



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

HOING-KINGSTON ELEMENTARY

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School Year: 2019-2020 - Revision

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
Hong Kingston Elementary	39686760111328	Original – 02/15/2018 Revision – 05/20/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

Hong Kingston Elementary is implementing a Schoolwide Program.

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.

Hong Kingston Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Hong Kingston Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on February 15, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Hong Kingston Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the 11/26/18 School Site Council meeting.

In school year 2018-2019, also Year 2, Maxine Hong Kingston Elementary initiated a needs assessment process SWIFT FIA, Schoolwide Integrated Framework for Transformation Fidelity Integrated Assessment. These meetings took place on 9/27/18, 11/1/18, 12/13/18 and 5/16/19. These meetings included a review of the schools mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers, ELAC. In summary, the needs assessment identified a gap in first instruction in math and ELA; with areas of focus such as foundational concepts, English Learners progress, and writing.

Resource Inequities

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

This section is not applicable for Hong Kingston Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

SBAC-In June 2020, the goal is to increase the percentage of students who meet or exceed grade level standards by 5% from 22% to 27%.

In June 2020, the goal is to decrease the distance from L3 in ELA for all students a min of 4 points to 65.8.

MAP-In June 2020, the goal is to increase the percentage of students meeting grade level RIT by a min of 5%

FIA - In June 2020, the goal is to move to level 2 - implementation stage in academic instruction and academic support.

Math SMART Goal:

SBAC-In June 2020, the goal is to increase the percentage of students who meet or exceed grade level standards by 5% from 22% to 27%.

In June 2020, the goal is to decrease the distance from L3 a min of 6.5 points to 60.

MAP-Increase the % of students meeting grade level RIT by a min of 5%

FIA - In June 2020, the goal is to move to level 2 - implementation stage in academic instruction and academic support.

Identified Need

ELA ELA/ELD:

ALL- ELA

ELA SBAC per Dashboard - We are 69.8 points from grade level standards (Level 3) for all students. We are at 30% for all students (2017-18)

ELA MAP Winter - We are at 30% met grade level standards.

Students with Disabilities - ELA

ELA SBAC - We are 128.6 points from grade level standards (level 3) for SWD.

ELA MAP Winter - We are at 8% at grade level.

English Learners

Reclassification decreased by 8% (2017 to 2018)

SBAC: Declined by 4% in ELA

Math:

All – Math:

MATH SBAC - We are 66.5 points from grade level standards (Level 3) for all students. We are at 31% for all students (2017-18)

MATH MAP Winter - We are at 31% met grade level standards.

SWD- Math

MATH SBAC - We are 26.1 points from grade level standards (Level 3) for SWD.

MATH MAP Winter - We are at 11% met standards.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	69.8 from level 3	65.8

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	66.5 from level 3	60.0

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

To provide professional learning and support for classroom teachers through coaching, supplemental Tier 2 and 3 supports within the classroom, extended collaboration, etc. focusing on evidenced based instructional practices; integrated ELD strategies, GLAD strategies, the teaching and learning cycle, writing across content areas, AVID, etc.

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

The Program Specialist and Instructional Coach facilitates the teacher support activities including co-teaching, demonstration of lessons in the classroom and analysis of data.

Conferences:

* PLC Conference - June 2020 - administrator, program specialist, instructional coach, counselors, teacher.

* CABE Conference - April 2020 - administrator, program specialist, instructional coach, counselors, teacher

* ATDLE Conference - October 2019 - administrator, program specialist, instructional coach, counselors, teacher

* AVID Conference - Spring/Summer 2020 - administrator, program specialist, instructional coach, counselors, teacher

* PLTW/STEM - Conferences/Symposium/Workshops

* GLAD Workshops/Conference - 2019-2020 - Dual Immersion and ELD Teachers

* County Math and ELA Workshops - throughout school year - All teachers

*ELD Institutes - County and district sponsored workshops - all teachers

-Release teachers during the day to conduct classroom walks and to collaborate with other teachers/coaches.

-Release teachers to collaborate during academic conferences.

-Students will receive mailings for progress reports

-Coordinate substitute coverage for teachers to attend conferences/workshops.

25 days X \$200 rate of pay = \$5,000 total cost

Teachers will effectively collaborate on the following:

25 days X \$200 rate of pay = \$5,000 total cost

- # of co-teaching events
- # of demo lessons
- # of observations
- # of observation with feedback
- # of students at grade level
- # of students making progress
- # of trainings/conferences attended

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)
\$10,000 – 11700	Title I 50643
\$20,622 – 52150	Title I 50643
\$12,000 – 52150	Title I 50650
\$12,800 – 52150	LCFF 23020
\$500 – 57150	LCFF 23020
\$52,334 – 19101	LCFF 23030
\$10,000 – 11700	Title I 50643
\$20,622 - 52150	Title I 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students; subgroups ELs and SWD

Strategy/Activity

Provide students with resources and supports to increase reading comprehension and fluency proficiency, writing, and math fluency. Provide materials and programs to meet this goal: Dual immersion Program, intervention program(s) - Accelerated Reader, supplemental instructional materials, level literacy libraries, chapter books, bilingual books, library books, listening centers that honor the students primary language to increase foundational literacy skills. Hire retired teachers and/or substitutes to work with T2/T3 students to increase reading comprehension, fluency, and writing.

