Stockton Unified School District

School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/09/2021

Version 3 – 06/22/2021

MAXINE HONG KINGSTON/VALENZUELA SCHOOL

Contents

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 2 – Ver 3 – 03/30/2021	Ver 1 – 05/11/2020 Ver 2 – 01/22/2021 Ver 3 – 06/08/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021 Ver 3 – 06/22/2021

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.
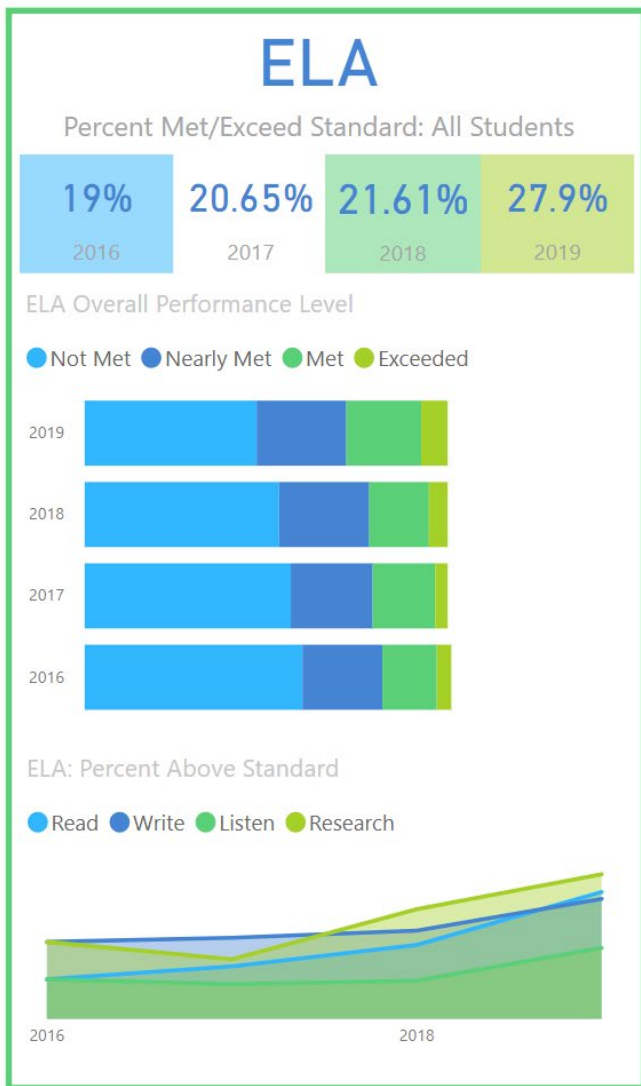
ELA

