School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King, Jr. Middle	01611926066476	5/25/23	June 14th, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience delivered in a safe and supportive environment.

Purpose and Description

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

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716 ⤴, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:
- Develop and implement a school-level plan to improve student outcomes

  The school plan must:

  - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

  - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select "Schoolwide Program." In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

> ☒ Schoolwide Program
> ☒ Targeted Support and Improvement
> Schoolwide Program
> The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).
>
>
> ATSI:
> There are 22 schools in the district that have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

> · All indicators at the lowest status level; or
> · All indicators at the lowest status level but one indicator at another status level."
> Our site is one of the sites that was identified as ATSI.

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

> King Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
>
> 1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
> 2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social-emotional supports they need, particularly through positive relationships, trauma-informed care, and a focus on equity.
> 3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
> 4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.
>
> These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.
>
> Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), comprised of administration, parents, students, teachers, and support staff engaged in the ongoing discussion of the goals and progress of the School Plan for Student Achievement (SPSA). With input from Local Curriculum Council (LCC), English Learner Advisory Committee (ELAC), African American Student Academich Initiative (AASAI), Instructional Leadership Team (ILT), and Coffee with the Principal, the School Site Council was able to shift funds to meet student needs and develop allocation recommendations for the 2023-24 SPSA. The SPSA was presented to staff and parents throughout the year in various venues and input was collected from stakeholders related to academic and social emotional needs of students.

Resource Inequities

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

Our site has a variety of inequities related to facilities and equipment as well as access to modern amenities and technology on campus. We have developed ways to work around that and have been able to offer new and exciting Science Technology Engineering Arts Mathematics (STEAM) options to our students. Another inequity at our site is related to our RTI model for social-emotional needs and student needs that come up in the Coordination of Services Team (COST). We have a small number of providers at the school and in the surrounding area for referrals. We are currently working on sustainable programs that will support ALL of our students for the 2023/2024 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.1%	%	0.14%	1		1
African American	5.5%	5.33%	6.19%	40	38	44
Asian	9.0%	9.26%	10.27%	66	66	73
Filipino	8.3%	7.71%	5.63%	61	55	40
Hispanic/Latino	69.1%	71.11%	69.9%	505	507	497
Pacific Islander	3.2%	2.81%	4.08%	23	20	29
White	2.6%	1.68%	1.27%	19	12	9
Multiple/No Response	2.2%	1.82%	2.11%	16	13	15
			Total Enrollment	731	713	711

Conclusions based on this data:

Overall enrollment has declined slightly after the pandemic, especifically with our Hispanic/Latino student population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	139	110	126	19.20%	15.4%	17.7%
Fluent English Proficient (FEP)	371	379	365	50.80%	53.2%	51.3%
Reclassified Fluent English Proficient (RFEP)	19			13.6%		

Conclusions based on this data:

We need to increase reclassification rates by 10% for the 2023/2024 school year. Reclassified Fluent English Proficient s and LTELs will continue to be monitored by our EL specialist & Bilingual Para educator throughout the to assure their needs are being met.

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 7	357	343		0	333		0	333		0.0	97.1	
Grade 8	355	351		0	337		0	337		0.0	96.0	
All Grades	712	694		0	670		0	670		0.0	96.5	

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% 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 7		2538.			16.82			30.33			23.12			29.73	
Grade 8		2556.			14.24			30.86			30.27			24.63	
All Grades	N/A	N/A	N/A		15.52			30.60			26.72			27.16	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.11			60.66			25.23	
Grade 8		16.62			60.24			23.15	
All Grades		15.37			60.45			24.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		25.60			47.29			27.11	
Grade 8		19.58			55.19			25.22	
All Grades		22.57			51.27			26.16	

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 7		10.81			75.98			13.21	
Grade 8		9.79			74.18			16.02	
All Grades		10.30			75.07			14.63	

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 7		18.32			59.46			22.22	
Grade 8		18.99			68.25			12.76	
All Grades		18.66			63.88			17.46	

Conclusions based on this data:

Based on the 2021-2022 test results, most of our students performed "At/Near Standard" or "Above Standard". For the 2023/2024 school year, we would like to see a 5% growth in student performance. We have noticed that writing is an area of need and support for our students and will direct our focus on writing for the 2023/2024 school year.

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 7	357	343		0	329		0	329		0.0	95.9	
Grade 8	355	351		0	337		0	337		0.0	96.0	
All Grades	712	694		0	666		0	666		0.0	96.0	

* 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 7		2495.			13.68			13.98			22.49			49.85	
Grade 8		2523.			17.21			10.98			24.33			47.48	
All Grades	N/A	N/A	N/A		15.47			12.46			23.42			48.65	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.29			40.43			45.29	
Grade 8		16.32			42.73			40.95	
All Grades		15.32			41.59			43.09	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.29			49.85			35.87	
Grade 8		18.10			45.99			35.91	
All Grades		16.22			47.90			35.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		14.89			56.23			28.88	
Grade 8		15.73			51.63			32.64	
All Grades		15.32			53.90			30.78	

Conclusions based on this data:

Based on the 2021-2022 test results, most of our students performed "Below Standard". For the 2023/2024 school year, we would like to see a 10% growth in student Math performance. We have noticed that "Concepts & Procedures - Applying mathematical concepts and procedures" is an area of need and support for our students and will direct our focus in this area for the 2023/2024 school year.

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**
713	**62.1**	**17.5**	**0.1**
Total Number of Students enrolled in Martin Luther King, Jr. Middle.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	17.5
Foster Youth	1	0.1
Homeless	4	0.6
Socioeconomically Disadvantaged	443	62.1
Students with Disabilities	102	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	5.3
American Indian		
Asian	66	9.3
Filipino	55	7.7
Hispanic	507	71.1
Two or More Races	13	1.8
Pacific Islander	20	2.8
White	12	1.7

Conclusions based on this data:

Our percentage of students who are in the Low SES category has increased over the past three years and continues to increase.
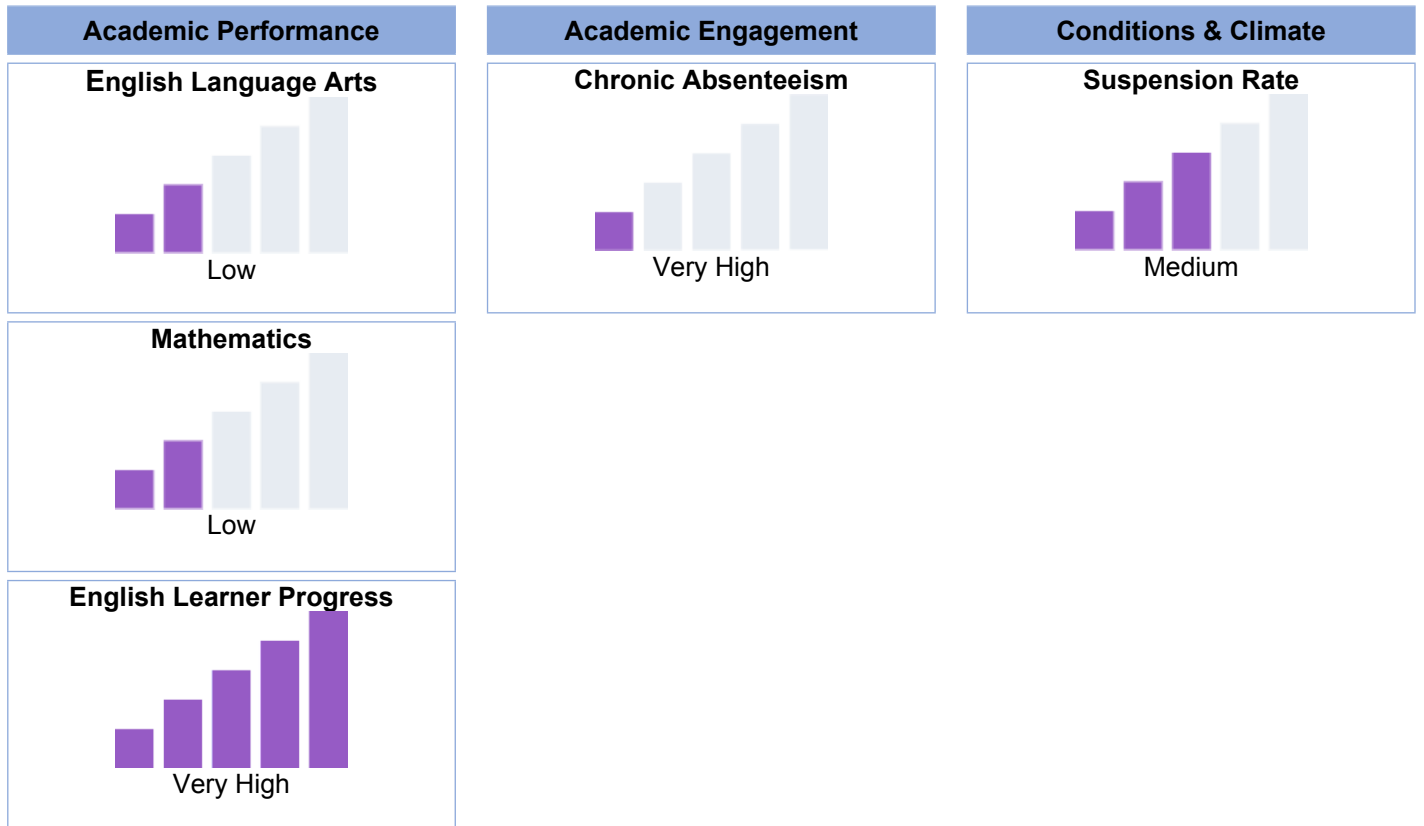
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Medium
Mathematics — Low		
English Learner Progress — Very High		

Conclusions based on this data:

In the 2021/2022 school year, our English Learners performed higher that the other sub groups. We have "very High" chronic absenteeism rate and we look toward making a 10% improvement in that area.
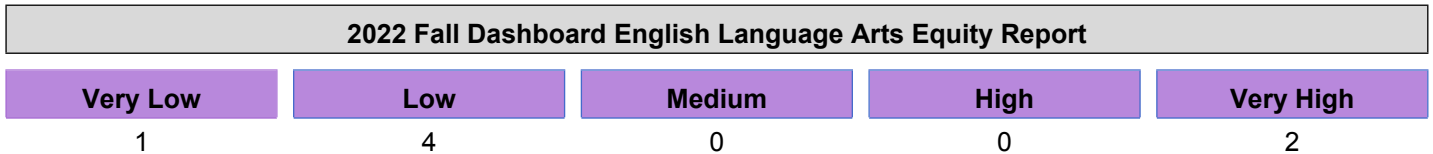
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
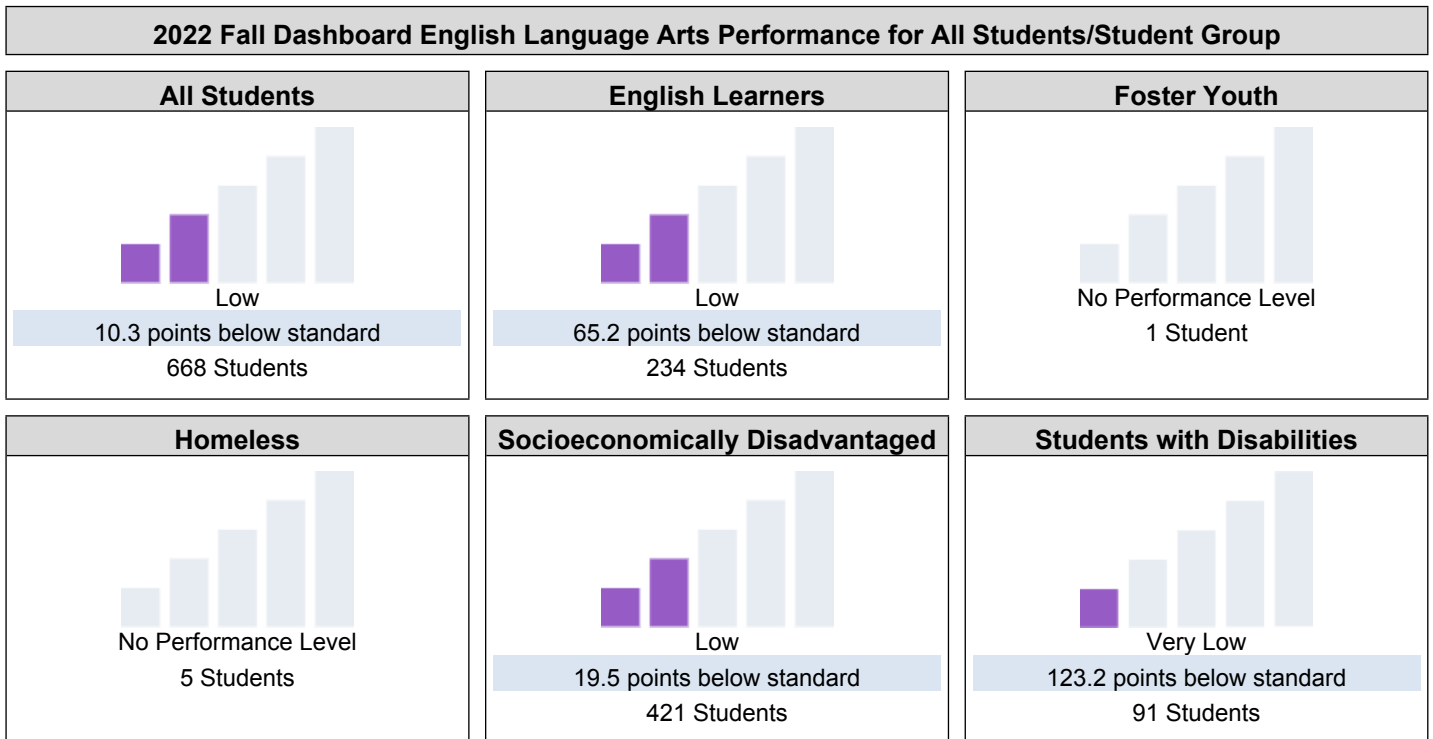
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