- Hire retired/substitute teachers to work with students during the instructional day.
- Library Assistant will work provide support for students and ensure all library books/programs are accessible to all students.
- Provide in class and small group instruction for EL students (Bilingual Aide). and English Only students (Instructional Assistant)
- Teachers will provide tutoring/extended learning to T2/T3 students before/after school and during their prep time
 - Coaching model to continue focusing in AVID, instructional practices and language development.

- # of student increasing Lexile level
- # of students - independent reading levels
- # of student usage
- # of students taking AR STAR test
- # of students participating in the Pathway to Seal of Biliteracy
- # of students reclassifying

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)
\$3,000 – 11500	Title I – 50643
\$5,000 – 11500	Title I - 50650

Amount(s)	Source(s)
\$7,000 – 11700	Title I - 50650
\$1,500 – 11500	LCFF - 23030
\$23,550 – 21101	LCFF - 23030
\$21,863 – 21101	Title I – 50643
\$29,103 – 21101	LCFF - 23020
\$20,548 – 24101	LCFF - 23030
\$2,000 - Add. Comp Classified	LCFF - 23030
\$2,500 – 43110	LCFF - 23030
\$1,000 – 57150	Title I – 50643
\$9,952 – 58450	LCFF - 23030
\$700 – 56590	Title I – 50643
\$2,000 – 42000	Title I – 50643
\$2,000 – 42000	Title I - 50650
\$15,034 – 43110	Title I – 50643
\$14,000 – 43110	Title I - 50650
\$20,000 – 43200	Title I – 50643

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

Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

of field trips

of guest speakers pre/post assessment **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$5000 - 57250

Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Conferences:

* PLTW Conference - June 2020 - grade level representation - 1 teacher from each life level

Coordinate substitute coverage for teachers to attend conferences/workshops.

10 days X \$ 200.00 per pay = \$2000.00 total substitute cost

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

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)
\$2313 - 11700	LCFF - 23030
\$2200 - 43110	LCFF - 23020
\$500 - 57150	LCFF - 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 Support for teachers via coaching model and Professional Development – To provide professional learning and support for classroom teachers through coaching, supplemental supports within the classroom, extended collaboration, focusing on evidenced based, instructional practices; integrated ELD strategies, and AVID. Coach and dual immersion lead teacher provided PD to teachers by pulling them out in small groups, during collaboration, conferences, and staff meetings/PD for regular program as well as Dual Immersion Program.

- a. Coaching
- b. Conferences
- c. Professional Development

1.2 Provide students with resources and supports (Reg. Program and Dual Immersion Program) in order to increase students' foundational literacy skills.

- a. Dual Immersion Intervention Program
- b. Accelerated Reader
- c. Supplemental Instructional Materials
- d. Leveled Literacy Libraries for regular program and Dual Immersion Program

1.3 Supplemental materials and resources to support core instruction

- a. Intervention programs
- b. project materials -e.g. markers, folders, post-its, binders, planners, dividers, pencil pouches, highlighters, file folders.
- c. Technology/Equipment- printers, projectors, doc camera, cameras (video/still) interactive monitors, headphones with microphones.

1.4 Provide students with hands on experiential learning opportunities to supplement core instruction

- a. Field trips
- b. Guest speakers
- c. Traveling exhibits

d. Assemblies

Effectiveness

- 1.1 Support for teachers via coaching model – Coach was hired full time to serve all staff. Her coaching log reflects her services. A small group of teachers attended district level professional development (site funds covered substitute cost). PLC conference was not approved at the district level. CAFE – teachers did not attend because it interfered with spring break. Site funds also covered AVID Summer institute cost for 2 staff members.
- 1.2 Provide students with resources - Leveled library were purchased, Accelerated Reader + STAR were purchased and implemented for grades 3rd-8th.

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

Material Changes

- 1.1 – Conference funds were not fully used due to inability to attend PLC and CAFE conferences.
- 1.2 – N/A
- 1.3 – N/A
- 1.4 – N/A

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.

