



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

MAXINE HONG KINGSTON/VALENZUELA SCHOOL

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maxine Hong Kingston/Valenzuela School	39686760111328	Ver 1 – 05/06/2020	Ver 1 – 05/11/2020	Ver 1 – 07/28/2020

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)/activity(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 one year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. ELAC membership reviewed and provided input on February 12, 2020 and May 6, 2020. Staff provided input on January 31, 2020. Site Leadership team provided input on January 30, 2020 and March 2, 2020. The original plan was reviewed by the school's School Site Council on April 27, 2020 and approved on May 11, 2020.

In school year 2019-2020, also Year 3, Maxine Hong Kingston Elementary initiated a needs assessment process called Decision Making Model (DMM). A summary of the DMM was presented and discussed. These meetings took place on 1.27.2020 and 2.24.2020. These meetings included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers, and 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 Spanish Learners Program (Dual).

The stakeholders recommended:

- * Consistent Instructional rounds via classroom walks.
- * Develop professional development plan based on site needs
- * Provide opportunities on and off site for teacher PD and collaboration around AVID, standards and instructional strategies – Accountability forms submitted and reviewed by Admin team.
- * Provide printers/toner/ink to facilitate peer editing. Students must be able to print their documents.
- * Support teachers with curriculum implementation and provide the necessary resources
- * Monitor RTI implementation and make adjustments as needed for targeted students
- * Provide release time for teachers so teachers and students can analyze student data and set goals that includes EL progress
- * Extended learning for all students and in particular for English Learners.
- * Continue to have teachers share ideas from ELD Institute, PLC, AVID, ADTLE, NABE, CABE, Math institute and GLAD trainings.

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

ELA/ELD SMART Goal:

SBAC-In June 2021, the goal is to increase the percentage of students who meet or exceed grade level standards by 5% from 26% to 31%.

By June 2021, the goal is to decrease the distance from standard in ELA for all student by a minimum of 4 points to -65.8.

SBAC- The state suspended 2019-20 assessments due to the COVID-19 Pandemic.

iReady –SUSD suspended Diagnostic 3 due to COVID-19 Pandemic. Diagnostic 1 and Diagnostic 2 were completed.

By June 2021, increase the percentage of students meeting grade level standards by a minimum of 5%.

ELPAC – The state suspended assessments due to the COVID-19 Pandemic.

RFEP Rate – Due to COVID-19, the State has not provided guidance on this topic.

School Goal for Math:

SBAC-In June 2021, the goal is to increase the percentage of students who meet or exceed grade level standards by 5% from 23% to 28%.

By June 2021, the goal is to decrease the distance from standard in Math for all student by a minimum of 6.5 points to -60.

SBAC- The state suspended 2019-20 assessments due to the COVID-19 Pandemic.

iReady –SUSD suspended Diagnostic 3 due to COVID-19 Pandemic. Diagnostic 1 and Diagnostic 2 were completed.

By June 2021, increase the percentage of students meeting grade level standards by a minimum of 5%.

Identified Need

- Be sure English Learner data is reviewed and included.

English Language Arts:

The 2019 SBAC ELA data indicates we are at 27.90% and are at 56.1 distance from Level 3. All Groups increased 12.6 points.

Groups: English Learners -6.4 pts. African American +11.4 pts. Students with disabilities +12.9 pts. Hispanic +9 pts. Socially Economic Disadvantaged +13 pts. Reclassified Students +10.1

The group who made the least growth was Hispanics. English Learners were the only group who decreased. They decreased by 6.7 points.

iReady Data: Percentage of students on grade level.

ELA D1 13%

ELA D2 28%

We increased 15% of students on grade level.

English Learners:

Reclassification Rate:

2018-19 31.00%

2019-20 No summative data.

Mathematics:

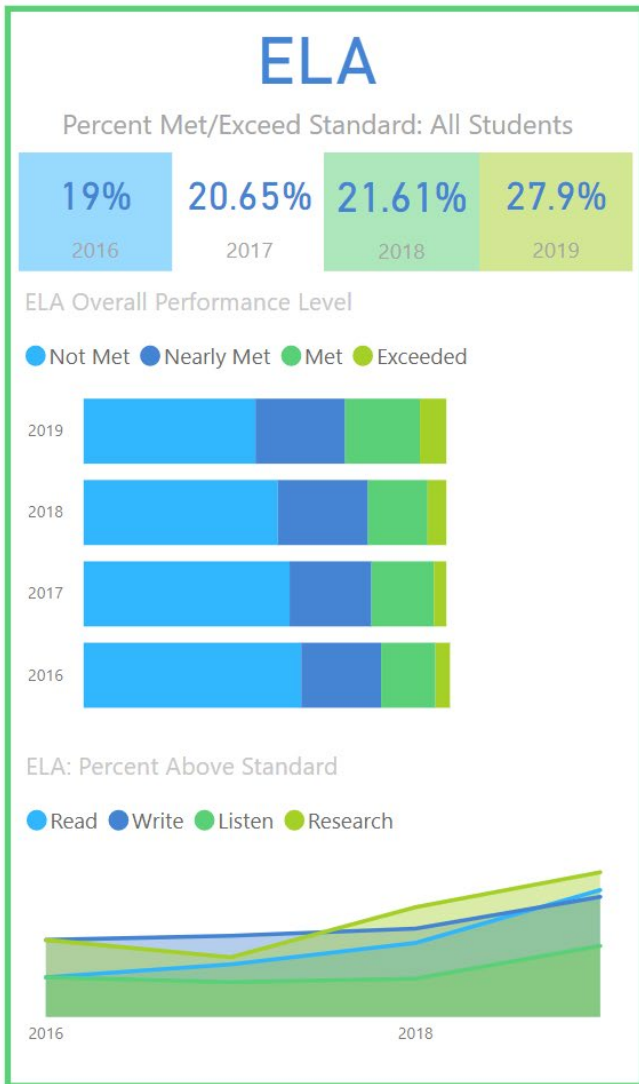
MATH SBAC - We are at 64.3 points from grade level standards (Level 3) for all students. We are at 23% (2018-19)

iReady Data: Percentage of students on grade level.

