School Year: **2026-27**

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 12, 2026	June 17, 2026

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

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

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

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

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

Schoolwide Program

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

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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

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 only some central (.4FTE) funding for math support and intervention classes. The school qualified for Title I funding for only the first year in 24-25 and has a large number of unduplicated students. Title I funding will continue into 26-27.

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: 12.9 % of students were chronically absent in 24-25, which was a 0.4% decrease from the year before. In addition to utilizing truancy processes (district SART, SARB processes), students had access in 25-26 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. COS teams also improved systems for intervening with student attendance issues.

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.

ELA: Students identified as Hispanic, African American, English Learners, Socioeconomically disadvantaged, and students with disabilities were groups that performed two or more performances levels below the "all student" levels in English.

Math: Students with disabilities was the group that performed two or more performance levels below "all student" levels in Math.

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. Additionally, extra after school opportunities for support classes and tutoring were provided to target groups with specific promotion and partnership with families. Looking to 25-26, there will be a prioritization in decreasing class sizes for math, to ensure a greater ability for math teachers to support students.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.12%	0.12%	0.23%	1	1	2
African American	11.43%	10.58%	10.84%	99	90	95
Asian	8.66%	9.64%	8.11%	75	82	71
Filipino	1.15%	0.94%	1.03%	10	8	9
Hispanic/Latino	16.86%	20.33%	21.35%	146	173	187
Pacific Islander	0.58%	0.47%	0.11%	5	4	1
White	47.23%	42.42%	42.24%	409	361	370
Multiple/No Response	13.97%	15.51%	16.10%	121	132	141
			Total Enrollment	866	851	876

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	263	279	294
Grade 7	290	273	292
Grade 8	313	299	290
Total Enrollment	866	851	876

Conclusions based on this data:

1. Total enrollment is shrinking each year.
2. 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. There is also an increase in the number/percentage of Hispanic/Latinx students
3. While the data shows only 851 students in 24-25, 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	55	54	45	6.0%	6.4%	5.1%
Fluent English Proficient (FEP)	115	131	126	12.2%	13.2%	14.4%

Conclusions based on this data:

1. The percentage of EL students has been 6% or greater for three consecutive years.
2. The number of FEP students continues to increase each year.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	282	265	281	273	257	270	273	256	269	96.8	97	96.1
Grade 7	305	291	279	295	283	271	295	283	269	96.7	97.3	97.1
Grade 8	292	317	305	289	299	300	289	297	300	99.0	94.3	98.4
All Grades	879	873	865	857	839	841	857	836	838	97.5	96.1	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2579.	2572.	2568.	35.53	34.77	34.20	36.26	37.11	38.29	16.12	12.89	15.61	12.09	15.23	11.90
Grade 7	2593.	2605.	2608.	34.24	38.87	42.38	38.64	33.22	30.48	13.56	14.13	14.13	13.56	13.78	13.01
Grade 8	2630.	2617.	2618.	39.45	37.37	39.67	38.75	36.36	32.00	13.15	15.15	14.00	8.65	11.11	14.33
All Grades	N/A	N/A	N/A	36.41	37.08	38.78	37.92	35.53	33.53	14.24	14.11	14.56	11.44	13.28	13.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	39.19	37.11	30.86	49.08	48.05	56.51	11.72	14.84	12.64
Grade 7	33.90	37.10	40.52	56.27	52.30	49.07	9.83	10.60	10.41
Grade 8	37.72	39.06	41.33	53.98	48.82	48.33	8.30	12.12	10.33
All Grades	36.87	37.80	37.71	53.21	49.76	51.19	9.92	12.44	11.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	30.77	32.28	27.14	51.65	50.79	57.25	17.58	16.93	15.61
Grade 7	38.64	40.99	40.07	43.39	44.17	45.69	17.97	14.84	14.23
Grade 8	33.91	35.69	35.57	52.25	50.17	45.30	13.84	14.14	19.13
All Grades	34.54	36.45	34.29	49.01	48.32	49.28	16.45	15.23	16.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.54	23.83	16.36	70.70	66.41	75.46	4.76	9.77	8.18
Grade 7	22.71	22.26	16.73	67.46	68.55	73.98	9.83	9.19	9.29
Grade 8	29.41	21.55	24.00	65.40	72.05	68.33	5.19	6.40	7.67
All Grades	25.55	22.49	19.21	67.79	69.14	72.43	6.65	8.37	8.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	26.74	29.30	25.65	64.10	63.28	64.68	9.16	7.42	9.67
Grade 7	33.90	36.75	36.06	56.27	55.83	56.13	9.83	7.42	7.81
Grade 8	43.25	35.69	37.33	52.25	55.89	55.00	4.50	8.42	7.67
All Grades	34.77	34.09	33.17	57.41	58.13	58.47	7.82	7.78	8.35