Percent Met/Exceed Standard: All Students

19%	20.65%	21.61%	27.9%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
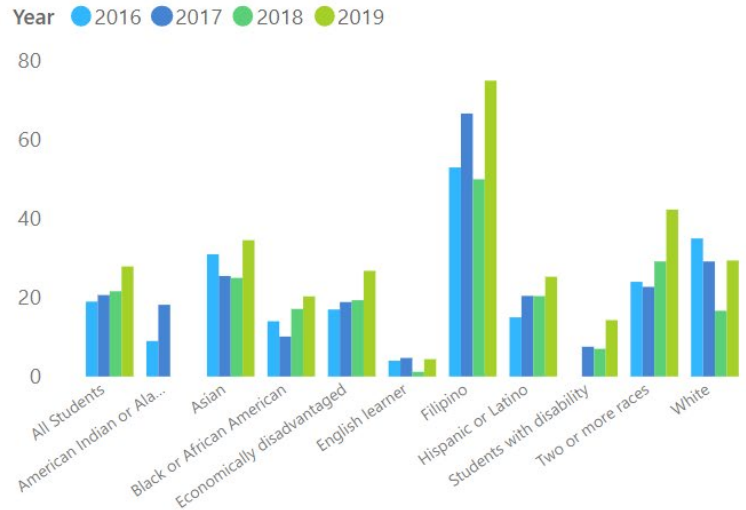
Year ● 2016 ● 2017 ● 2018 ● 2019
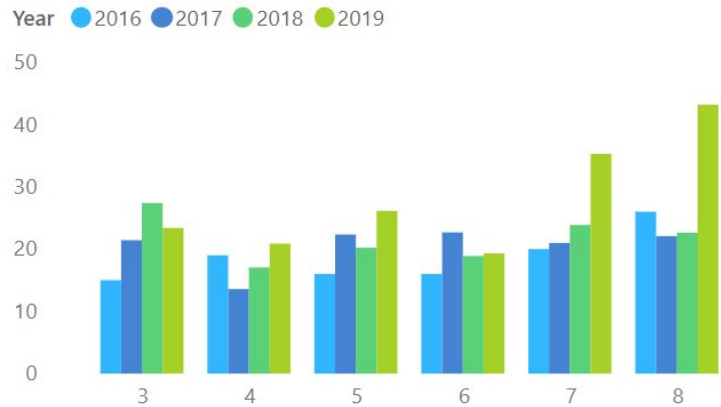
2019 Prelim ELA CAASPP: Area - Percent Above Standard
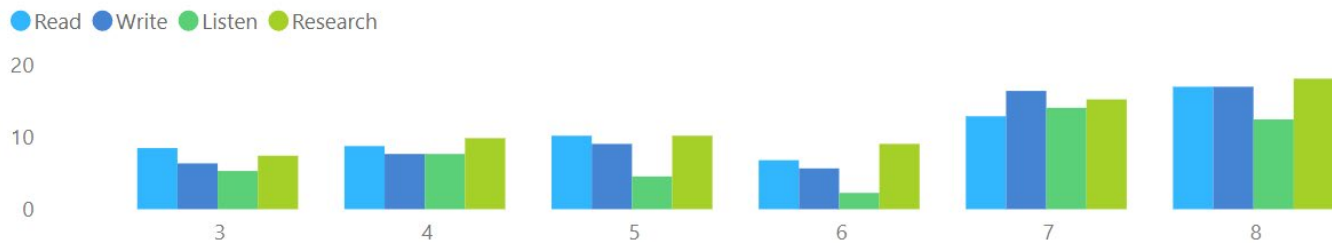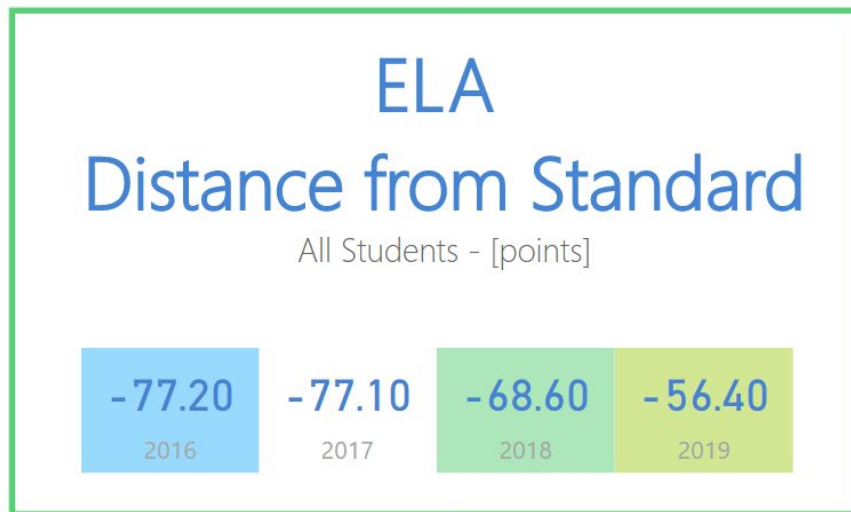
● Read ● Write ● Listen ● Research