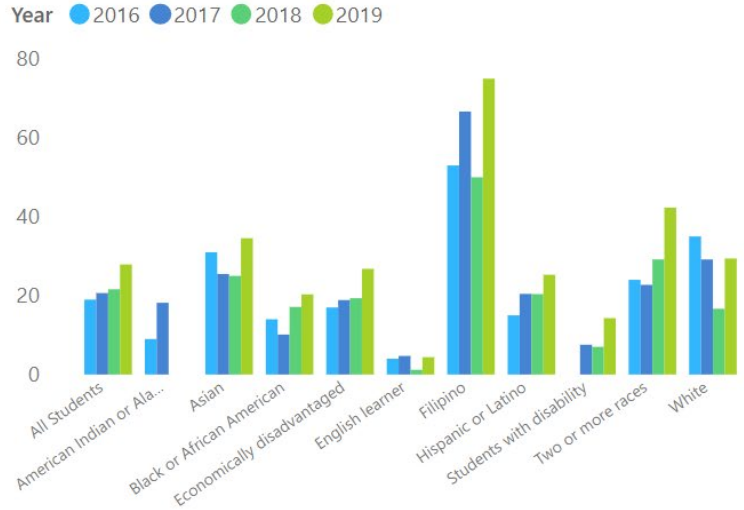
Math D1: 10%

Math D2: 22%

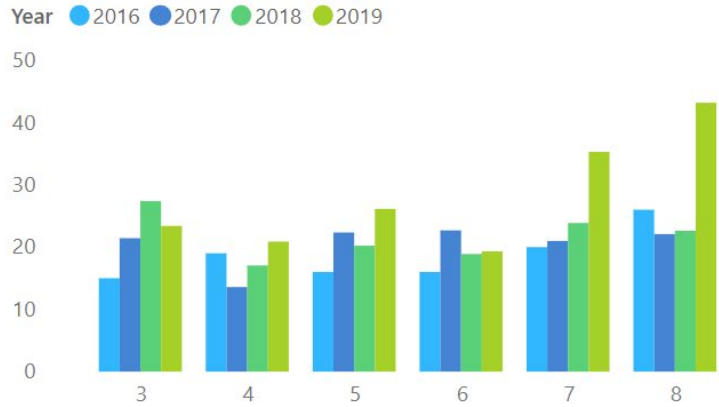
We increased 12% of students on grade level.



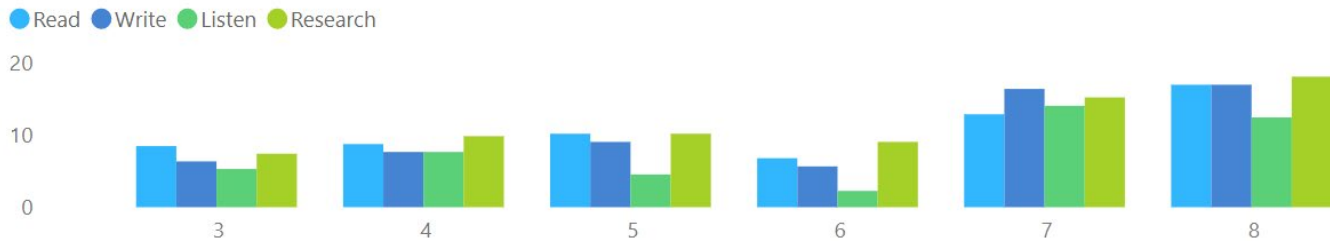
ELA CAASPP: Percent Met/Exceed Standard



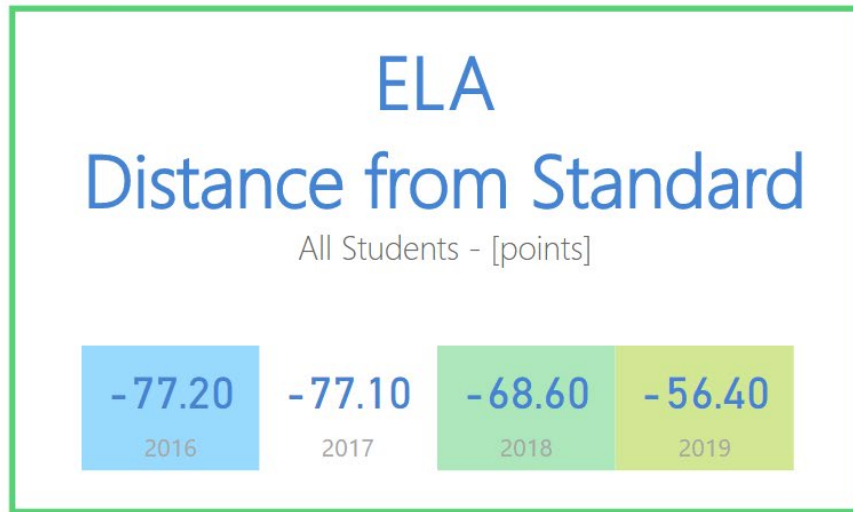
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