Conclusions based on this data:

1. From 22-23 to 24-25, the percentage of students exceeding standards has increased each year.
2. The percentage of students in the area of "Reading" has increased since 22-23 to 24-25 in 8th Grade.
3. Overall standard not met has decreased from 23-24 to 24-25.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	282	265	281	279	257	273	279	257	273	98.9	97	97.2
Grade 7	305	291	279	296	280	271	296	280	271	97.0	96.2	97.1
Grade 8	292	317	305	290	298	302	290	294	302	99.3	94	99
All Grades	879	873	865	865	835	846	865	831	846	98.4	95.6	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2592.	2581.	2572.	47.31	46.69	40.66	22.22	17.51	24.54	19.35	18.29	19.78	11.11	17.51	15.02
Grade 7	2582.	2595.	2597.	32.09	39.64	39.11	29.39	25.71	27.31	21.62	17.86	15.50	16.89	16.79	18.08
Grade 8	2606.	2619.	2622.	41.03	43.54	44.70	22.07	22.79	21.19	18.62	18.03	17.22	18.28	15.65	16.89
Grade 11															
All Grades	N/A	N/A	N/A	40.00	43.20	41.61	24.62	22.14	24.23	19.88	18.05	17.49	15.49	16.61	16.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	42.65	41.25	34.43	43.37	40.08	47.99	13.98	18.68	17.58
Grade 7	28.72	40.50	40.59	53.04	42.29	41.33	18.24	17.20	18.08
Grade 8	32.76	39.93	41.06	50.00	45.05	42.38	17.24	15.02	16.56
Grade 11									
All Grades	34.57	40.53	38.77	48.90	42.58	43.85	16.53	16.89	17.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	39.43	37.35	34.80	48.03	43.97	48.72	12.54	18.68	16.48
Grade 7	34.12	36.79	34.69	49.66	48.21	49.45	16.22	15.00	15.87
Grade 8	37.93	36.39	40.73	46.90	47.62	46.36	15.17	15.99	12.91
All Grades	37.11	36.82	36.88	48.21	46.69	48.11	14.68	16.49	15.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.48	41.25	33.70	53.05	45.14	54.21	11.47	13.62	12.09
Grade 7	30.74	29.64	31.37	57.09	59.64	56.83	12.16	10.71	11.81
Grade 8	33.10	30.61	36.09	51.72	60.54	51.99	15.17	8.84	11.92
All Grades	33.06	33.57	33.81	53.99	55.48	54.26	12.95	10.95	11.94

Conclusions based on this data:

1. In overall performance, the percentage of students who nearly met from 22-23 to 24-25 decreased.
2. Every year, the percentage of students in 7th grade cohorts who nearly met meet standards decreased.
3. In the 8th grade cohort, the percentage of students who overall nearly met standard decreased from the previous year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1496.2	1523.9	1488.7	1494.9	1521.3	1485.6	1497.1	1526.1	1491.3	19	19	16
7	1513.1	1530.5	1549.9	1513.1	1528.2	1557.0	1512.7	1532.2	1542.3	21	19	20
8	1529.1	1536.9	1544.0	1523.2	1535.0	1545.5	1534.3	1538.2	1542.0	15	21	21
All Grades										55	59	57

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.26	26.32	12.50	31.58	31.58	25.00	31.58	15.79	18.75	31.58	26.32	43.75	19	19	16
7	9.52	21.05	45.00	38.10	26.32	10.00	14.29	31.58	20.00	38.10	21.05	25.00	21	19	20
8	20.00	33.33	19.05	33.33	14.29	38.10	6.67	23.81	33.33	40.00	28.57	9.52	15	21	21
All Grades	10.91	27.12	26.32	34.55	23.73	24.56	18.18	23.73	24.56	36.36	25.42	24.56	55	59	57