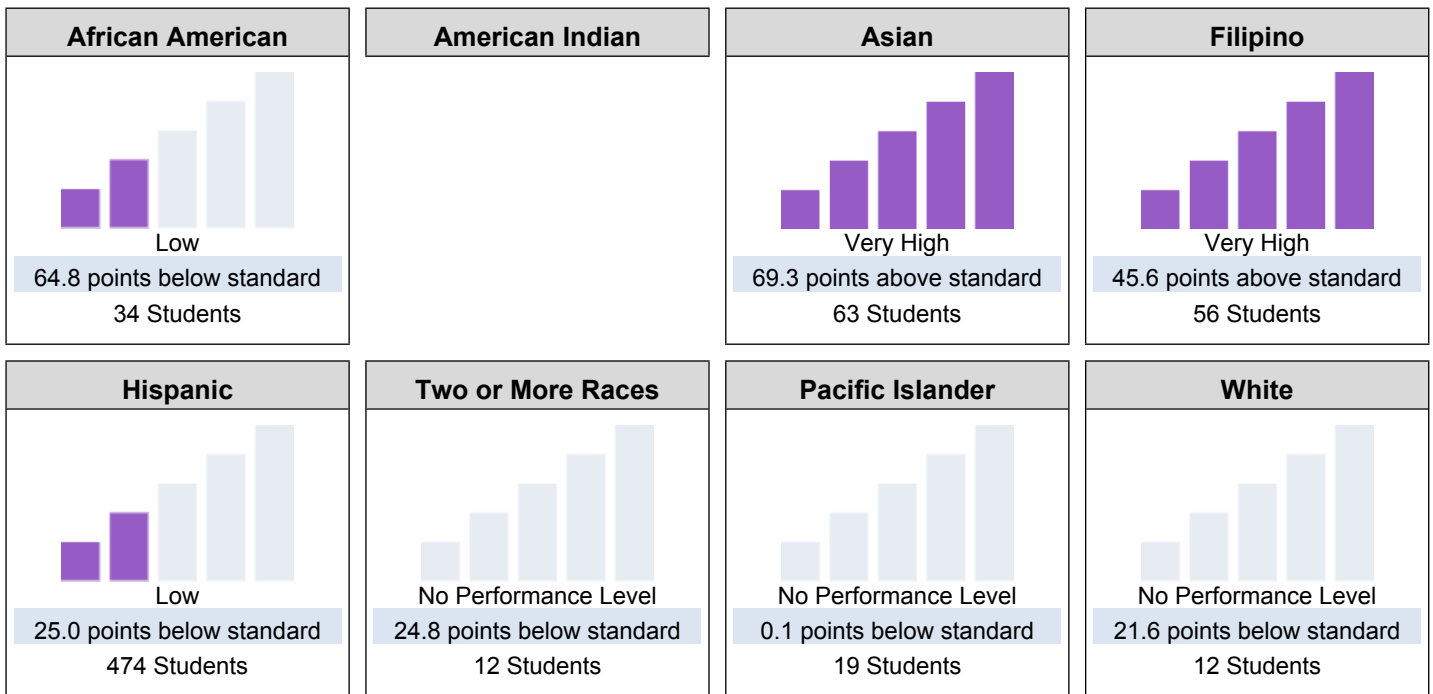| Very Low	Low	Medium	High	Very High
1	4	0	0	2

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
10.3 points below standard	65.2 points below standard	1 Student
668 Students	234 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	19.5 points below standard	123.2 points below standard
	421 Students	91 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

Low

64.8 points below standard

34 Students

American Indian

Asian

Very High

69.3 points above standard

63 Students

Filipino

Very High

45.6 points above standard

56 Students

Hispanic

Low

25.0 points below standard

474 Students

Two or More Races

No Performance Level

24.8 points below standard

12 Students

Pacific Islander

No Performance Level

0.1 points below standard

19 Students

White

No Performance Level

21.6 points below standard

12 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

107.4 points below standard

100 Students

Reclassified English Learners

33.8 points below standard

134 Students

English Only

9.3 points below standard

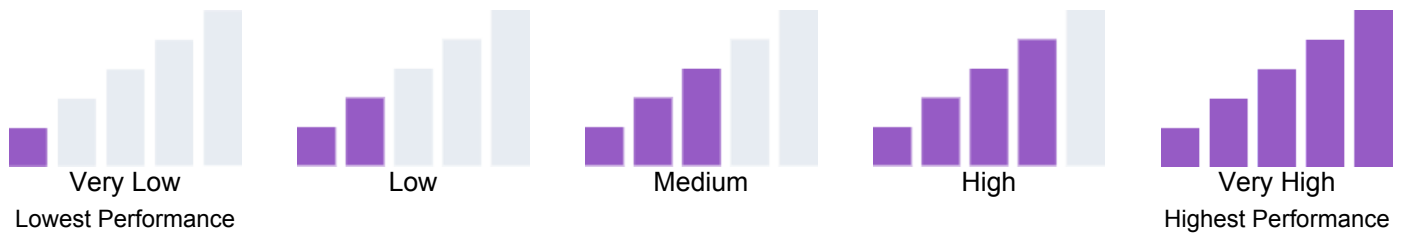205 Students

Conclusions based on this data:

In 2021/2022, African American and Latinx students' scores increased slightly, but are still significantly below their Asian classmates. Our reclassified English learners and current ELs are still performing low compared to other subgroups.
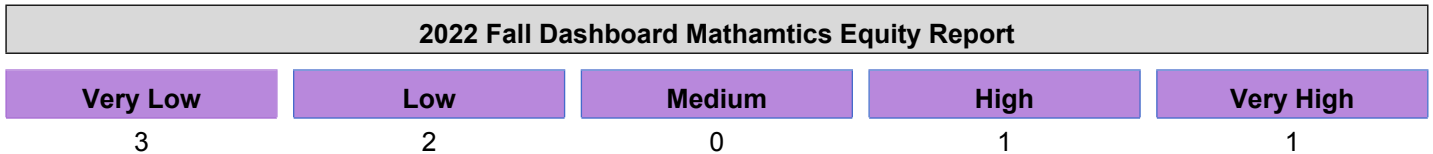
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
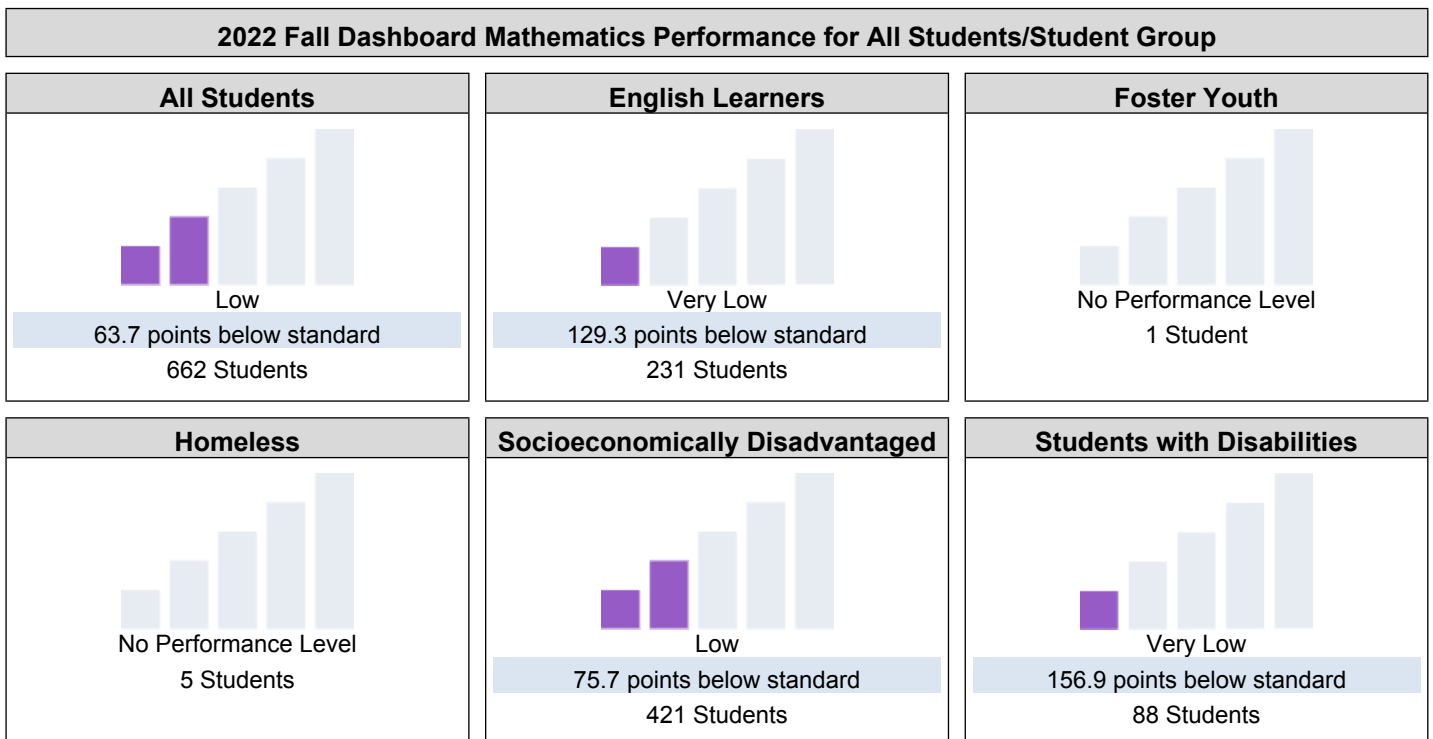
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
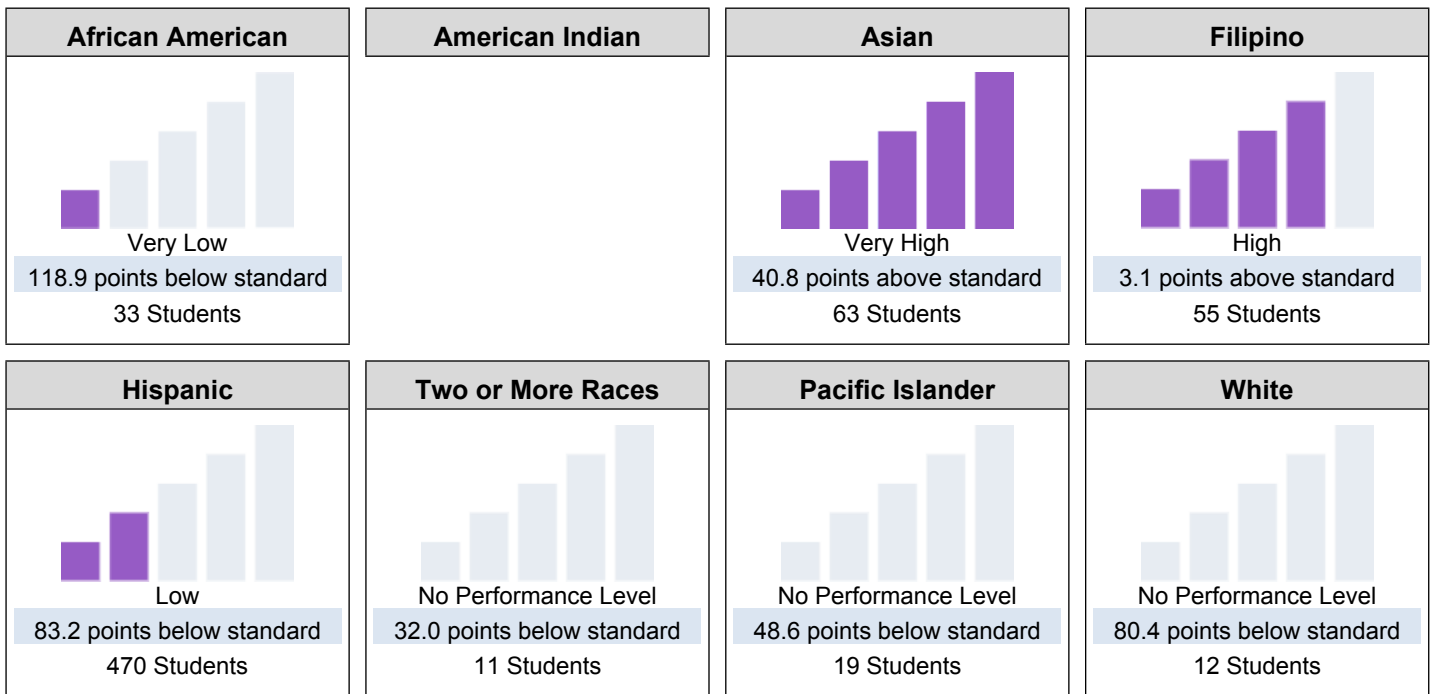

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
3	2	0	1	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
63.7 points below standard	129.3 points below standard	1 Student
662 Students	231 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	75.7 points below standard	156.9 points below standard
	421 Students	88 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Very Low

118.9 points below standard

33 Students

American Indian

Asian

Very High

40.8 points above standard

63 Students

Filipino

High

3.1 points above standard

55 Students

Hispanic

Low

83.2 points below standard

470 Students

Two or More Races

No Performance Level

32.0 points below standard

11 Students

Pacific Islander

No Performance Level

48.6 points below standard

19 Students

White

No Performance Level

80.4 points below standard

12 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

174.8 points below standard

98 Students

Reclassified English Learners

95.7 points below standard

133 Students

English Only

65.7 points below standard

203 Students

Conclusions based on this data:

In 2022, Hispanic, English Learners and African American students performed either low or very low compared to other students.

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

English Learner Progress
Very High
76.8 making progress towards English language proficiency
Number of EL Students: 95 Students
Performance Level: 5
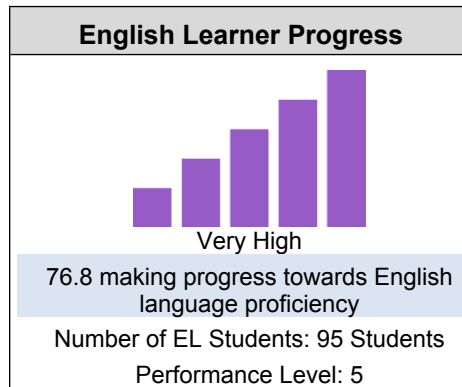
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.3%	17.8%	0.0%	76.8%

Conclusions based on this data:

> While students were able to take the ELPAC in 2020 and 2021, the EL Progress Indicator on the CA Dashboard has not yet been updated to reflect EL Progress. In 2021, King Middle School reclassified 47 students and in 2022, King Middle School reclassified 56 students including 11 SDC Alternative Reclassified students.