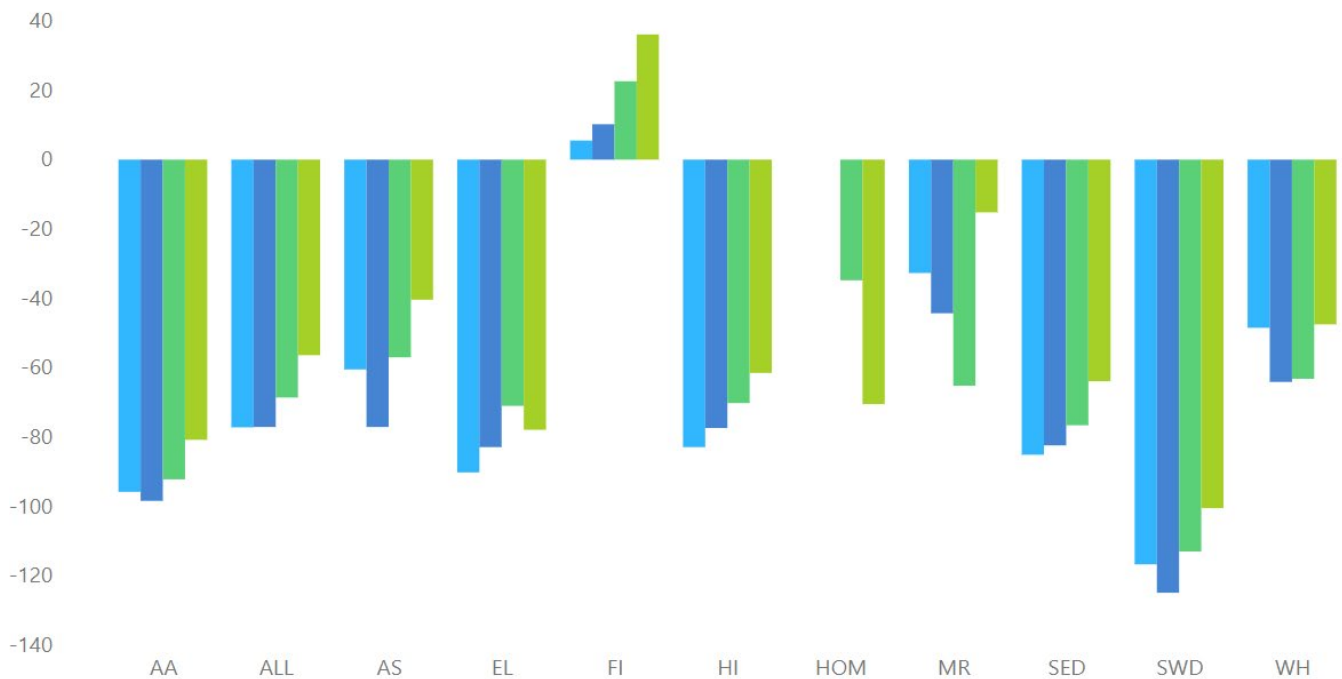


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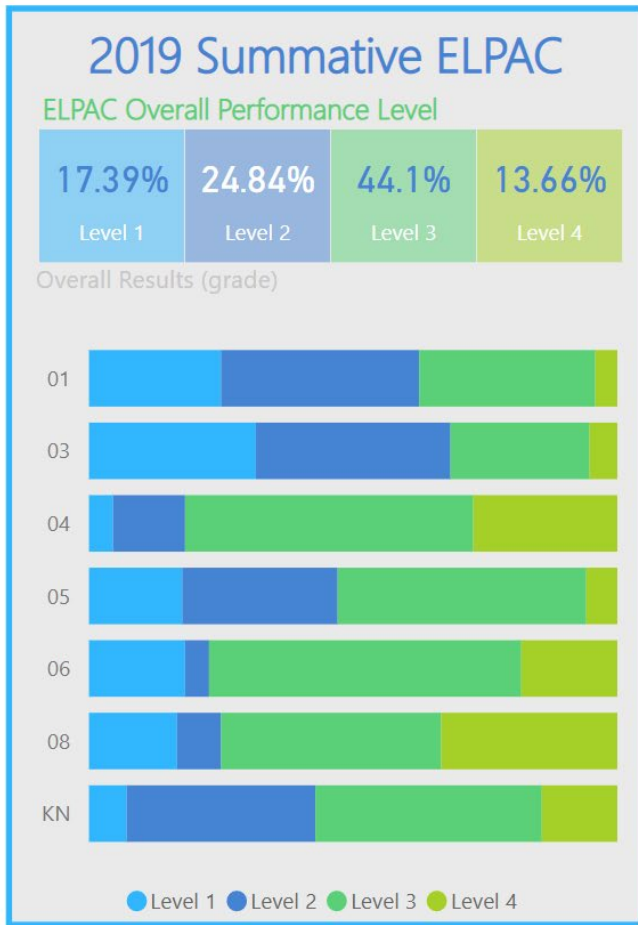


ELA Distance from Standard [points]

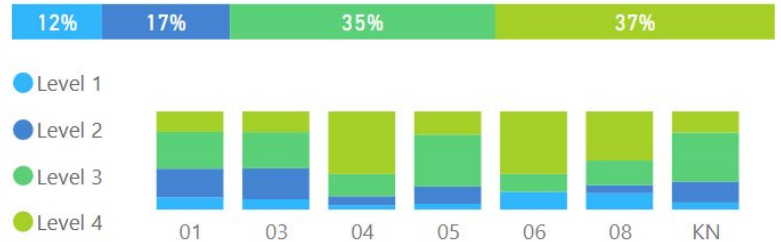
Year ● 2016 ● 2017 ● 2018 ● 2019



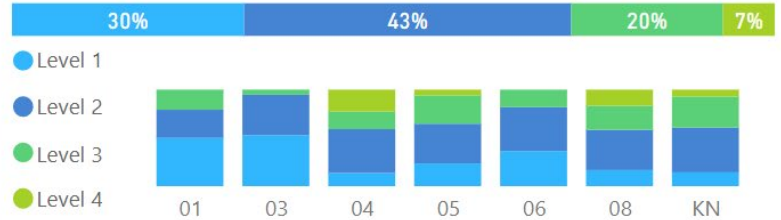
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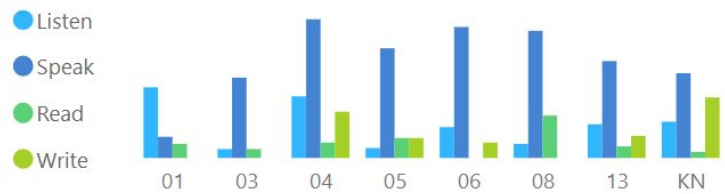
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



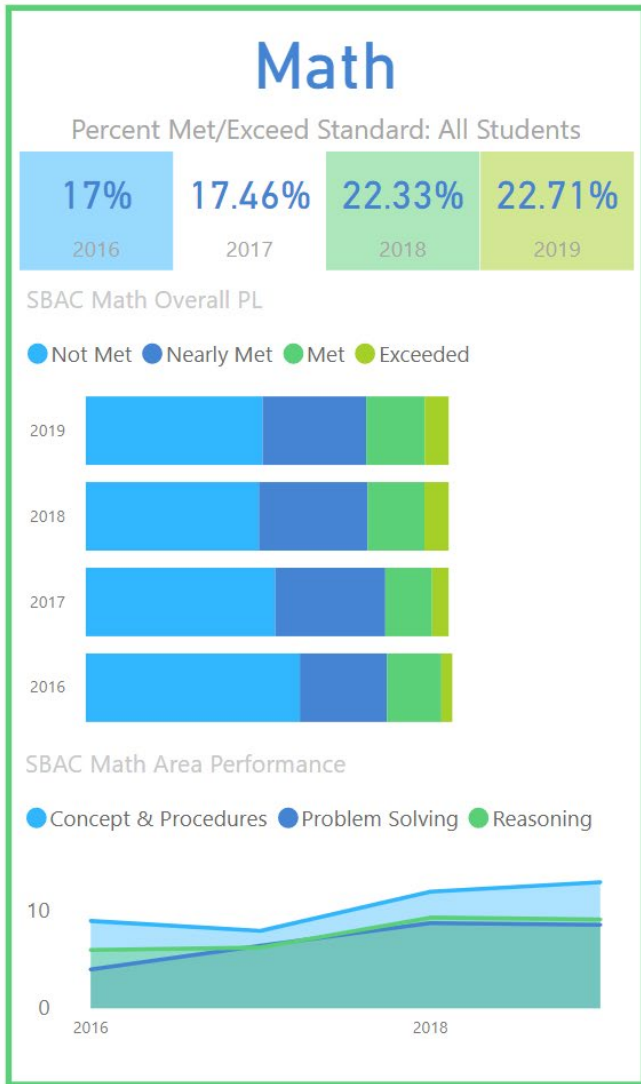
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)