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	26.32	42.11	31.25	42.11	31.58	25.00	15.79	0.00	0.00	15.79	26.32	43.75	19	19	16
7	19.05	31.58	60.00	42.86	31.58	5.00	19.05	26.32	15.00	19.05	10.53	20.00	21	19	20
8	40.00	33.33	33.33	13.33	19.05	42.86	6.67	23.81	14.29	40.00	23.81	9.52	15	21	21
All Grades	27.27	35.59	42.11	34.55	27.12	24.56	14.55	16.95	10.53	23.64	20.34	22.81	55	59	57

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.26	10.53	0.00	10.53	31.58	25.00	36.84	21.05	12.50	47.37	36.84	62.50	19	19	16
7	4.76	5.26	20.00	19.05	10.53	25.00	28.57	68.42	20.00	47.62	15.79	35.00	21	19	20
8	13.33	14.29	14.29	26.67	14.29	14.29	6.67	23.81	52.38	53.33	47.62	19.05	15	21	21
All Grades	7.27	10.17	12.28	18.18	18.64	21.05	25.45	37.29	29.82	49.09	33.90	36.84	55	59	57

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.26	26.32	6.25	78.95	52.63	62.50	15.79	21.05	31.25	19	19	16
7	4.76	21.05	45.00	76.19	57.89	35.00	19.05	21.05	20.00	21	19	20
8	33.33	33.33	33.33	33.33	42.86	61.90	33.33	23.81	4.76	15	21	21
All Grades	12.73	27.12	29.82	65.45	50.85	52.63	21.82	22.03	17.54	55	59	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	36.84	47.37	37.50	52.63	26.32	18.75	10.53	26.32	43.75	19	19	16
7	52.38	47.37	60.00	28.57	42.11	25.00	19.05	10.53	15.00	21	19	20
8	53.33	42.86	61.90	6.67	33.33	28.57	40.00	23.81	9.52	15	21	21
All Grades	47.27	45.76	54.39	30.91	33.90	24.56	21.82	20.34	21.05	55	59	57

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.26	10.53	0.00	21.05	36.84	31.25	73.68	52.63	68.75	19	19	16
7	9.52	5.26	30.00	33.33	57.89	20.00	57.14	36.84	50.00	21	19	20
8	20.00	23.81	14.29	26.67	23.81	38.10	53.33	52.38	47.62	15	21	21
All Grades	10.91	13.56	15.79	27.27	38.98	29.82	61.82	47.46	54.39	55	59	57

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.53	15.79	6.25	57.89	63.16	56.25	31.58	21.05	37.50	19	19	16
7	4.76	5.26	15.00	66.67	89.47	80.00	28.57	5.26	5.00	21	19	20
8	20.00	14.29	0.00	46.67	61.90	90.48	33.33	23.81	9.52	15	21	21
All Grades	10.91	11.86	7.02	58.18	71.19	77.19	30.91	16.95	15.79	55	59	57

Conclusions based on this data:

1. The percentage of students performing at Level 1 decreased from 22-23 to 24-25.
2. The number of students scoring Level 4 on Oral Performance has increased each year.
3. The percentage of students performing at the "Beginning" level for the Writing Domain has decreased each year.

School and Student Performance Data

Student Population

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

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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
851	**32.8%**	**6.3%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	54	6.3%
Foster Youth	2	0.2%
Homeless	15	1.8%
Socioeconomically Disadvantaged	279	32.8%
Students with Disabilities	109	12.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	90	10.6%
American Indian	1	0.1%
Asian	82	9.6%
Filipino	8	0.9%
Hispanic	173	20.3%
Two or More Races	132	15.5%
Pacific Islander	4	0.5%
White	361	42.4%

Conclusions based on this data:

1. Almost 1/3 of the student population qualifies for free lunch (socioeconomically disadvantaged).

2. Less than half of the school's population is White.

3. 12.8 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 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 Blue		

Conclusions based on this data:

1. The suspension rate is in the green, a two-level improvement from the year before.
2. English learner progress remains high.
3. Chronic absenteeism is in the orange and an area to be addressed.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	1	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
48 points above standard	67.7 points below standard	82.2 points below standard
Maintained -1.3 points	Declined 6.4 points	Increased 24.5 points
827 Students	85 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	110.5 points below standard	17.9 points below standard
3 Students	Declined 15.7 points	Increased 4.3 points
	16 Students	277 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
67.2 points below standard	59.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 4.9 points	Maintained 2.1 points	1 Student
108 Students	85 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
60.1 points above standard	Fewer than 11 students - No Data for Privacy	7.3 points below standard
Increased 17.2 points	8 Students	Declined 10.1 points
79 Students		164 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
76.7 points above standard	Fewer than 11 students - No Data for Privacy	87.6 points above standard
Declined 4.2 points	4 Students	Increased 4.7 points
131 Students		355 Students

Conclusions based on this data:

1. Overall ELA performance remained fairly even at the school.
2. Socioeconomically disadvantaged students increased performance by 4.3 points.
3. Current English Learners declined in their performance in ELA by 6.4 points.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	3

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
31.4 points above standard	69.9 points below standard	114.9 points below standard
Maintained -0.1 points	Increased 12.4 points	Increased 53.5 points
826 Students	88 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	121.1 points below standard	40.1 points below standard
3 Students	Increased 24.9 points	Increased 14.6 points
	17 Students	278 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
107 points below standard	92.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 8.5 points	Increased 10.2 points	1 Student
108 Students	85 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
67.9 points above standard	Fewer than 11 students - No Data for Privacy	22 points below standard
Increased 28 points	8 Students	Increased 7.3 points
80 Students		164 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
59.6 points above standard	Fewer than 11 students - No Data for Privacy	68.3 points above standard
Maintained -1.6 points	4 Students	Maintained 1.3 points
131 Students		353 Students

Conclusions based on this data:

1. Overall, the school maintained performance in math at Green.
2. Hispanic students increased performance by 7.3 points
3. Current English Learners increased in Math by12.4 points.

School and Student Performance Data

Academic Performance
Science

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

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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	2

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
66.8 science points	38.6 science points	Fewer than 11 students - No Data for Privacy
Increased 3.6 points	Maintained 0.6 points	7 Students
291 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.4 science points
1 Student	6 Students	Increased 6.3 points
		92 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
37.2 science points	40.7 science points	0 Students
Increased 7 points	Increased 9.1 points	
33 Students	32 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
70.6 science points	Fewer than 11 students - No Data for Privacy	52.4 science points
Increased 8.9 points	2 Students	Increased 3.4 points
29 Students		41 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
74.1 science points	Fewer than 11 students - No Data for Privacy	73.9 science points
Increased 6 points	3 Students	Increased 3.5 points
48 Students		138 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
75 making progress.	76.9 making progress.
Number Students: 44 Students	Number Students: 13 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
4.5%	20.5%	9.1%	65.9%

Conclusions based on this data:

1. The majority of students progressed at least one ELPI level, a significant change from last year.
2. The vast majority of students either maintained or progressed in their ELPI levels.
3. Only 4.5% of students decreased one ELPI level

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
12.9% Chronically Absent	21.5% Chronically Absent	25% Chronically Absent
Maintained -0.4	Declined 0.7	Increased 7.4
874 Students	65 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	47.6% Chronically Absent	23.5% Chronically Absent
4 Students	Declined 5.7	Declined 5.4
	21 Students	306 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
25% Chronically Absent	30.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 6.6	Declined 2.6	1 Student
116 Students	92 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
9.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.8% Chronically Absent
Increased 1.5	8 Students	Increased 1.7
87 Students		178 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
5.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	9% Chronically Absent
Declined 6.9	4 Students	Increased 1.3
136 Students		368 Students

Conclusions based on this data:

1. Over 30% of African American students are chronically absent.
2. Students who are socioeconomically disadvantaged decreased in chronic absenteeism by 5.4%
3. Students with disabilities decreased in chronic absenteeism by 6.6 %

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	6	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
2.7% suspended at least one day	4.5% suspended at least one day	6.3% suspended at least one day
Declined 1.8%	Declined 3.3%	Declined 11.4%
881 Students	66 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	20% suspended at least one day	5.1% suspended at least one day
4 Students	Maintained 0%	Declined 6.4%
	25 Students	311 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
10.3% suspended at least one day	10.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.5%	Declined 7.2%	1 Student
117 Students	94 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Green
2.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.9% suspended at least one day
Declined 1.5%	8 Students	Declined 1.3%
87 Students		180 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
0.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
Declined 2.5%	4 Students	Declined 0.4%
137 Students		370 Students

Conclusions based on this data:

1. The group with the highest suspension rate is students identified as African American. They were closely followed by Students with Disabilities
2. Two or more races students had the lowest rate in the school at 0.7%
3. Almost all subgroups had some decrease in suspension rate.