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2019 Summative ELPAC

ELPAC Overall Performance Level

17.39%	24.84%	44.1%	13.66%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

Level 1   Level 2   Level 3   Level 4

Oral Language Overall Performance Level

12%	17%	35%	37%

- Level 1
- Level 2
- Level 3
- Level 4

01   03   04   05   06   08   KN
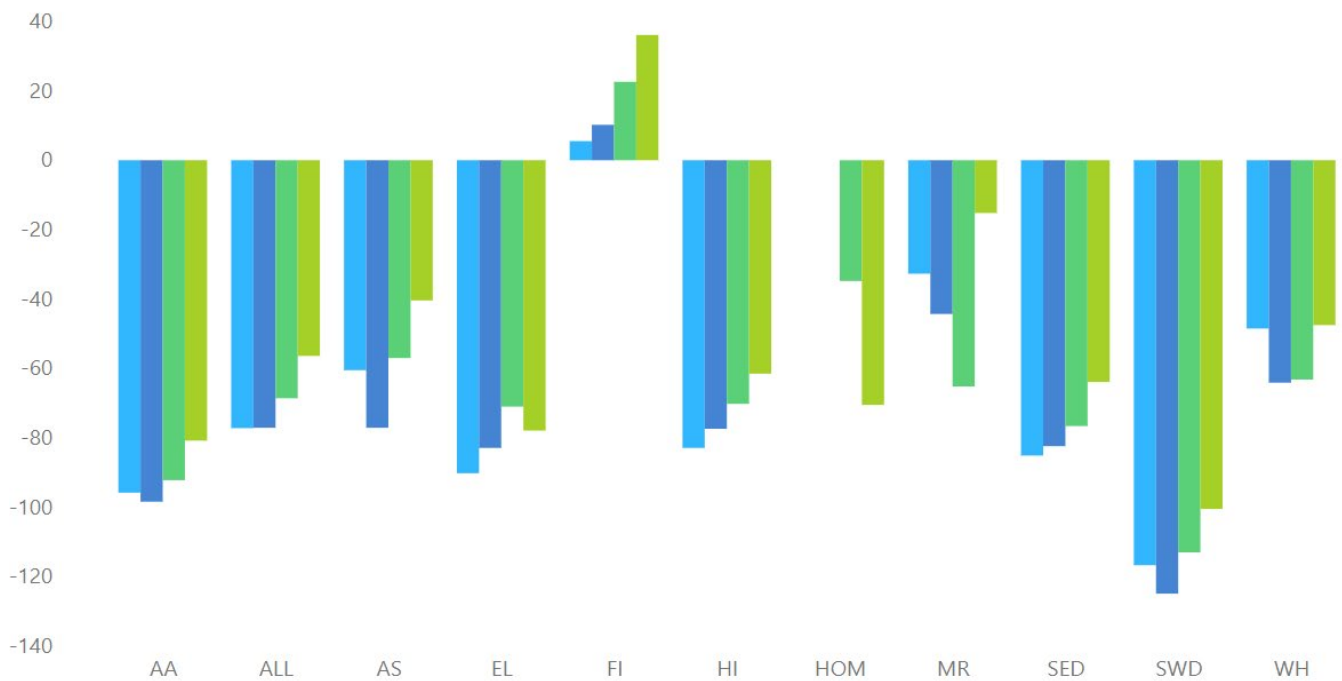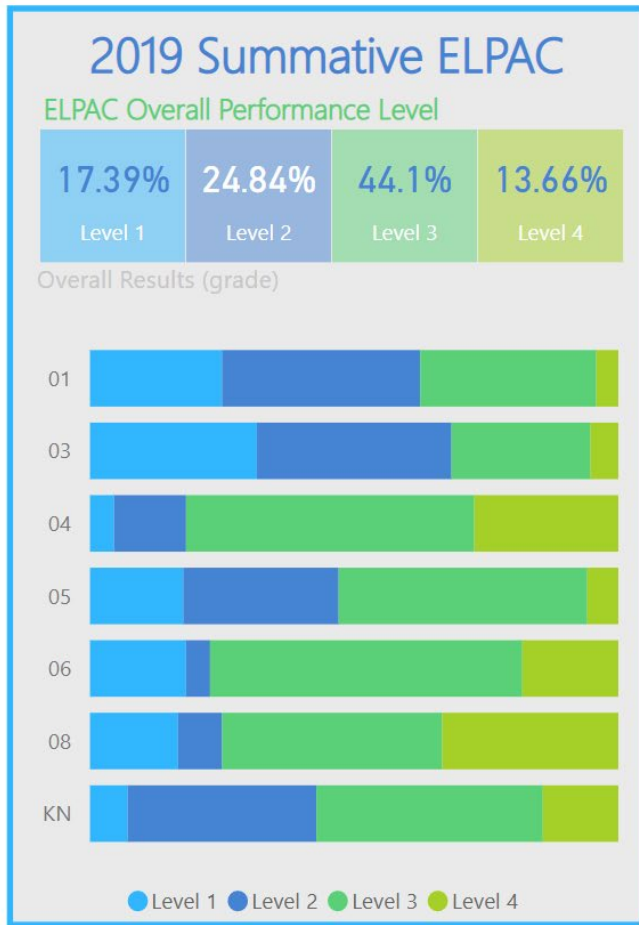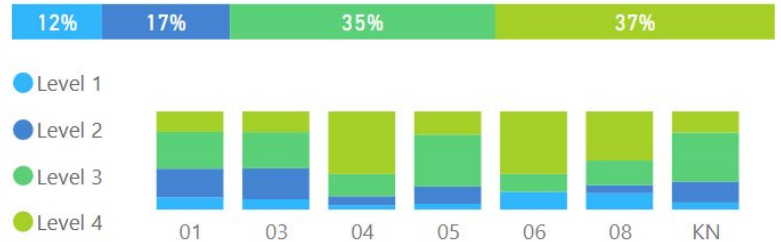
Written Language Overall Performance Level

30%	43%	20%	7%

- Level 1
- Level 2
- Level 3
- Level 4

01   03   04   05   06   08   KN
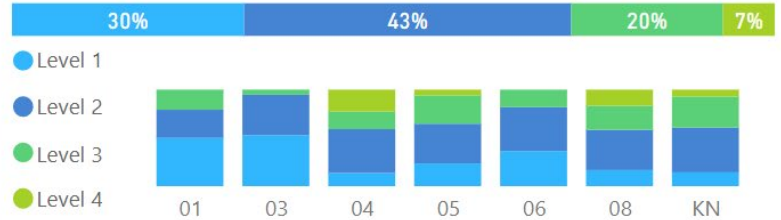
Performance Area: Percent Well Developed

- Listen
- Speak
- Read
- Write

01   03   04   05   06   08   13   KN
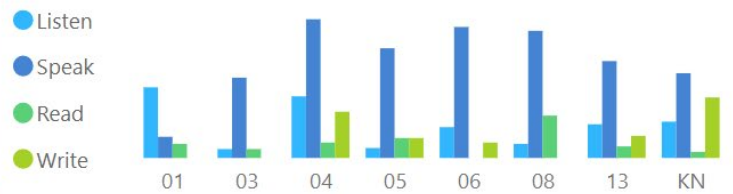
English Learner Progress
Reclassification Rates