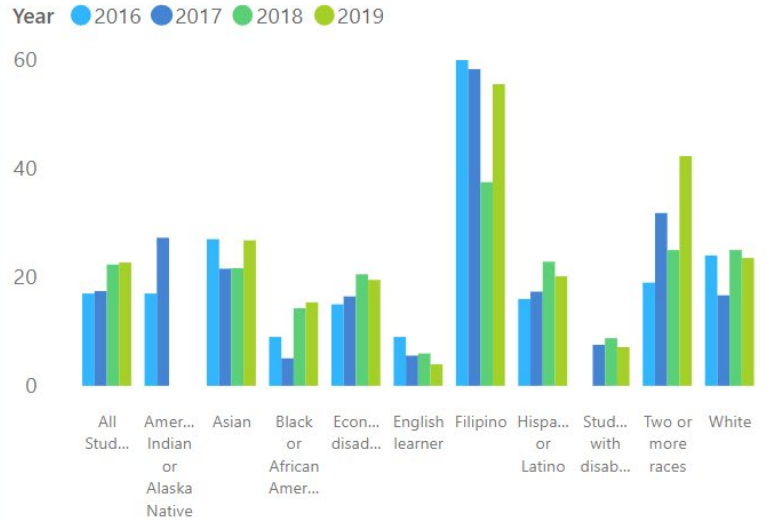


50.9%

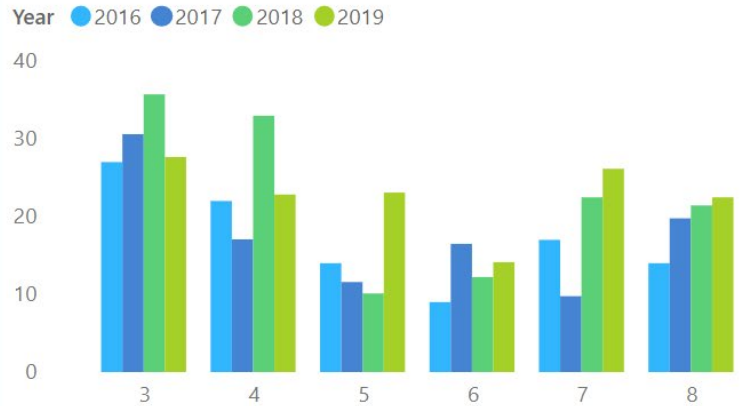
ELPI 2019



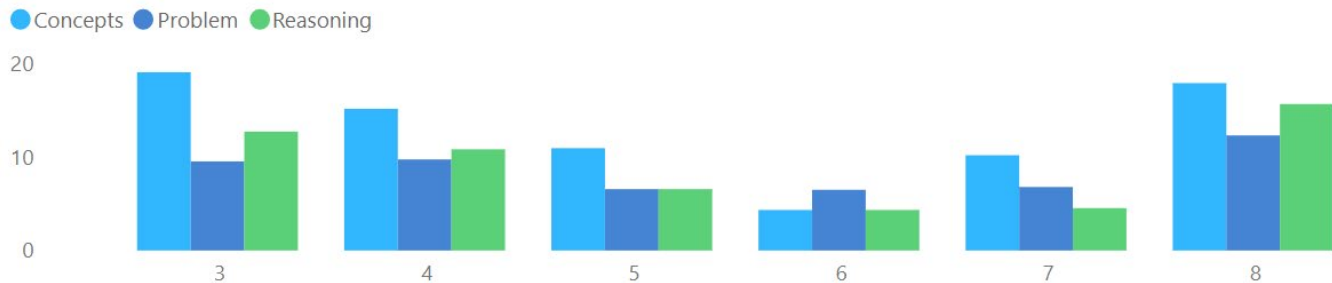
Math CAASPP: Percent Met/Exceed Standard

