 3 have had direct impacts on building identity awareness and community within our newcomer and Spanish-speaking ELD populations on campus. Strategy 2 and 4 have allowed the school to be able to purchase necessary materials and technology to ensure that programming can happen effectively. Specific examples of this are classroom supplies for students, purchases of software like IXL for math support and intervention, and special chromebooks that were needed for a Publishing course to use. Strategy 5 was not used in 23-24, due to a transition in site leadership. However, it will be utilized in 24-25 with the intent of providing teacher development and culture building for our students in our district target groups.

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

As stated above, in 23-24 expenditures did not occur for strategy 5 because of the need for the new leadership team and principal to learn the needs of the school. However, this will be utilized in 24-25.

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 amount allocated for strategy 6 has increased for 24-25, as many teachers were engaged in extra hourly work to support student clubs and interventions. Strategy 2 will increase allocation as well, as there were many different software and technology needs that teachers needed for students. Strategy 3 has increased, as a focal area for the school is supporting our ELD progress, and this strategy allows us to have books to support literacy and language development in multiple languages and identity points.

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.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

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.

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

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
STAR reading and math CAASP ELPAC 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.

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	Reading support classes at all grade levels	Students reading below grade level	80484 BSEP 19785 Title I A - Basic Funding
2.2	Math support classes at all grade levels	Students below grade level in math	21058 Title I A - Basic Funding
2.3	English Learner Support tutorial afterschool that includes mentors from Stiles Hall at UC Berkeley	English learners, specifically newcomers	3000 BSEP

2.4	Teacher hourly for extended day intervention	Students below grade level in reading and/or math	6164 Other
2.5	Materials for math intervention and support classes	Students scoring below grade level	1000 BSEP
2.6	Materials for reading intervention and support class	Students scoring below grade level	1000 BSEP
2.7	Travel and conference for collaboration and support	Students achieving below grade level	10000 BSEP Carryover
2.8	Required reserve for personnel variance		14,481 BSEP 4648 Title I A - Basic Funding 4989 Other Prop 28 Funding 3112 PTA
2.9	English Learner support class	Students identified within the ELD program	52125 Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All strategies have led to growth of students in the areas of ELA (through reading support and intervention), Math, and ELD reclassification, as measured on STAR and MAP tests. Additionally, this work has been supported with Strategy 4, where teachers have been able to pull more than three different groups of students needing math support in 6th grade, leading to high grade equivalent gains, as measured on STAR. The current implementation of strategies 1, 2, and 9 have led to ensuring that students needing support in math, reading, and ELD are all able to have designated classes in the instructional day to meet those needs.

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

There are no major differences.

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.

As an additional need, Title I money will be utilize to fund math support classes, a reading support class, and two ELD classes. These can be found in Goal 1 and 2, where Title I funding is identified. In 23-24, these ELD classes were not funded by Title I.

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.

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus 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

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.

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

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
Attendance data LCAP parent survey Student survey Emotional Check In Data 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

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	Cohort model: VP and counselor	All students	189847 BSEP
3.2	Community Building counselor	All students	62241 PTA

3.3	Written translation of important school documents and oral translation for parent meetings	English learners	1000 BSEP 3000 BSEP Carryover
3.4	Behavioral health support-Sown to Grow contract for socioemotional advisory lessons and weekly emotional support check in	All students	6000 PTA
3.5	Material support for families through the family engagement specialist	All students	600 PTA
3.6	Teacher hourly for training such as restorative justice, cultural competency and behavioral health, and work and planning for student clubs and activities.	All students	15000 BSEP Carryover
3.7	Material support for parent education and involvement.	All students	1,347 Title I A - Parent Involvement
3.8	Increase elective options to students, increasing areas of interest	All students	99783 Other Prop 28 Funding

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each strategy has led to the ability to have the successful cohort model at King, where each grade level is directly supported by a dedicated administrator and counselor(s). This has led to deeper relationships with students and the ability to have grade-level events in addition to school-wide events, that have supported campus culture.

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

No major differences.

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.

There are two changes to the goal. Strategy 6 is increased allocation in 24-25, to ensure that teachers are able to be compensate for additional community and climate-building work, including work towards clubs and spaces for students and families. Strategy 8 is based on a new funding source, from Prop 28, which will allow 4 new sections of art electives to be brought to the school to increase selection for students to learn about different interests.

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.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Carryover Priorities

Identified Need

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

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

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
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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	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.	All students	
4.2	On-going meetings with Instructional Leadership team to review data. Utilize Educlimber to track and monitor student progress.	All students	

	Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.		
4.3	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.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, various committees and staff groups have been able to look at data regularly to inform student outcomes and make necessary instructional shifts throughout the year.

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

No major differences.

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.

No changes.

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.

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

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.

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

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
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%

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

5.3	Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance.	Homeless students	
5.4	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.	Homeless students	
5.5	Teacher hourly for meeting and collaboration to examine, build, and maintain school culture and climate and interventions that allow students to successfully be at school.	Homeless students, All Students experiencing unique challenges	10000 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, there is some growth needed for supporting student discipline, attendance, and truancy issues for our students experiencing homelessness. Site teams and district teams have been able to effectively work together using existing systems to address many of these concerns, but more work to support interventions for these students and around larger incentives and climate on campus is needed.

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

No major differences.

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 5 was added in order to support teacher work to create and maintain a culture and climate committee and other teacher committees to address needs around the school and to create a welcoming, supportive climate for all students, especially those experiencing homelessness.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$712,955.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 (\$)

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	\$333,103.00
BSEP Carryover	\$98,000.00
Other	\$110,936.00
PTA	\$71,953.00
Title I A - Basic Funding	\$97,616.00
Title I A - Parent Involvement	\$1,347.00

Subtotal of state or local funds included for this school: \$712,955.00

Total of federal, state, and/or local funds for this school: \$712,955.00

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
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Expenditures by Funding Source

Funding Source	Amount
BSEP	333,103.00
BSEP Carryover	98,000.00
Other	110,936.00
PTA	71,953.00
Title I A - Basic Funding	97,616.00
Title I A - Parent Involvement	1,347.00

Expenditures by Budget Reference

Budget Reference	Amount
	606,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	BSEP	333,103.00
	BSEP Carryover	98,000.00
	Other	110,936.00
	PTA	71,953.00
	Title I A - Basic Funding	97,616.00
	Title I A - Parent Involvement	1,347.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,291.00
Goal 2	221,846.00
Goal 3	378,818.00

Goal 5

10,000.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Michael Tison Yee	Principal
Ron Chung	Other School Staff
Bret Wallan	Classroom Teacher
Laura Kretschmar	Classroom Teacher
Brittney Serrano	Classroom Teacher
Weldon Bradstreet	Parent or Community Member
Nicole Chabot	Parent or Community Member
Tania Hernandez	Other School Staff
Megan McQuaid	Parent or Community Member
Hollis Williams	Parent or Community Member
Aaron Katler	Parent or Community Member
Peter Ross	Parent or Community Member
Heather Gilbert	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 5/20/24.

Attested:

	Principal, Michael Tison Yee on 5/20/24
	SSC Chairperson, Weldon Bradstreet on 5/20/24

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6-6-24
Date

