School Year: 2023-24 SPSA Title I

The purpose of this plan is to describe details of our school's comprehensive and targeted support programs to

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

Funding

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

See action plans and action plan budgets

Fiscal support (EPC)

BSEP, General Fund, PTA, LCAP

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	305	303	279

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2565.			29.69			39.25			18.09			12.97		
Grade 7	2614.			41.44			37.33			11.99			9.25		
Grade 8	2604.			27.63			40.13			18.75			13.49		

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.91			64.16				

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

School and Student Performance Data

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21				

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
941	**25.9**	**5.8**	**0.1**
Total Number of Students enrolled in Martin Luther King Jr Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

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

School and Student Performance Data

Academic Performance
English Language Arts

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

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

Very Low

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 120.8 points below standard 89 Students	No Performance Level 1 Student	Very High 45.8 points above standard 78 Students	No Performance Level 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 23.9 points below standard 138 Students	High 25.0 points above standard 146 Students	No Performance Level 2 Students	Very High 45.2 points above standard 415 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.2 points below standard 45 Students	12.9 points above standard 26 Students	23.6 points above standard 723 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
1	4	3	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
10.4% Chronically Absent	13.8% Chronically Absent	Less than 11 Students
953 Students	58 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
36% Chronically Absent	19.7% Chronically Absent	18.8% Chronically Absent
25 Students	259 Students	128 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian
High	No Performance Level	Very Low
11.5% suspended at least one day	Less than 11 Students	
104 Students	1 Student	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Identified Need

Math support classes at all grade levels

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

Amount(s)	Source(s)
70000	District Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners, specifically newcomers

Strategy/Activity

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

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

Amount(s)	Source(s)
3000	BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students below grade level in reading and/or math

Strategy/Activity

Teacher hourly for extended day intervention

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

Amount(s)	Source(s)
4644	

Materials for math intervention and support classes

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

Amount(s)	Source(s)
1500	BSEP

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students scoring below grade level

Strategy/Activity

Materials for reading intervention and support class

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

Amount(s)	Source(s)
1000	BSEP

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students achieving below grade level

Strategy/Activity

Travel and conference for collaboration and support

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

Amount(s)	Source(s)
10000	BSEP Carryover

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Required reserve for personnel variance

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

Amount(s)	Source(s)
8510	BSEP

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

All students

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of o4Kprce(q 1 0 0 -1 36 cDC 5Td [(9 23,1(u)-1(ndi)]Talyshe)-s nothisqrce

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district		

Strategy/Activity

Site Staff to provide support in three main focal areas:
1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
3) Promoting attendance and access to health services

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless students

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless students

Strategy/Activity

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

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

New goal for 23-24

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

Name of Members	Role
Janet Levenson	Principal
Ron Chung	Other School Staff
Bret Wallan	Classroom Teacher
Christina Harb	Classroom Teacher
Ryan Keeley	Classroom Teacher

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