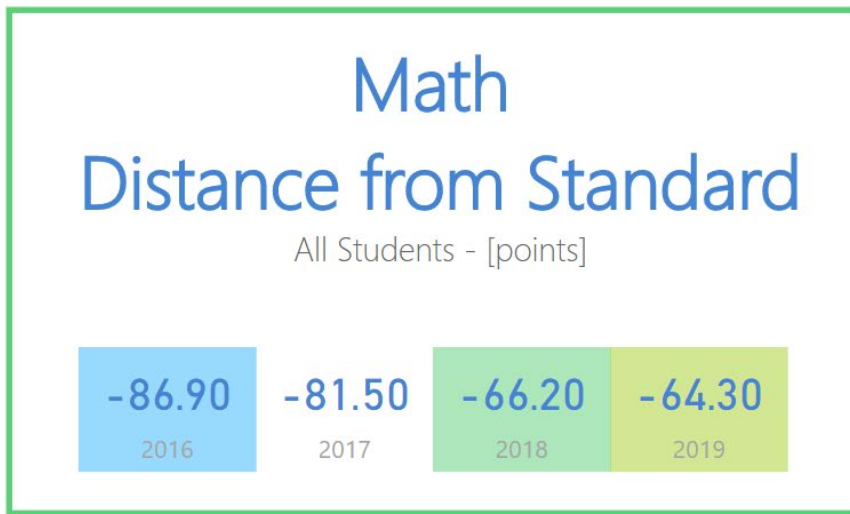


Math CAASPP: Percent Met/Exceed Standard by Grade Level



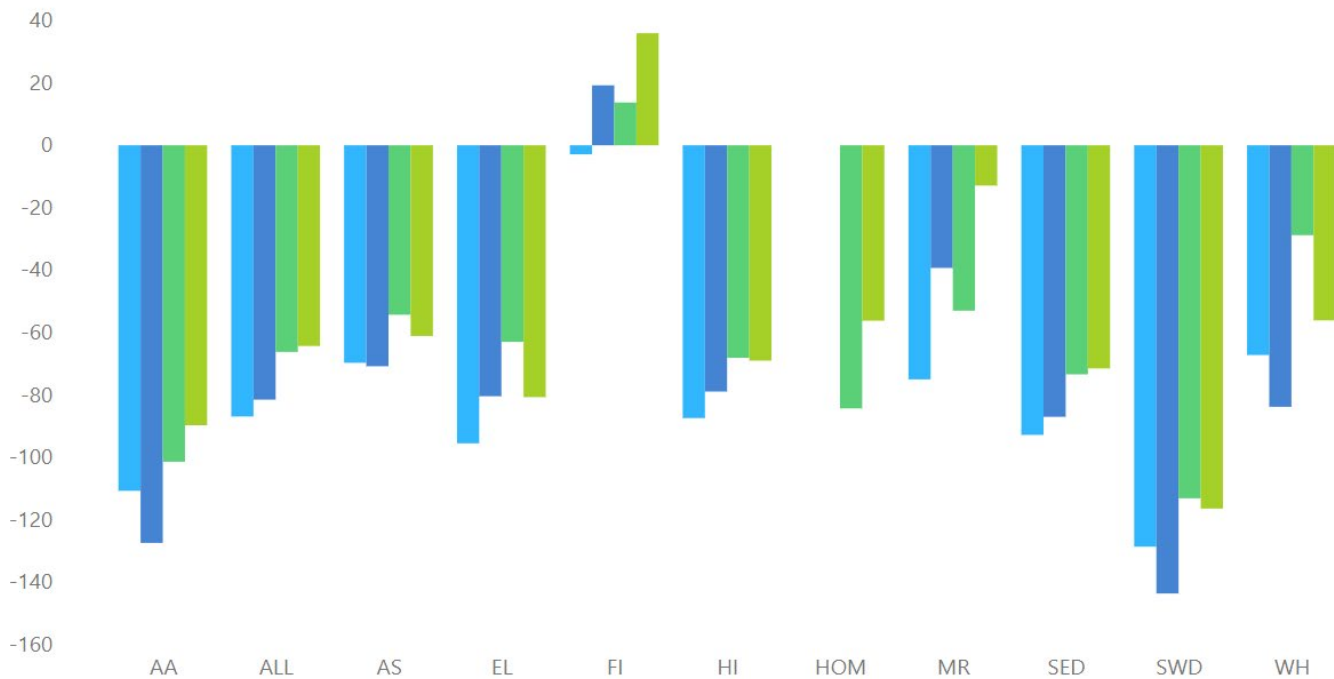
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

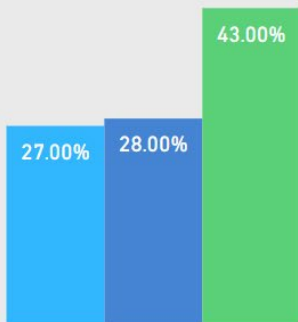
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

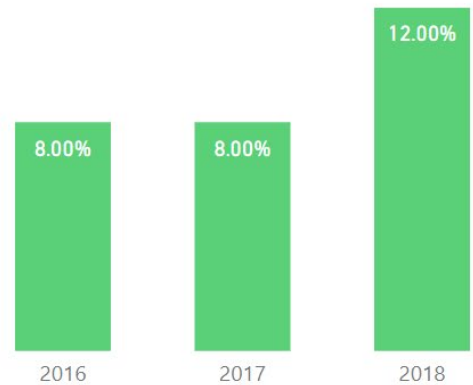
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-56.1 points below standard	-51.1 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-64.3 points below standard	-60.3 points below standard

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, visit programs at other sites 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 Coaches facilitates the teacher support activities including co-teaching, demonstration of lessons in the classroom and analysis of data.

Teachers will effectively collaborate on the following:

20 days X \$200 rate of pay = \$4,000 total cost

Increase half time Program Specialist/EL Coordinator to Full time in order to support with program implementation, ELD, technology integration, professional development, monitor student programs, curriculum implementation, and progress monitoring of students.

Conferences:

- * PLC Conference/Institutes: administrators, program specialist, instructional coaches, counselors, and teachers.
- * CABE Conference: administrator, program specialist, instructional coaches, and teachers.
- * ATDLE Conference: administrator, program specialist, instructional coaches, and teachers.
- * AVID Conference/Institute: administrator, program specialist, instructional coaches, counselors, and teachers.
- * PLTW/STEM Conferences/Symposium/Workshops: Administrator, Program Specialist and teachers.
- * County Math and ELA Workshops - throughout school year - All teachers
- *ELD Institutes - County and district sponsored workshops - all teachers
- *NABE Conference – National Association Bilingual Educators Conference – Administrators, Program Specialist, and teachers.
- Release teachers during the day to engage in classroom walks/collaboration with other teachers/coaches/Program Specialist.

- Release teachers during the day to engage in instructional walks/collaboration with teams from other sites.
- Release teachers to collaborate during academic conferences.
- Students will receive mailings for progress reports/Report Cards
- Coordinate substitute coverage for teachers to attend conferences/workshops.

23.215 days X \$200 rate of pay = \$4,643 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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$200	57150	Duplicating: Mailings of progress reports/Report Cards
\$4,000	11500	Teacher Add. Comp. for collaboration
\$6,743	11700	Sub. Funds to release teachers
\$8,892	52150	Conferences

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

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/dual books, library books, doc cameras, interactive projectors, headphones with w/wo microphones, printers, white board markers, binders, pencils, file folders, pens, crayons, expo markers, white board markers, chart paper, filler paper, notebooks, highlighters, markers, flash cards, writing paper, white board cleaner, dividers, graph paper, graph notebooks, planners, and 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, reading/math fluency, and writing.

-Hire retired/substitute teachers to work with students during the instructional day.