10.10%	19.40%	11.40%	31.00%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

50.9%

ELPI 2019
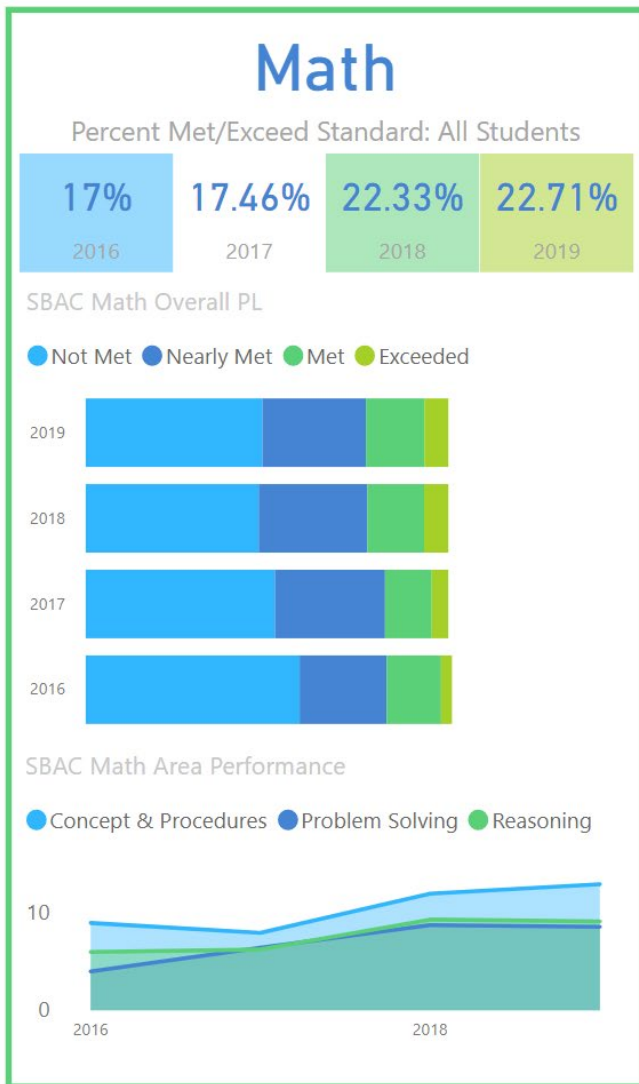
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Math

Percent Met/Exceed Standard: All Students

17%	17.46%	22.33%	22.71%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level
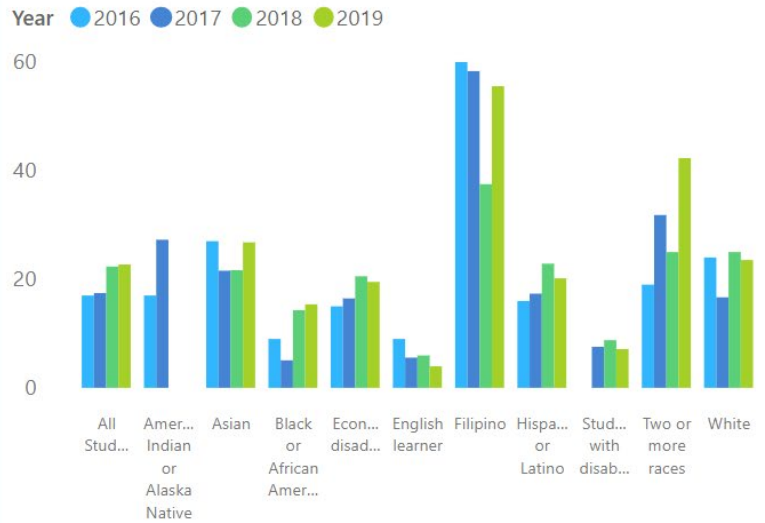
Year ● 2016 ● 2017 ● 2018 ● 2019
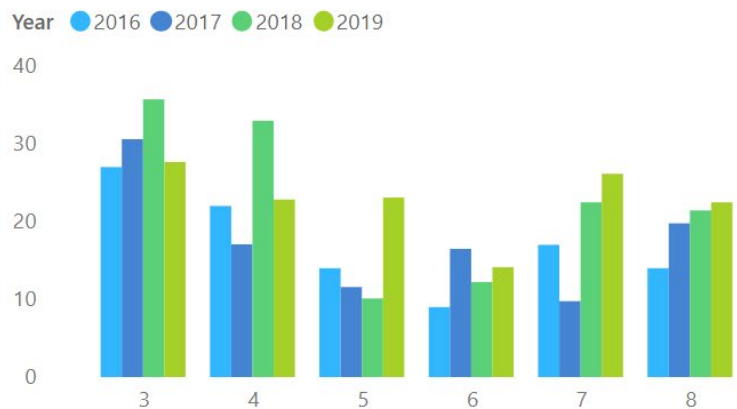
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