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.
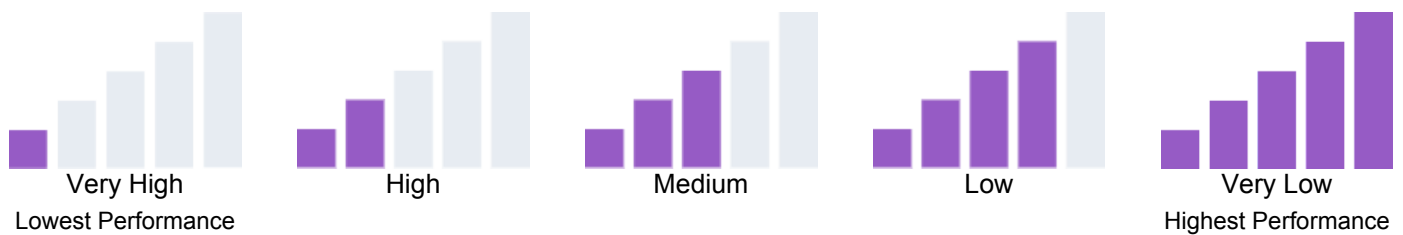
Conclusions based on this data:
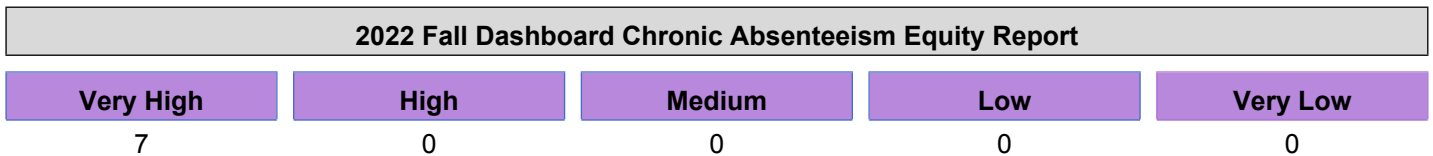
N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
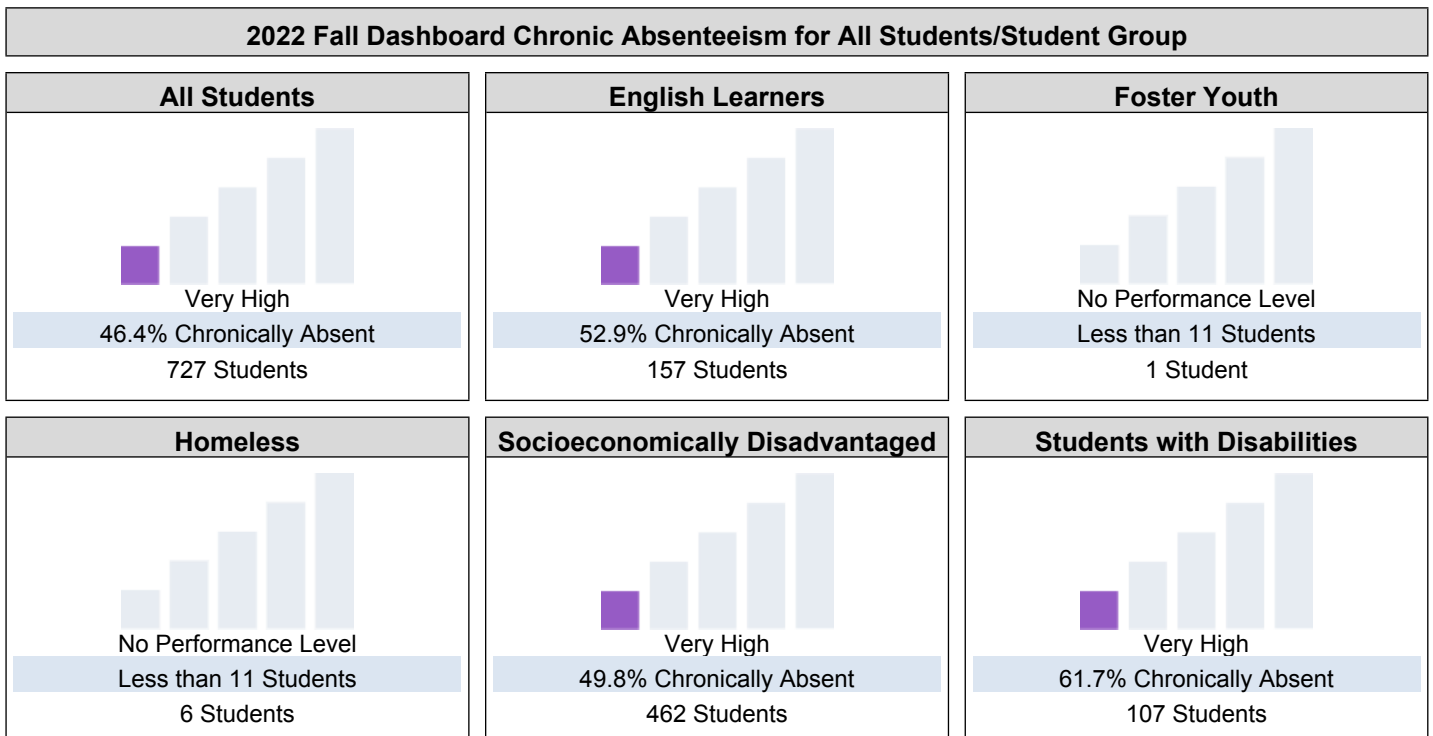
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
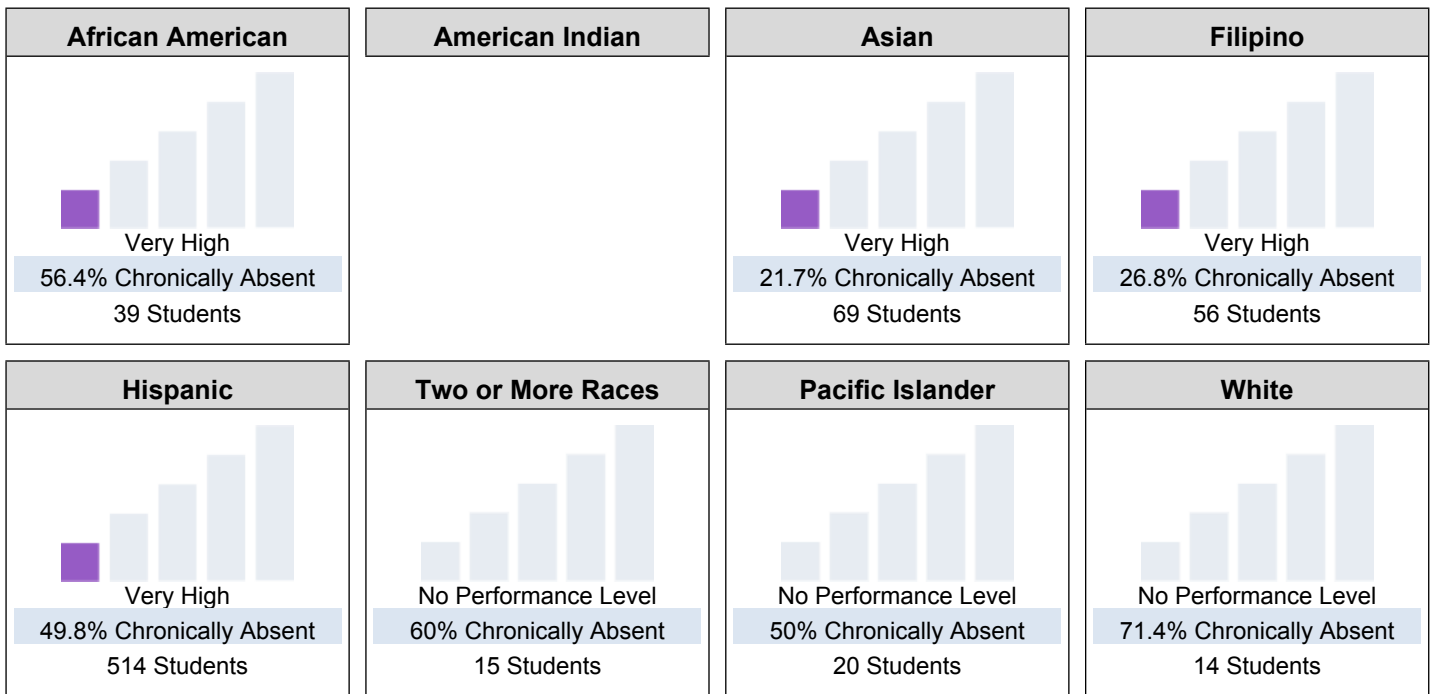