-Library Assistant will work to provide support for students and ensure all library books/programs are accessible to all students. The teachers will be able to visit and promote literacy. Library Assistant will maintain the library's inventory with equitable, engaging, rigorous and up to date books that are accessible to all students.

Books - \$5,000: To purchase book sets and dual lang books/multicultural books.

-Provide in class and small group and 1:1 instruction for EL students (Bilingual Assistant). English Only students will also receive instructional support (Instructional Assistant). The assistants will follow the teacher's lesson plans. Bilingual Assistants will work in collaboration with the classroom teachers to move students towards reclassification. Bilingual Assist will work in small groups on targeted EL interventions based on student needs/data. Our English Learners students have decreased in ELA and Math.

- Teachers will provide tutoring/extended learning to T2/T3 students before/after school and/or during their prep time. Provide mailings to notify parents and provide at home academic support (packets)

- Coaching model to continue focusing in AVID, instructional practices and language development through Instructional Coaches.

-Program Specialist will monitor ELs achievement, ELD, AR, STAR, Dual, and other programs. Increase half time Program Specialist/EL Coordinator to Full time in order to support with program implementation, ELD, technology integration, student programs, curriculum implementation, and progress monitoring of students.

Program Specialist-to provide support to teacher in analyzing and interpreting data. Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, and intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources. To meet the expectation of 2 hours per day in classrooms, maintaining a Program Specialist will allow site leadership to examine and dig deep into trends, patterns, and the development of next steps for professional development. The Program Specialist will coordinate and supervise all reading interventions such as Accelerated Reader and extended learning programs.

Program Specialist will support academic conferences/PD: teachers will be pulled out for support in high quality first instruction teaching strategies using the Instructional Coach and/or Program Specialist. A substitute will be used to provide teachers the opportunities.

Provide mailings to notify parents and provide at home academic support (packets). (\$300)

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$16,000	11500	Add. Comp for tutoring
\$10,360	11700	Subs. To support students during the instructional day
\$20,000	43110	Instructional Materials
\$15,000	43200	Non instructional Materials

\$ Amount(s)	Object Code	Description
\$9,952	58450	License Agreement for AR/STAR
\$73,936	19101	.5 FTE Program Specialist (salary and benefits)
\$5,000	42000	Books
		2 @ .5 FTE Instructional Coach – Centralized Services

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$32,365	21101	2 @ .### FTE Bilingual Assistants (salary and benefits)
\$24,489	24101	.4375 FTE Library Media Assistant (salary and benefits)
\$73,936	19101	.5 FTE Program Specialist (salary and benefits)
\$26,704	21101	.4375 FTE Instructional Assistant (salary and benefits)
\$2,000		Add. Comp for classified staff
\$1,400	44000	Equipment
\$300	57150	Duplicating/Mailing

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 – This will vary based on grade level decisions.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	57250	Field Trip - District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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/Math Science Institute - grade level representation – teachers, Program Specialist, Admin.

Coordinate substitute coverage for teachers to attend conferences/workshops.

5 days X \$ 200.00 per pay = \$1,000 total substitute cost

Applicable supplemental instructional/non 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; including but not limited to utilizing reprographics.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	11700	Substitutes cost for staff to attend conference/institute
\$4,000	43110	Instructional materials/supplies

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$500	57150	Duplicating
\$600	44000	Equipment - 3D Printer

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 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2019-2020 (Year 3)

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

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. Our teams also collaborated with other dual immersion sites as well as other AVID sites.

- 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/Services
- b. Accelerated Reader/STAR
- 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/services
- 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/without 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 – Coaching support provided by district office. The coaches had an ELA and Math focus. A small group of teachers attended district level professional development (site funds covered substitute cost). CAFE – teachers did not attend due to COVID-19 pandemic. Site funds also covered AVID Summer institute cost for staff members, however, due to COVID-19 Summer Institute was cancelled.

1.2 Provide students with resources - Leveled library were purchased, Accelerated Reader + STAR in English and Spanish was 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

CAFE – teachers did not attend due to COVID-19 pandemic. Site funds also covered AVID Summer institute cost for staff members, however, due to COVID-19 Summer Institute was cancelled.

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

Half time Program Specialist was increased to full time. The full-time program Specialist will provide professional development, serve as AVID Coordinator, and monitor all programs.

Goal 2 – School Climate

School Goal for Suspension:

Suspension – Suspension rate was maintained at 9.2% of students suspended at least once.

By the end of the 2020-2021 academic school year, Hong Kingston will decrease the overall suspension rate by 2%.

By the end of 2020-2021 academic school year, Hong Kingston will decrease the sub-group for African-Americans suspensions by 2%.

Expulsion – Expulsion rate was 0%

By the end of the 2020-2021 school year, Hong Kingston will maintain 0% of expulsions.

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

During the 2020-2021 academic school year, Hong Kingston will decrease the percentage of students who do not feel safe by 5%.

School Goal for Attendance/Chronic Truancy:

Attendance/Chronic Truancy – Our current rate is 14.8%. We decreased by 2.1%

By the end of the 2020-21 academic school year, Hong Kingston will decrease our absenteeism by 2% and will decrease the sub-group of African American students by 2%.

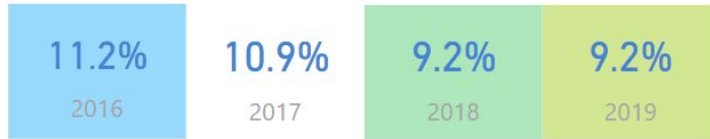
Identified Need

Suspension – Our data shows we maintained our percentage of students suspended at least once. SDC and Homeless students decreased the percentage of suspension days. However, AA students were suspended at a higher rate than any other sub group.