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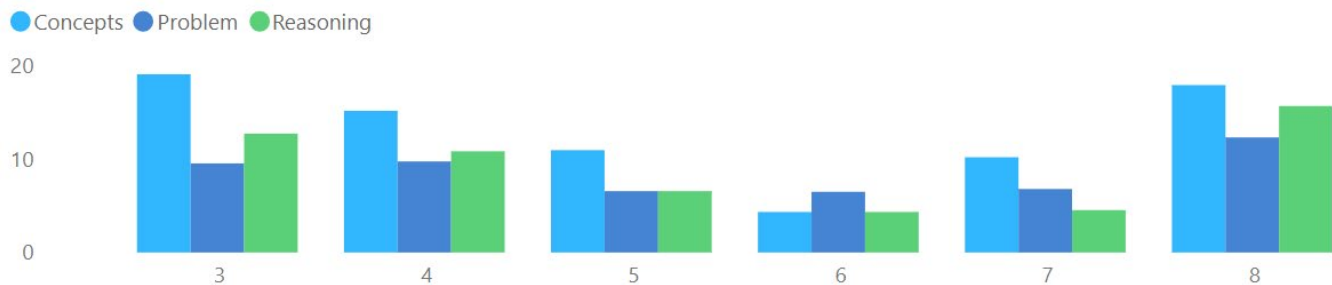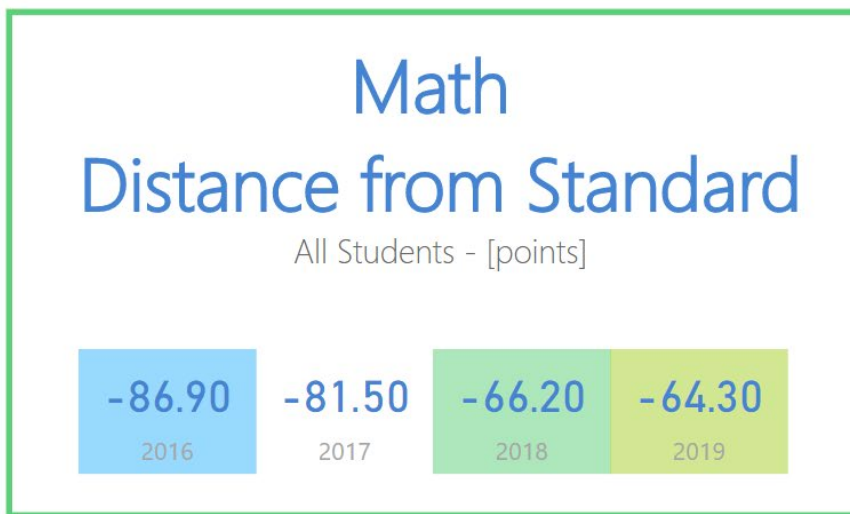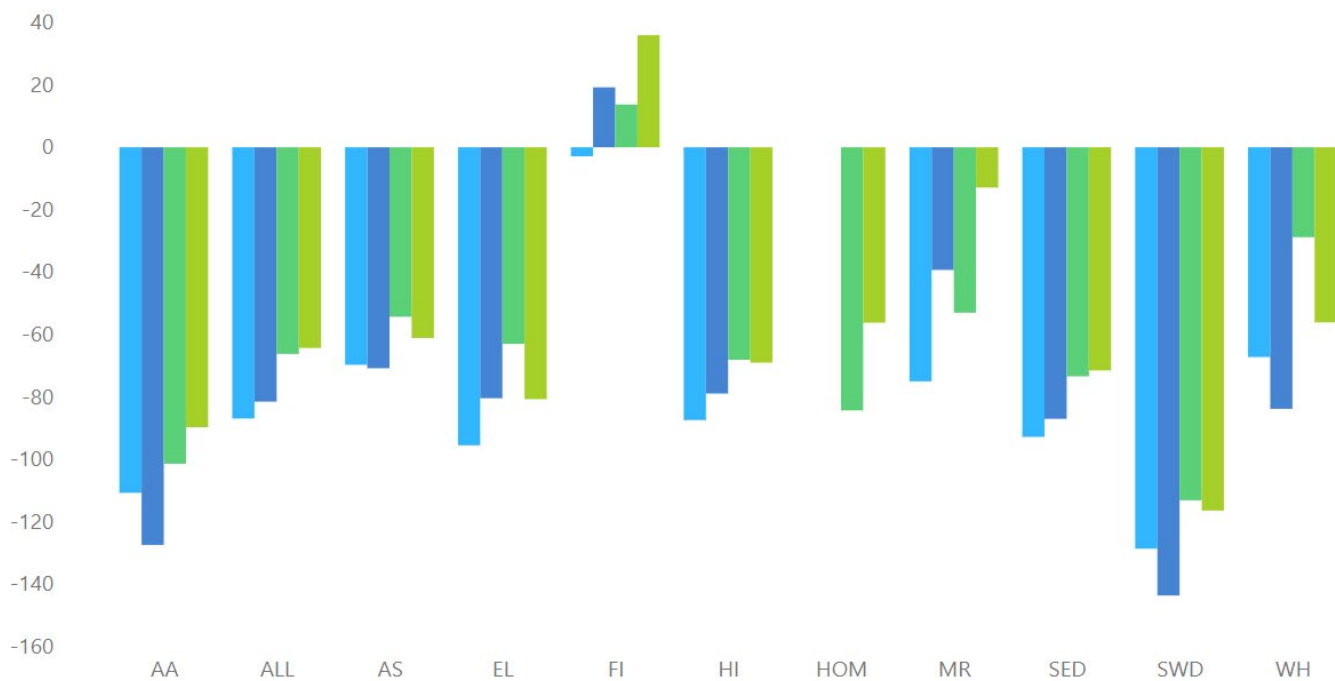
PSAT NMSQT Grade 10