Very High	High	Medium	Low	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
7	0	0	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**
Very High	Very High	No Performance Level
46.4% Chronically Absent	52.9% Chronically Absent	Less than 11 Students
727 Students	157 Students	1 Student

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	49.8% Chronically Absent	61.7% Chronically Absent
6 Students	462 Students	107 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High

56.4% Chronically Absent

39 Students

American Indian

Asian

Very High

21.7% Chronically Absent

69 Students

Filipino

Very High

26.8% Chronically Absent

56 Students

Hispanic

Very High

49.8% Chronically Absent

514 Students

Two or More Races

No Performance Level

60% Chronically Absent

15 Students

Pacific Islander

No Performance Level

50% Chronically Absent

20 Students

White

No Performance Level

71.4% Chronically Absent

14 Students

Conclusions based on this data:

In 2021/2022, we noticed a very High Chronic absenteeism rate. This may have been due to COVID-19 protocols. We are looking forward to improving our attendance by 10% for the 2023/2024 school year. Our groups; African American, Asian, Filipino, Hispanic, Pacific Islander and White students showed a very High percentage of chronically absent rate compared to the 721 students. Out of the 7 subgroups reported, 5 showed an over 50% absenteeism rate.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
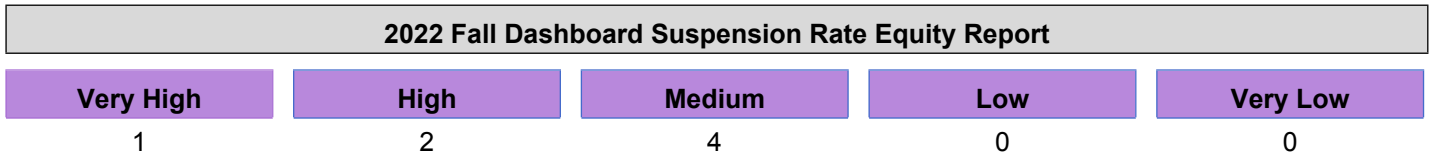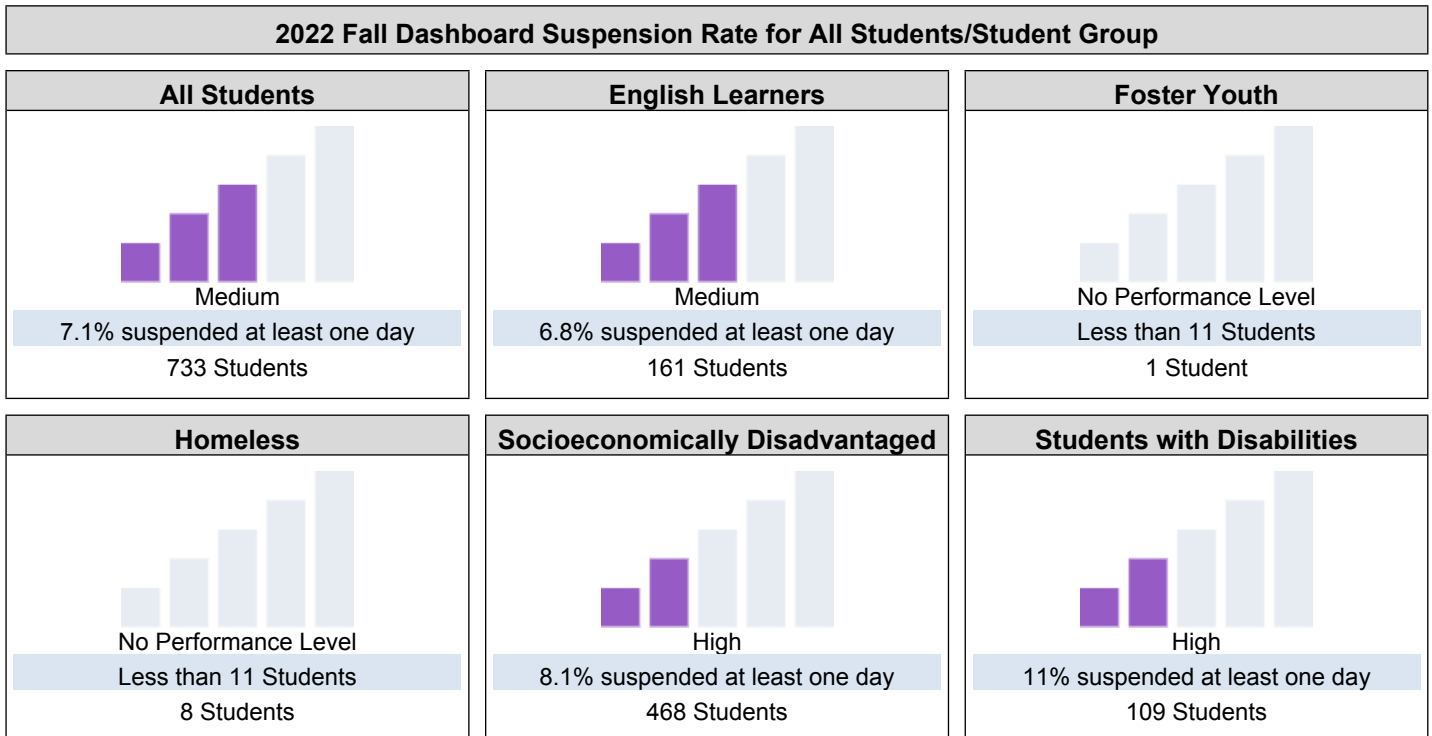
N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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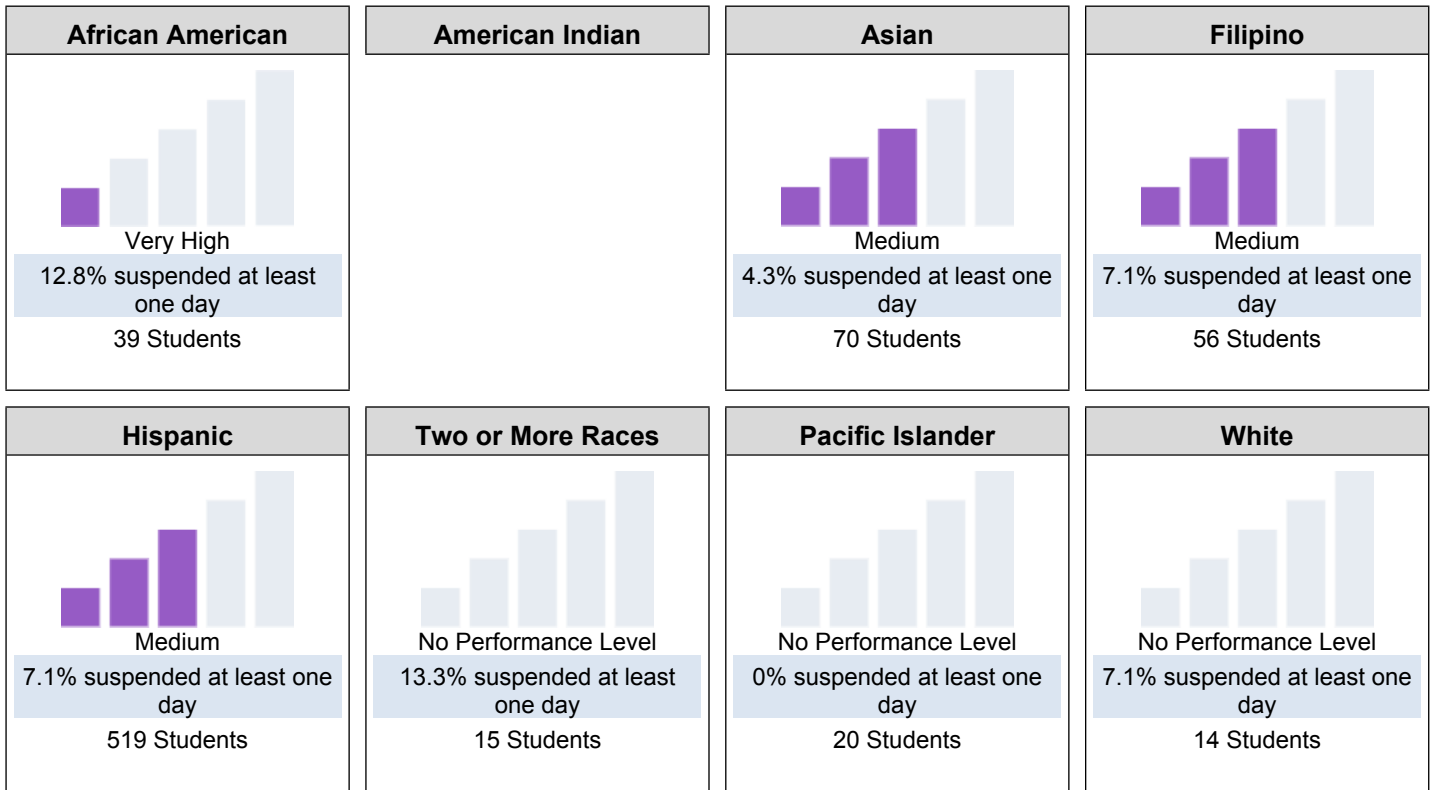
| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	4	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
7.1% suspended at least one day	6.8% suspended at least one day	Less than 11 Students
733 Students	161 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	8.1% suspended at least one day	11% suspended at least one day
8 Students	468 Students	109 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High		Medium	Medium
12.8% suspended at least one day		4.3% suspended at least one day	7.1% suspended at least one day
39 Students		70 Students	56 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	No Performance Level
7.1% suspended at least one day	13.3% suspended at least one day	0% suspended at least one day	7.1% suspended at least one day
519 Students	15 Students	20 Students	14 Students