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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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 34% of students are near or below grade level standards in math and about 25% near or below in ELA according to CAASP in 23-24.	Decrease percentage of students performing near or below grade level standards in both ELA and Math.

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	Paid by general fund allocations (teacher template)
1.2	Purchase software to supplement the adopted curriculum: 21,000 from BSEP site funds.	All students	21000 BSEP
1.3	Purchase materials to support and supplement adopted classroom curriculum and programs, 8,000 with BSEP and up to 10,000 with BSEP Carryover.	All students	10000 BSEP Carryover 8000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			BSEP
1.4	Technology maintenance, supply, and upgrades, up to 5,000 with Carryover	All students	5000 BSEP Carryover
1.5	Additional Math class to ensure small class sizes	All students	29144 BSEP

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

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	27,426 Title I A - Basic Funding 20,933 BSEP 2 additional sections funded through general fund, teacher template
2.2	Math support classes at all grade levels	Students below grade level in math	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1 section funded through general fund, teacher template District Allocation 2 sections funded through LCAP and BSEP Central 28,225 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	0 BSEP
2.4	Hours for extended day intervention (teacher hourly), up to 100 hours through Title IV	Students below grade level in reading and/or math	Other up to 100 hours through Title IV allocation
2.5	English Learner program coordination, support, classes, and after school tutorial	English learners, specifically newcomers	BSEP 0.2 FTE from BSEP ECO for after school tutorial Other 0.8 FTE from LCAP
2.8	Required reserve for personnel variance		14,800 BSEP 10,438 Title I A - Basic Funding 2299 BSEP Carryover 4066 PTA 7708 Other Prop 28

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.9	English Learner support class	Students identified within the ELD program	26,469 Title I A - Basic Funding 11,892 BSEP 0.1 FTE for class section Other 0.1 FTE from LCAP for class section
2.10	Indirect costs to site BSEP		17,552 BSEP
2.11	Indirect costs to site BSEP carryover		2756 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

All 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 has 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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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	142136 BSEP 80883 BSEP
3.2	Community Building counselor	All students	67774 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	Material support for families through the family engagement specialist	All students	3000 PTA
3.5	Teacher and classified hourly for training such as restorative justice, cultural competency and behavioral health, and work and planning for student clubs and activities and participating in/running school events, 4,500 with BSEP and up to 8,000 through BSEP Carryover	All students	8000 BSEP Carryover 4500 BSEP
3.6	Material support for parent education and involvement.	All students	1258 Title I A - Parent Involvement
3.7	Field trip admissions and transportation support to provide additional enriching and dynamic learning opportunities. up to 10,000 through BSEP Carryover	All students	10000 BSEP Carryover
3.8	Increase elective options to students, holding and increasing areas of interest (maintain sections of Dance, Drama, Art, and adding an additional section of Art in 26-27)		128470 Other Prop 28 Funding
3.9	Contract for intervention mentorship groups (Young Men's Development Group, Black Girls Leadership Lab).		31,000 BSEP 26000 BSEP Carryover
3.10	Contract for professional development on culturally and linguistically responsive teaching and pedagogy		24860 BSEP 140 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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: 2025-26

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

Analysis

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

Overall, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall, 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	$775,729.00
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	$406,700.00
BSEP Carryover	$64,195.00
Other	$136,178.00
PTA	$74,840.00
Title I A - Basic Funding	$92,558.00
Title I A - Parent Involvement	$1,258.00

Subtotal of state or local funds included for this school: $775,729.00

Total of federal, state, and/or local funds for this school: $775,729.00

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

Expenditures by Funding Source

Funding Source	Amount
BSEP	406,700.00
BSEP Carryover	64,195.00
Other	136,178.00
PTA	74,840.00
Title I A - Basic Funding	92,558.00
Title I A - Parent Involvement	1,258.00

Expenditures by Budget Reference

Budget Reference	Amount
	677,749.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	BSEP	406,700.00
	BSEP Carryover	64,195.00
	Other	136,178.00
	PTA	74,840.00
	Title I A - Basic Funding	92,558.00
	Title I A - Parent Involvement	1,258.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,144.00
Goal 2	174,564.00
Goal 3	528,021.00

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
Joshua Jacobs	Classroom Teacher
Yesenia Moran	Other School Staff
Megan Werner	Parent or Community Member
Rebecca Leshowitz	Parent or Community Member
Tania Hernandez	Other School Staff
Megan McQuaid	Parent or Community Member
Hollis Williams	Parent or Community Member
Arabelle Malinis	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 5/12/26.