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

Year ● 2016 ● 2017 ● 2018

- 27.00%
- 28.00%
- 43.00%

Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

- 14.00%
- 14.00%
- 14.00%

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Percent Met ERW & Math Benchmark

- 8.00% (2016)
- 8.00% (2017)
- 12.00% (2018)
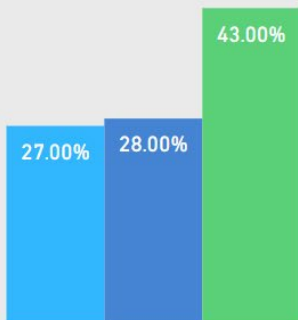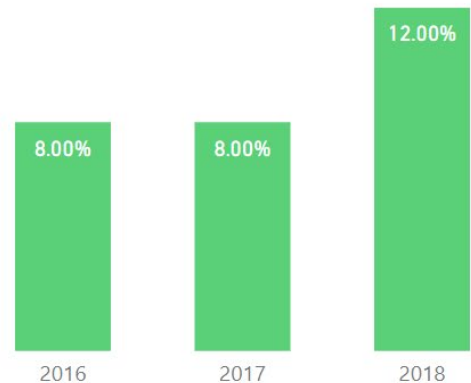
Annual Measurable Outcomes

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 with 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). CABE – 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

CABE – 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%
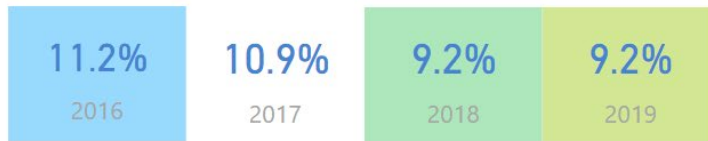
page 8   SUSD RA 12122019 v3r1

Chronic Absenteeism
All Students

16.2% 16.8% 14.8%
2017   2018   2019
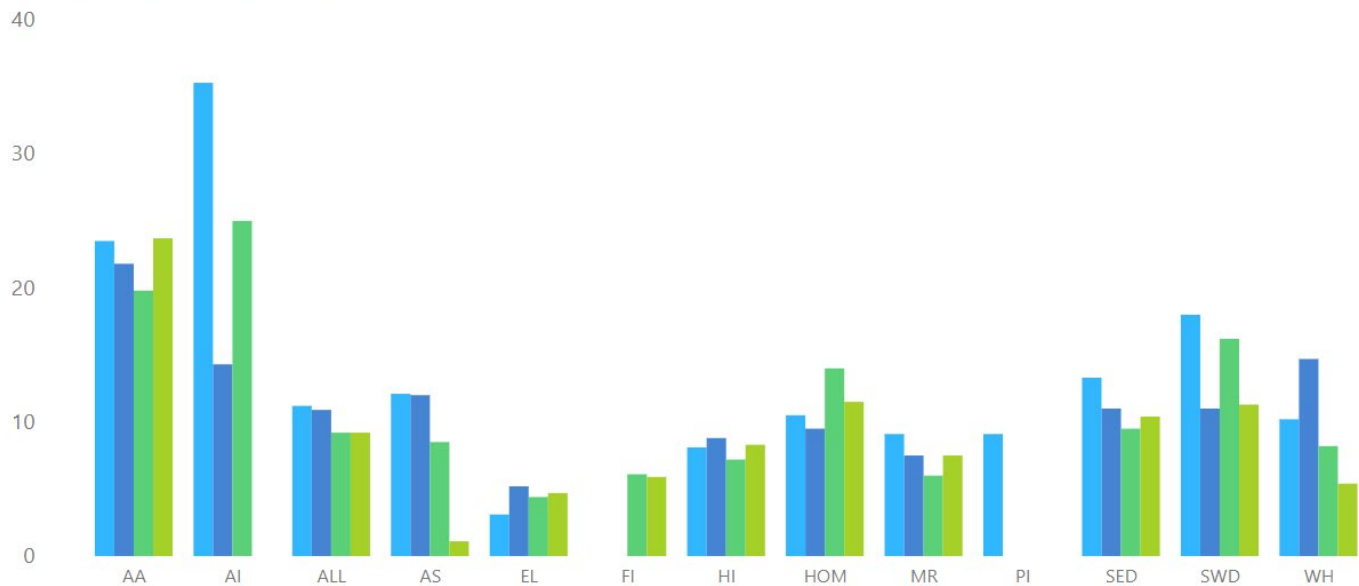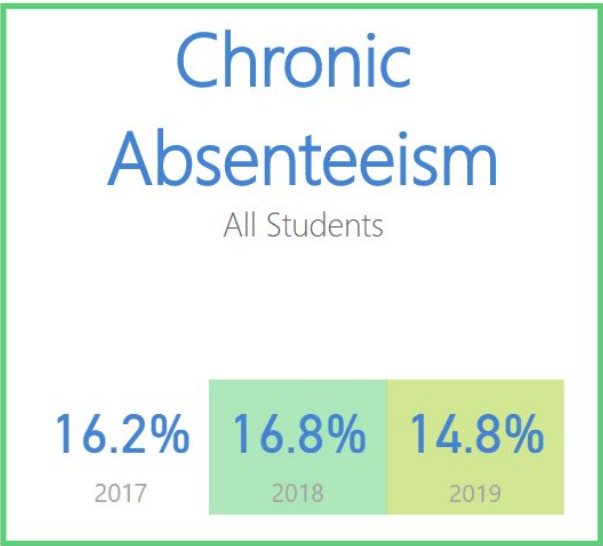
Chronic Absenteeism Rate by Student Group and Year