Conclusions based on this data:

New initiatives such as Restorative Practices and Culturally Responsive Teaching are being implemented and are having an impact on school climate. With the new strategies, our suspensions have declined significantly. Furthermore, providing teachers with various workshops (EL strategies, TIER of intervention systems, SPED strategies, and SEL strategies) our teachers referrals have decreased by 90%. Our African American students percent of suspensions is higher than other students. We are making gains in our school climate initiatives through both restorative practices and Culturally Responsive Teaching. Furthermore, this year we implemented the Cobra Character Seminars that have supported with building a positive character in our students. We look forward to reducing suspension rate by 10% in 2023/2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase their performance on CAASPP ELA by 10% for the 2023/2024 school year.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area (African American Students, Latino/Hispanic, English Language Learners)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grade 7	Standard Met or Exceeded: 47.15%	Standard Met or Exceeded: 51.8%
CAASPP ELA Grade 8	Standard Met or Exceeded: 45.1%	Standard Met or Exceeded: 49.61%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

King Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students with a focus on equity for all students.

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

Amount(s)	Source(s)
71038	Title I Computer Tech support staff - to support with up-keeping of ALL the technology on campus, update student chromebooks, software etc.
7000	Title I Library Supplies
41758	LCFF Supplemental and Concentration Funds .30 ELL Specialist - Placement of ELs in appropriate classrooms, ELAC meetings, student data, interventions, on going support, enhancing and shaping ELAC. Collaboration with counselors, parents and students.
54998	Title I Bilingual Paraeducator - Push-in support, monitor student progress, provide classroom support, support student with 1 on 1 support. Pull out support.

Annual Review

SPSA Year Reviewed: 2022-23

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

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

The interventions and after-school support provided for students were successful. This year we were not able to achieve our goal of 500 students on the Honor Roll, but we had 486 students on the honor roll for the 1st quarter. Furthermore, the monthly professional development opportunities provided to staff (Deeper Learning Practices, Effective EL & Sped teaching strategies) effectively met the students' needs in the classroom.

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

Due to the fluctuating needs throughout the year, and after meeting with SSC to discuss options and get approval, the budgeted expenditures were moved around to allow for more effective student support (paying for teacher tutors to support with ELA, purchase software - Newsela).

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

We will continue providing teachers with professional development opportunities throughout the year with a focus on Student Academic Engagement through the use of the 4 Deeper Learning Practices, ELA strategies-focusing on ELL, strategies for supporting our students with special needs. Similarly, tutoring after school will be provided to students through the City of Hayward and King Middle School teachers from 2:45-3:15 daily.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students, but specifically, our Latino/Hispanic, English Learners and African American students will increase performance on CAASPP Math by 10%.

Identified Need

King Middle School is performing at about the same level as local and state schools. The data reports that students need more support with "Concepts and Procedures - Applying mathematical concepts and procedures"

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics: Grade 7	Standard Met or Exceeded: 27.66%	Standard Met or Exceeded: 30.4%
CAASPP Mathematics: Grade 8	Standard Met or Exceeded: 28.19%	Standard Met or Exceeded: 31.0%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

King Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including; creating SMART goals for students in need, extra support for students during the 2:45-3:15 time. Teachers will work in Professional Learning Communities (PLCs) to create units and lessons that support our struggling students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
71038	Title I Computer Tech support staff - to support with up-keeping of ALL the technology on campus, update student chromebooks, software etc.

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.

2021/2022 was the first time student took the CAASPP test since returning from Distance Learning. The application of teacher support for students in MATH, and the tutoring after school from 2:45-3:15, allowed students to received the extra help to perform well on the test. For this 2023-2024, special consideration will be given to our ELL, Latino/Hispanic students, and African American students. After school tutoring will be provided by Math teachers on specific days (days will be determined by each teacher in August 2023.

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

Due to the fluctuating needs throughout the year, SSC decided to make changes to the intended implementation. Afterschool tutoring was offered to all students by each classroom teachers as well as Hayward Library tutors were hired to support students in Math.

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.

In 2022/2023, we noticed a higher need in Math support in all areas, special consideration in 2023/2024 will be given to supporting our students - focusing on our ELL, Latinx/Hispanic and African American students. We will continue to work with the City of Hayward Library tutors to support our ELL, Hispanic and African American Students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 10 percent.