Attendance/Chronic Truancy – Our data shows we decreased our chronic absenteeism percentage by 2.1%. All sub groups decreased or maintained, except, AA students. This subgroup increased by 2.1%

Suspension Rate

All Students
percent of unduplicated suspension

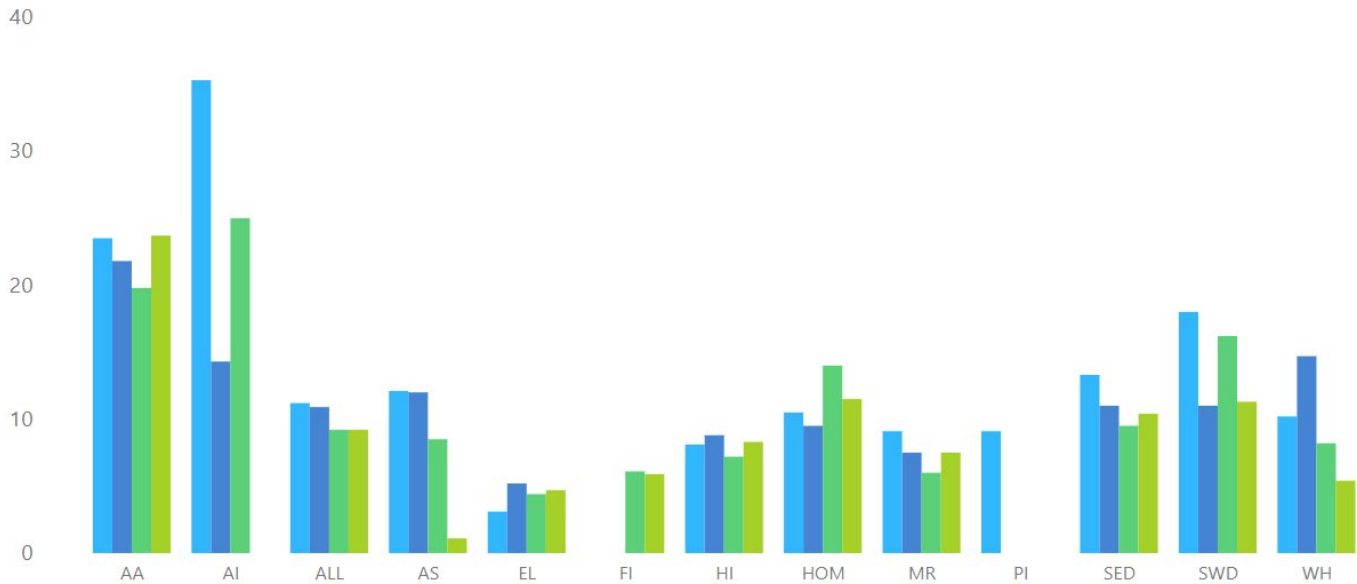


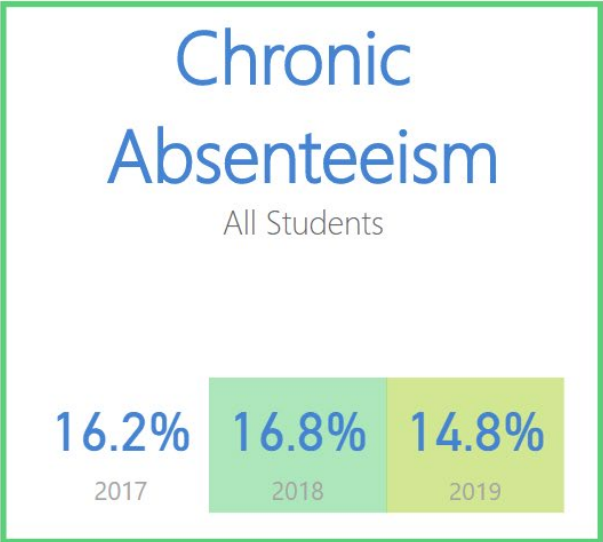
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

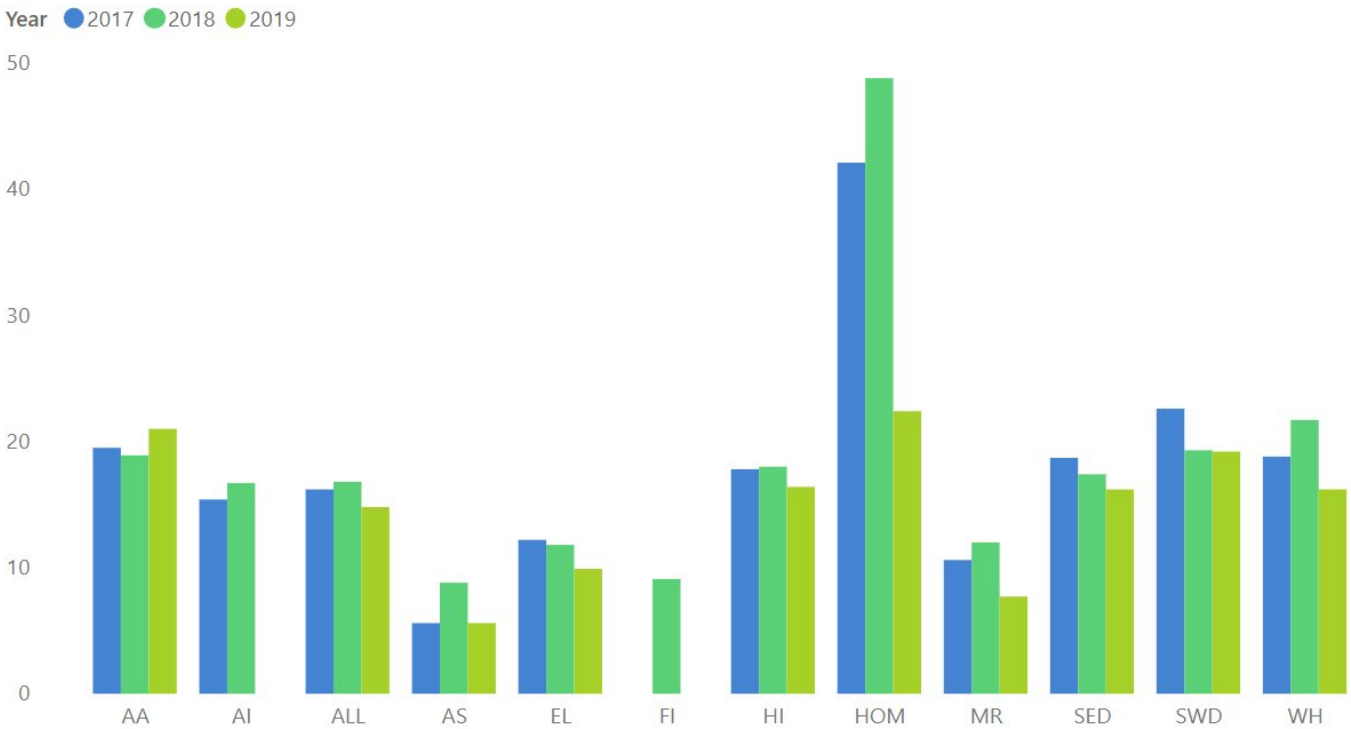
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	9.1% suspended at least once	7.1%
Chronic Absenteeism (All Students)	14.8%	12.8%

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 impact 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 2%.