page 7   SUSD RA 12122019 v3r1
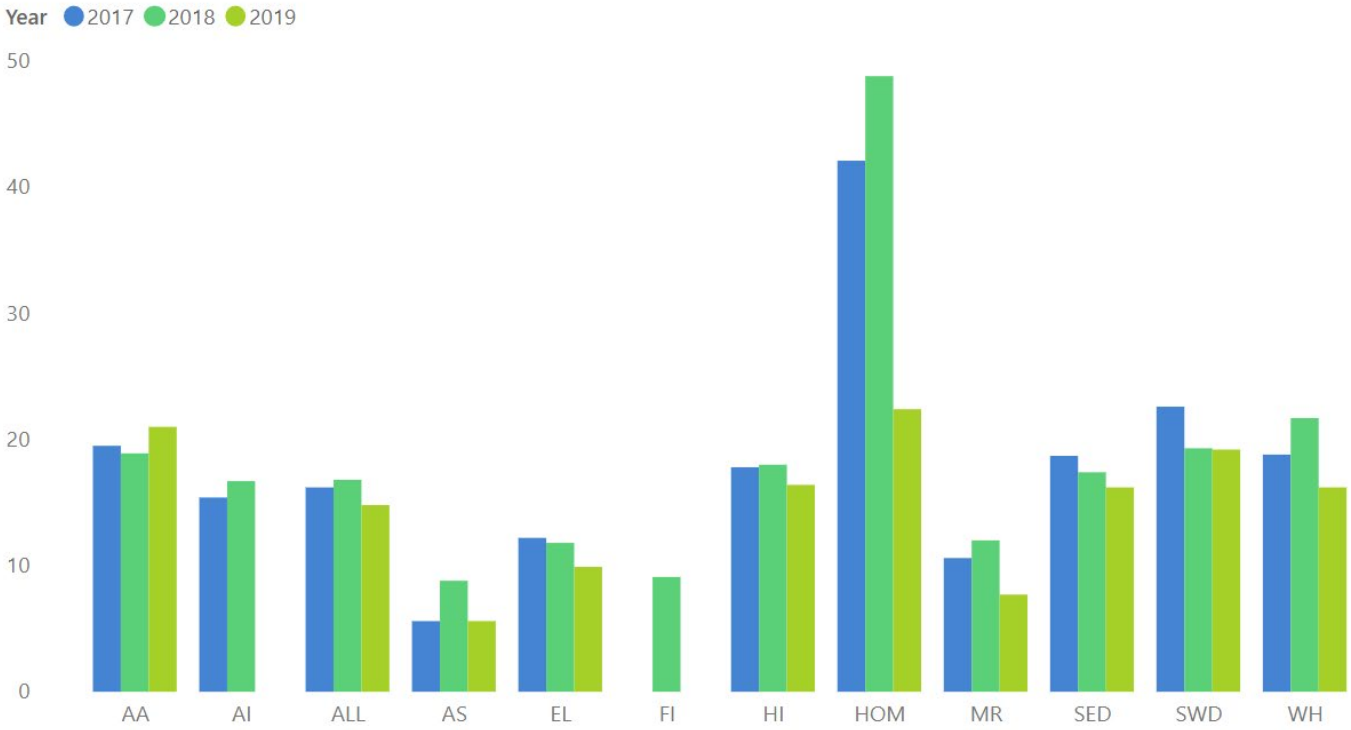
Annual Measurable Outcomes

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 (4th/5th)	81%	90%
School Climate Survey - % of students who feel safe (6th-8th)	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 move 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 CABE 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

				TITLE I					
Object	Description	FTE	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		TOTAL BUDGET
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

				TOTAL ALLOCATION	$	187,040
HONG KINGSTON			REVISED March 30, 2020	TOTAL BUDGET DISTRIBUTED BELOW	$	187,040
Preliminary Budget Allocation - LCFF				TO BE BUDGETED (Should be $0.)		0
FISCAL YEAR 2020-21						

			LCFF				
			23030 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 GOAL #3	
Object	**Description**	**FTE**	**STUDENT ACHIEVEMENT LOW INCOME**	**STUDENT ACHIEVEMENT ENGLISH LEARNERS**	**LEARNING ENVIRONMENT NEW COST CENTER**	**MEANINGFUL PARTNERSHIPS NEW COST CENTER**	**TOTAL BUDGET**
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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Hong Kingston's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs. The transfers listed below were processed to cover the cost of an invoice for equipment that was more than originally allocated for.