Identified Need

Increase the number of Long-Term ELs making progress toward proficiency in English, as measured on the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress Towards Proficiency	76.8% of ELs making progress	84.48% of ELs making progress
CAASPP ELA Grade 7	37.33% of ELs scored Standard Nearly Met/Standard Met	41.1% of ELs scoring Standard Nearly Met/Standard Met
CAASPP ELA Grade 8	38.71% of ELs scored Standard Nearly Met/Standard Met	42.6% of ELs scoring Standard Nearly Met/Standard Met

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

King Middle School will provide teachers with additional collaboration time for teachers to plan Integrated ELD to fully support students' language proficiency and access to the content. Our teachers and Bilingual Paraeducators are being trained on Leveled Literacy Interention (LLI) strategies to better support on L1 and L2 ELL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
41758	LCFF Supplemental and Concentration Funds .30 ELL specialist - Placement of ELs in appropriate classrooms, ELAC meetings, student data, interventions, on going support, enhancing and shaping ELAC. Collaboration with counselors, parents and students.
54998	Title I Bilingual Para educator - Push-in support, monitor student progress, provide classroom support, support student with 1 on 1 support. Pull out support.

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.

Teachers working directly with our ELLs are being trained in Leveled Literacy Intervention strategies. An additional part time Bilingual Paraeducator will be funded to support English Language Learners.

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

Extra hours were allocated to our Bilingual Para educator in order to support our English Language Students.

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

Our teachers and para educators will continue to receive Leveled Literacy Intervention Strategies training as well as PD opportunities on ways to support our English Language Learners. Tutoring will be available for our English Language Learners after school two days a week. Tutoring will be provided by our Bi-lingual Para educator.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: King Middle School will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a weekly basis, either through standalone VAPA course offerings (e.g. Art, Drama, Music), or through school-wide activities.

Identified Need

After the pandemic we noticed a decline in student's interest in taking Band, Orchestra, Choir, Drama and Art.

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

King Middle School will promote arts integration by giving students the opportunity to take Drama, Art, Band, Choir and/or Orchestra. We will also continue hosting Drama/Band performances, showcasing student Art work.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To promote the growth and participation of our students in the VAPA programs, we will have Winter/Spring Concerts as well as Drama performances for our students and community twice a month after each semester.

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.

In 2022/2023 we reached out to the feeder elementary school to promote our VAPA program. In 2022/2023, we noticed an increase in students taking Drama and Choir. This year we added 22 students in Choir and 26 in Drama.

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

More field trips and activities to promote VAPA were provided in 2022/2023. All 7th and 8th grade students attended college field trips. They either visited Berkeley or Stanford University.

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

We will continue working with the feeder elementary schools to promote VAPA at King Middle School. We will also increase the events that promote VAPA at King.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies daily, either through a standalone SEL curriculum and/or culture/climate initiatives. All student groups will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

Based on the 2021/2022 CHKS survey, students felt a lack of Academic Motivation, and school contentedness. In order to improve in this area, we will have more motivational and school spirit assemblies (once a quarter) and lunch events. We will continue to implement the Cobra Character Seminars (once a month in PE classes) to improve student motivation and contentedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students responding positively on CHKS in the area of Academic Motivation	52.3%	Increase 10% to 57.2%
Students responding positively on CHKS in the area of School Connectedness	42.1%	Increase 10% to 46.2%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

King Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

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)
15000	LCFF Supplemental and Concentration Funds Assemblies, Fresh Friday Events, Honor Roll Assemblies.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will continue providing our monthly Cobra Character seminar in our PE classes addressing racism/hate and building the students character through the "Character Strong" 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)

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.

This year we started working with Tyson Amir (Community of Care) in supporting our families, teachers and students to address the usage of racist hate language at MLK. King Middle School collaborated with Southpark Elementary school and Mt. Eden High School to build a partnership between the feeder patter.

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

We partnered with Tyson Amir (Community of Care) and implemented the Cobra Character Seminars to support students feeling safe and welcomed at King Middle School. Due to the late start of Community of Care, we were not able to fully work with Tyson Amir. For 2023/2024, we will only continue with the "Cobra Character" seminars and "Assemblies".

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

We will continue with supporting students through the monthly Cobra Character PE seminars and Monthly Character Lesson plans delivered to students in the classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement:King Middle School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

Identified Need

Creating a community based school where the school community is working together. Increase participation in school-wide events by 10%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in Coffee with the Principal	For 2022/2023, we had about 20-40 parents showing up for meeting	Increase number of parent participants by 10%
Parent Participation in English Learner Advisory Committee	For 2022/2023, our ELAC participation was below 15.	Increase number of parent participants by 10%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

King Middle School will provide additional options and opportunities for parents to participate in school activities (Coffee with the principal, Honor Roll Events, AASAI, ELAC and parents workshops) by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

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)
2500	Title 1: Parent Allocation Parent Participation - Snacks, books and consultants

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.

Allowing for more flexible times and zoom events gives parents more access. Most of our meetings for coffee with the principal were via zoom once a month early in the morning. Allowing for two meetings, one in the morning and one in the afternoon will provide parents with more options.

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

We noticed a decline in parent participation since we returned from the pandemic. In 2021/2022, we had more parents participate in Coffee with the principal via zoom as apposed to the number of parents that participated in coffee with the principal via zoom or in person in 2022/2023.

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

We will send out a parent survey at the beginning of the 2023/2024 school year to see what topics interest the parents. Furthermore, our Family Engagement Specialist will send out a list of ALL the topics that will be offered throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: King Middle School will decrease chronic absenteeism by 10% in the 23-24 school year.

Identified Need

Increase student attendance - focusing specifically on chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Current Chronic Absenteeism Rate: 46.4%	Decrease by 10%, to 36.4%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

King Middle School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. We will have workshop on attendance provided by our Family Engagement specialist. We will also increase the number of events offered to support our perfect attendance celebrations. For 2023/2024, we will host monthly perfect attendance celebrations.

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	LCFF Perfect attendance celebration snack and incentives

Annual Review

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ANALYSIS

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

We will increase the number of perfect attendance celebrations that will be offered for the 2023/2024 school year to support students attendance. Offering workshops (attendance, truancy, etc) to parents will be offered early in September for parents by our Family Engagement Specialist. Our Family Engagement Specialist will also be involved early on in supporting students and families who are chronically absent.

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

We were not able to provide the many perfect attendance celebration this year as intended. We will offer monthly perfect attendance celebrations for our students. For 2023/2024, we will review students attendance data and celebrate those students who have improved attendance.

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

At the beginning of the year, COST team will meet to discuss the students who were chronically absent in 2022/2023 and find ways to support the student and families. Our FES will provide various workshops to parents around attendance, college, and life after high school.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	100943	99,943.00
Title I	125281	-133,791.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	1,000.00
LCFF Supplemental and Concentration Funds	98,516.00
Title 1: Parent Allocation	2,500.00
Title I	259,072.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	1,000.00
	LCFF Supplemental and Concentration Funds	98,516.00
	Title 1: Parent Allocation	2,500.00
	Title I	259,072.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,794.00

Goal 2	71,038.00
Goal 3	96,756.00
Goal 5	15,000.00
Goal 6	2,500.00
Goal 7	1,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Theresa Koscinski	Classroom Teacher
Elanda Turner	Classroom Teacher
Rafael Velazquez	Classroom Teacher
Alvaro Franco	Principal
Jodie Collins	Parent or Community Member
Maritza Molina Escobar	Other School Staff
Paulani Martinez	Parent or Community Member
Alice Guzman	Parent or Community Member
Fatima Hernandez	Parent or Community Member
Graciela Hernandez	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

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

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

This SPSA was adopted by the SSC at a public meeting on 4/27/23.

Attested:

	Principal, Mr. Alvaro Franco, Principal on 5-25-23
	SSC Chairperson, Alice Guzman on 5.25.2023