Attested:

	Principal, Michael Tison Yee on 5/14/26
	SSC Chairperson, Peter Ross on 5/14/26

Kathy Fleming
Director of Local Resources

Kathy Fleming — Signature

6-9-26 — Date

J Illhoogendyk — Signature

6/10/26 — Date

Jill Hoogendyk
Associate Superintendent, Educational Services

SITE BUDGET SUMMARY 2026-27

King Middle School (132) May 12, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**Res.**	**FTE**	**RES.**	**BGT**	**FTE**	
Vice Principal	3/1	1302	142,136	0.75											0000		0.25	1.00
Counselor	3/1	1202	80,883	0.60									0864	0.20				0.80
Counselor	3/2	1202	0	0.00							67,774	0.40	0864	0.20				0.60
Restorative Justice Counselor		1202								0.87			0864	0.13				1.00
6th Grade Reading Support	2/1	1102			27,426	0.20									0000		0.80	1.00
Reading Support Class	2/1	1102	20,933	0.20											0000		0.80	1.00
Math - Support	2/2	1102			28,225	0.20									0000		0.80	1.00
Math Classroom Teacher	2/2	1102								0.20			0841-068	0.20	0000		0.60	1.00
Math Classroom Teacher	1/5	1102	29,144	0.20														0.20
RTI Coordinator		1102								1.00								1.00
ELD Support	2/9	1102			26,469	0.20									0000		0.20	0.40
ELD Teacher	2/5	1102								0.60					0000			0.60
AVID Excel (ELD) Classsroom Teacher	2/9	1102	11,892	0.10						0.10					0000		0.80	1.00
ELD Teacher	2/5	1102								0.20					0000		0.80	1.00
EL Newcomer Program	2/5	1102											ECO	0.10	4203	title III		0.10
EL Newcomer Program	2/5	1102											ECO	0.10	4203	title III		0.10
Prop 28 Dance Position	3/8	1102					75,471	0.60								@ 131	0.40	1.00
Prop 28 Drama Position	3/8	1102					26,500	0.20					ECO	0.20	0000		0.40	0.80
Prop 28 Arts Position	3/8	1102					26,500	0.20			0	0.00	0853	0.20			0.40	0.80
Maker Space After School		1102											ECO	0.20			0.80	1.00
Yearbook		1102											ECO	0.20			0.80	1.00
Extended Day Intervention	2/4	1116													Title IV			
Certificated Hourly - Grade Level Collaboration	3/5	1116	4,500															
Materials & Supplies	1/3	4300	8,000												0000			
Contract (PD)	3/10	5800	24,860															
Contract (Young Men's Development Group, Black Girls Leadership Lab)	3/9	5800	31,000															
Software Licenses	1/2	5800	8,500															
Parent Involvement	3/6				1,258													
Unallocated Reserve	2/8	4380	14,800		10,438		7,708				4,066							
Indirect Cost (0852 only)	2/10	7340	17,552															
Total Expenditures			394,201	1.85	93,815		136,178	0.80	0	2.97	71,840							
Revenue Allocation			**394,200**		**94,176**		**129,044**											
			(1)		361		(7,134)											

BSEP Site Fund Carryover Priorities:			
Available BSEP site fund carryover: TBD Fall 2026			
Reserve for Personnel Variance	2/8	4380	2,299
Contract - PD	3/10	5800	140
Contract (Young Men's Development Group, Black Girls Lead	3/9	5800	26,000
Classroom Materials & Supplies	1/3	4300	10,000
Technology	1/4	4350	5,000
Teacher Hourly	3/5	1116	8,000
Feild Trip Transportation	3/7	5800	10,000
Indirect Cost	2/11	7340	2,756
Total BSEP Site Fund Carryover Priorities:			**64,195**