Activity

Services such as:

- 1:1 post-suspension conferences
- PBIS- Restorative circles
- Behavior expectations assemblies
- YMCA Noon Time Sports will provide structured sports activities for all students during lunch recess. (3 days a week from August-May)
- Classroom Presentations by counselors/admin
- PLUS/Leadership 7th/8th elective class
- CARE and SST Teams
- PLUS Forums
- PBIS team - including Community Assistant (\$14,456 + \$1,708 benefits).
- Conflict resolution
- Structured student engagement- noon activities
- Counseling- Mental Health
- Behavior Support Plan

Monthly PBIS assembly to recognize and reward positive behavior traits with incentives.

Provide Professional Development for CSA, noon duty staff, Administration, and counselors.

Substitute Pay Calculation: 10 days X \$200 = \$2,000

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,021	11700	Substitutes to release teachers

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$781	11700	Substitutes to release teachers
\$16,165	29101	.4375 FTE Community Assistant (salary and benefits)
\$7,500	58100	Consultant – Non-Instructional

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 2%.

Activities:

- School Wide Incentives; dragon attendance rosters, dragon bucks, ice cream, student store (not allowable using Title I and site LCFF funds)
- 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 teams

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$200	57150	Duplicating & Mailings

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2019-2020 – Year 3

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

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/mental health
- Structured student engagement activities (e.g., Noon Activities, etc.), etc.

Effectiveness

1.1 School Climate – Dashboard data shows the following level of effectiveness:

- Suspensions: Maintained at 9.2%

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

Hired Community Assistant

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 CAB

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: By June 2020-2021 academic school year, Hong Kingston School will increase the number of parents cleared to volunteer from 146 to 200.

Meaningful Partnerships by June 2021 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

Meaningful Partnerships:

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. We have 146 cleared volunteers 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 15 members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey # of parents completed survey	6	100
Be a Mentor-# of cleared volunteers	146	200
School Climate Survey-% of students who feel safe (4 th /5 th)	81%	90%
School Climate Survey - % of students who feel safe (6 th -8 th)	70%	80%
Parent Volunteer Hours	No Baseline	
# of events held on campus	Shout outs Orientations Back to school night Spring Open House 8th grade promotion K promotion PK Promotion Lunch on the Lawn Teddy Bear Day Student showcases Parent Coffee hour Specialty Schools Fair	Increased the number of events where parents attend by adding at least 5 more events.

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 by engaging their children during meetings: 30 hours X \$50 = \$1,500
- 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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,500		Additional Classified - Hourly
\$134	43200	Duplicating - pamphlets, banners, other materials
\$1,800	43400	Parent Meeting

\$ Amount(s)	Object Code	Description
\$200	57150	Duplicating

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier 3 Students

Strategy/Activity

CAB – Community Accountability Board

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

- Identify at risk students as recommended by teachers/staff
- Hold meeting with parents/student and mentors (P.O. at Smart and Final for \$300)
- 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 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$300	43400	Parent Meeting

Annual Review – Goal 3

SPSA Year Reviewed: 2019-2020 – Year 3

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

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 – parent messenger messages, marquee, website

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

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

- Pop up Banners
- Send Flyers Home
- Update Calendar on website
- Phone calls/messages by teachers/support staff

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	\$185,938
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	\$372,978

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	\$185,938

Subtotal of additional federal funds included for this school: \$185,938

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	\$187,040

Subtotal of state or local funds included for this school: \$187,040

Total of federal, state, and/or local funds for this school: \$372,978

Budget Spreadsheet Overview – Title I

HONG KINGSTON

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 182,304
TOTAL BUDGET DISTRIBUTED BELOW	\$ 182,304
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 3,634
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,634
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 20,000					\$ 20,000
11700	Teacher Substitute		\$ 18,103	\$ 2,021				\$ 20,124
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.5000	\$ 73,936					\$ 73,936
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified						\$ 1,500	\$ 1,500
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 112,039	\$ 2,021	\$ -	\$ -	\$ 1,500	\$ 115,560
Books & Supplies								
42000	Books		\$ 5,000					\$ 5,000
43110	Instructional Materials		\$ 24,000					\$ 24,000
43200	Non-Instructional Materials		\$ 15,000				\$ 134	\$ 15,134
43400	Parent Meeting						\$ 1,800	\$ 1,800
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 44,000	\$ -	\$ -	\$ -	\$ 1,934	\$ 45,934
Services								
57150	Duplicating		\$ 200		\$ 200		\$ 200	\$ 600
57250	Field Trip-District Trans		\$ 5,000					\$ 5,000
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 8,892					\$ 8,892
58450	License Agreement		\$ 9,952					\$ 9,952
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 24,044	\$ -	\$ 200	\$ -	\$ 200	\$ 24,444
GRAND TOTAL			\$ 180,083	\$ 2,021	\$ 200	\$ -	\$ 3,634	

Budget Spreadsheet Overview – LCFF

HONG KINGSTON

REVISED March 30, 2020

**Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 187,040
TOTAL BUDGET DISTRIBUTED BELOW	\$ 187,040
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute				\$ 781		\$ 781
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.5000		\$ 73,936			\$ 73,936
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant	0.4375	\$ 26,704				\$ 26,704
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.8750		\$ 32,365			\$ 32,365
24101	Library Media Clerk	0.4375	\$ 24,489				\$ 24,489
29101	Community Assistant				\$ 16,165		\$ 16,165
	OTHER Classified		\$ 2,000				\$ 2,000
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 53,193	\$ 106,301	\$ 16,946	\$ -	\$ 176,440
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting					\$ 300	\$ 300
44000	Equipment		\$ 2,000				\$ 2,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 2,000	\$ -	\$ -	\$ 300	\$ 2,300
Services							
57150	Duplicating		\$ 800				\$ 800
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 7,500		\$ 7,500
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 800	\$ -	\$ 7,500	\$ -	\$ 8,300
GRAND TOTAL			\$ 55,993	\$ 106,301	\$ 24,446	\$ 300	\$ 187,040