Future Changes

- 1.1 Support for teachers via coaching model and Professional Development – To provide professional learning and support for classroom teachers through coaching, supplemental supports within the classroom, extended collaboration, focusing on evidenced based, instructional practices; integrated ELD strategies, and AVID. Coach and dual immersion lead teacher provided PD to teachers by pulling them out in small groups, during collaboration, conferences, and staff meetings/PD for regular program as well as Dual Immersion Program.
 - Ensure all staff is trained in the PLC process and especially the data cycle by attending PLC Conference and provide.
 - Release teachers during the day to conduct classroom walks and to collaborate with other teachers/coaches.
 - Utilize substitute funds to hire two retired/substitute teachers to work with students during the instructional day.
 - Coaching model to continue focusing in AVID, instructional practices and language development.

- AVID Professional Development

1.2 Provide students with resources and supports (Reg. Program and Dual Immersion Program) in order to increase students' foundational literacy skills.

- a. Dual Immersion Intervention Program/Staff – Hire retired teacher/substitute to pull out or work with students in small groups.
- b. Accelerated Reader & STAR – Add additional funding to provide services for K-8th
- c. Supplemental Instructional Materials – Purchase book sets to utilize during small group instruction
- d. Leveled Literacy Libraries for regular program and Dual Immersion Program – Sets may include Audio

1.3 Supplemental materials and resources to support core instruction

- a. Intervention programs – Guided reading with sufficient book sets
- b. Project materials -e.g. markers, folders, post-its, binders, planners, dividers, pencil pouches, highlighters, file folders.
- c. Technology/Equipment- printers, projectors, doc camera, cameras (video/still) interactive monitors, headphones with microphones.

1.4 Provide students with hands on experiential learning opportunities to supplement core instruction

- a. Field trips
- b. Guest speakers
- c. Traveling exhibits
- d. Assemblies.

Goal 2 – School Climate

Suspension – Suspension rate decreased by 2%. It went from 11% to 9%.

By the end of the 2019-2020 academic school year, Hong Kingston will decrease the overall suspension rate by 5% and will decrease the sub-group for African-Americans by 3%.

Expulsion – Expulsion rate was 0%

By the end of the 2019-2020 school year, Hong Kingston will maintain 0% of expulsions.

Attendance/Chronic Truancy – Our current rate is 17% with 157 students being chronically absent.

By the end of the 2019-2020 academic school year, Hong Kingston will decrease our absenteeism by 5% and will decrease the sub-group for homeless students by 3%.

School Climate – School Climate data shows a low percentage of students who feel safe according to the Healthy Kids Survey.

During the 2019-2020 academic school year, Hong Kingston will decrease the percentage of students who do not feel safe by 10%.

Identified Need

Suspension Data

Current: 9.2% suspended at least once

Declined: 1.7 % - (158.49 days to 152.78 days)

Sub Group:

African-American- 19.8% overall

Declined-1.9

SWD: 5% Increased

Homeless: 4% Increased

Attendance/Chronic Truancy

Overall: 16.7% decreased to 14.51% (-2.19%)

Homeless: Student increase from 20 to 41 students (7% to 6.7%)

School Climate –

School Climate Data:
6th – 8th Graders:
Bullied 11%
Feel Safe 70%
Report a Fight 67%
Voice Matters 60%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	9.2%	7.2%
Chronic Absenteeism (All Students)	16.8%	16.3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Noon Activities, etc.), etc.

Hong Kingston will decrease overall suspension rate by 5%.

Activity

of student incidents: 929

of suspensions: 186 days

of students attending school: 963

of students attending on time: 45 (perfect attendance)

Services such as:

- 1:1 post-suspension conferences
- PBIS- Restorative circles
- Behavior expectations assemblies
- Classroom Presentations by counselors/admin
- PLUS/Leadership 7th/8th elective class
- CARE and SST Teams
- PLUS Forums
- PBIS team - including Community Assistant
- Conflict resolution
- Structured student engagement- noon activities
- Counseling- VCC/ Mental Health
- Behavior Support Plan

Monthly PBIS assembly to recognize and reward positive behavior traits

Community Assistant (.4375 FTE) to support school climate activities.

Substitute Pay Calculation: 15 days X \$200 = \$3,000

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)
\$6,800 - 58100	Title I - 50671
\$20,000 - 29101	Title I - 50671
\$3,000 - 11700	Title I - 50671

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

Hong Kingston will decrease overall absenteeism by 10%.

Activities:

- School Wide Incentives; dragon attendance rosters, dragon bucks, student store
- Check-in system
- Attendance team home visits before, during, or after school hours
- Attendance contracts
- Parent coffee hour
- CARE and SST Teams

PBIS Monthly Assembly to recognize students with monthly perfect attendance

- Community Assistant contact with students and parents - Attendance team

Additional Hourly Staff Pay Calculation: 90 hours X \$50 = \$4,500

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)
\$4,500 - (Additional Hours - Counselors)	Title I - 50671
11700 \$3962	LCFF 23034
57150 \$500	Title I 50671
43200 \$500	Title I 50671

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

- 1.1 School Climate - Provide students with social and emotional supportive resources that positively impacts student learning
 - Utilize programs such as PBIS & PLUS
 - Counseling
 - Structured student engagement activities (e.g., Noon Activities, etc.), etc.

Effectiveness

- 1.1 School Climate – Dashboard data shows the following level of effectiveness:
 - Suspensions: Declined Significantly (1.7%)

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

Material Changes

None.

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.

Future Changes

- 1.1 School Climate
 - Continue to utilize programs such as PBIS & PLUS
 - Add incentives activities (field trips, gift cards, certificates, medals, etc.
 - Counseling – Small Groups
 - Structured student engagement activities (e.g., Noon time Activities, etc.), etc.
 - Continue working with VCC & CAB

Goal 3 – Meaningful Partnerships

Meaningful Partnerships by June 2020 Hong Kingston / Valenzuela will create new avenues to, promote effective measures of, and maintain existing practices that lead to a positive school culture by increasing the parent/family/community engagement opportunities at the school site and within the community.

Identified Need

While research shows that a parent and community involvement are a necessary components of school climate. Research shows that when all stakeholders are involved in all aspects of student achievement a culture of openness and trust will evolve and advance the engagement and success of students. Eight percent of the Hong Kingston/Valenzuela parent population are cleared by Stockton Unified School District to be allowed to interact with the student population. Of those cleared to volunteer only 1% of the total parent population volunteer on a regular basis, and 1.4% of the total parent population attend the Parent Coffee Hour. The PTSA has 30 members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of events held on school campus	Shout outs Orientation Back to school night 8th grade promotion K promotion Student showcases Parent Coffee hour	Shout outs Orientation Back to school night 8th grade promotion K promotion Student showcases Parent Coffee hour
Parent attendance at events	No baseline available	On average, at least 15% of the parent population will be in attendance of school events.
Parent engagement survey	No baseline available	At least 25% of the parents who participated in the event completing the survey
Parent engagement survey feedback	No baseline available	At least 50% of the parents who completed the survey gives a positive rating

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students and Families

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, etc.

of meetings coordinated

of parents attending Develop and Strengthen the community/parent outreach program

- Develop and maintain a monthly online events calendar
- Poll parents for interest and need
- Contract guest speakers based upon the poll
- Identify community agencies and businesses available to share resources with families
- Create or purchase informational packets, posters, and banners
- Purchase parenting and/or academic support books/materials
- Host workshops for families
- Provide additional Hourly Staff Pay to support parent meetings/workshops/trainings: 20 hours X \$50 = \$1,000
- Supplies and materials for parent outreach, Parent Coffee Hour, SSC, ELAC, orientations, back to school night, and Spring Open House
- Reach out to community members to share their experience in the workforce with 8th grade students to develop career awareness.

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)
\$1,000 - (Additional Classified Hourly)	Title I - 50647
\$1,700 - 43400	Title I - 50647
\$300 - 43200	Title I - 50647
\$593 - 57150	Title I - 50647

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

Parent Volunteerism

Beginning of the year drive to obtain volunteers

Work directly with Stockton Unified Police Department to streamline the clearance process

Visually recognize our parent volunteers with buttons/pins/tee-shirts/plaque in office/volunteer of the month poster displayed in the office.

Volunteer Appreciation Assembly

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)

No funds allocated.

No funds allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

CAB – Community Accountability Board

Partnership with Hong Kingston / Valenzuela, Stockton City Police Probation Department, and Crossroads Church to mentor at risk students

- Identify at risk students
- Nominate at risk students to Board at monthly meeting
- Pair at risk student with mentor – to meet as necessary

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)

\$300 - 43400 (Parent Meeting)

LCFF - 23035

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 Parent, Student, and School Engagement - Provide parents with support and resources that empowers them be engaged in their student’s learning

- Parent conferences
- Communication, etc.

Effectiveness

1.1 Parent, Student, and School Engagement - Provide parents with support and resources that empowers them be engaged in their student’s learning

- Parent conferences – District Office sent several parents to CAFE and to various workshops such as Parent Ambassador trainings
- Communication – Sent flyers, parent messenger messages

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

Material Changes

None.

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.

Future Changes

1.1 Parent, Student, and School Engagement - Provide parents with support and resources that empowers them be engaged in their student’s learning

- Parent conferences – Local workshops/conferences
- Communication – Sent flyers, parent messenger messages
- Volunteers – Increase the number of cleared volunteers
- Provide additional orientation meetings

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$185,175
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$395,214

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$185,175

Subtotal of additional federal funds included for this school: \$185,175

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$210,039

Subtotal of state or local funds included for this school: \$210,039

Total of federal, state, and/or local funds for this school: \$395,214