SCHOOL SITE	DATE	AMOUNT	FROM	TO	BUDGET
Hong Kingston	11-Sep-20	$ 2,000.00	additional comp	equipment	LCFF
		$ 800.00	duplicating	equipment	LCFF

Furthermore, Hong Kingston's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

Title I –

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
1.	$5,000	50643	57250 - Fieldtrips	50643	43110- Instructional Materials	Due to COVID-19 Pandemic and shelter in place orders, students will not be going to any in person field trips (G1,S3) Instructional Materials: G1,S2- Provide students with resources to increase student achievement. Materials needed to meet this goal-, white board markers, binders, pencils, file folders, pens, crayons, expo markers, white board markers, chart paper, filler paper, notebooks, highlighters, markers, flash	10/19/2020 & 12/7/2020 *this transfer already took place. Confirmed approval: 1.15.2020

					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.	
3.	$10,000	50643	43200 – Non Instructional Materials	50643	43110 – Instructional Materials	Due to COVID 19 Pandemic, the funds will be better utilized in instructional materials. We are in need of purchasing additional materials to send home during Distance Learning and in preparation for cohorts. Instructional Materials: G1,S2- Provide students with resources to increase student achievement. Materials needed to meet this goal-, 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.	12/7/2020 *this transfer already took place Confirmed approval: 1.15.2021
4.	$6300	50643	11500- Teacher- Additional Comp.	50643	43110- Instructional Materials	Due to the district office paying for before/after school tutoring, we will not be utilizing all the funds in this account for teachers. G1, S2 Instructional Materials: G1,S2- Provide students with resources to increase student achievement. Materials needed to meet this goal-, doc cameras, interactive projectors, headphones with w/wo microphones, printers, white board markers, binders,	1/15/2021

					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.	
$1670	50650	11700- Teacher subs	50650	4200- Books	G1, S2-Hire retired/substitute teachers to work with students during the instructional day. Amend G1,S2 – Due to the district financing substitute to provide additional support during DL, we will not be utilizing all the funds in this account. We will instead purchase Bilingual and Spanish Library Books to supplement the Adelante Program to increase student achievement.	1.15.2021

LCFF –

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
	$16165	23034 LCFF	29101 Community Assistant	23034	43200- Non Instructional Materials	G2,S1 – This position was never filled after the Community Assistant resigned at the start of the 2020-21 school year. G1, S2-These funds will be allocated to purchase materials/resources for students/Teachers to increase student achievement. Materials needed to meet this goal-, doc cameras, interactive projectors, headphones with w/wo microphones, and printers.	
2.	$7500	23034	58100- Consultants Instructional	23034	43110 – Instructional Materials	Due to Covid-19 Pandemic and shelter in place order, we were not able to use YMCA for noon time activities (G2, S1) Instructional Materials: G1,S2-Provide students with resources to increase student achievement. Materials needed to meet this goal-, 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.	10/19/2020 *this transfer already took place Confirmed Approval: 1.15.2021

SPSA: Goal 1, Strategy 3:

Title I –

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
1.	$5,000	50643	57250 - Fieldtrips	50643	43110- Instructional Materials	Due to COVID-19 Pandemic and shelter in place orders, students will not be going to any in person field trips (G1,S3) Instructional Materials: G1,S2- Provide students with resources to increase student achievement. Materials needed to meet this goal-, 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.	10/19/2020 & 12/7/2020 *this transfer already took place. Confirmed approval: 1.15.2020

SPSA: Goal 2, Strategy 1:

LCFF –

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
2.	$7500	23034	58100- Consultants Instructional	23034	43110 – Instructional Materials	Due to Covid-19 Pandemic and shelter in place order, we were not able to use YMCA for noon time activities (G2, S1) Instructional Materials: G1,S2- Provide students with resources to increase student achievement. Materials needed to meet this goal-, 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.	10/19/2020 *this transfer already took place Confirmed Approval: 1.15.2021
	$16165	23034 LCFF	29101 Community Assistant	23034	43200- Non Instructional Materials	G2,S1 – This position was never filled after the Community Assistant resigned at the start of the 2020-21 school year. G1, S2-These funds will be allocated to purchase materials/resources for students/Teachers to increase student achievement. Materials needed to meet this goal-, doc cameras, interactive projectors, headphones with w/wo microphones, and printers.	

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Hong Kingston is receiving additional monies in Parent Involvement (Cost Center: 50647). Hong Kingston's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials to purchase books for read aloud and promote literacy to improve student achievement. They also recommended reference books for parents to be used in a loaning program.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HONG-KINGSTON	868	668	77.0%	$ 182,304	$ 4,058	$ 186,362	$ 3,634.00	$ 424.00

SPSA: Goal 3, Strategy 1:

Title I –

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
5.	$1,000	50647	29500-Other Classified Additional Comp.	50647	42000 – Books/ reference Materials	Due to COVID-19 pandemic we are not holding on site parent meetings. Therefore, there is no need for daycare. G3, S1\n\nAmend G3, S1 - ELAC Recommended for these funds to be transferred to purchase books for read aloud and promote literacy to improve student achievement. They also recommended reference books for parents to be used in a loaning program. All recommendations were approved by SSC.	1/15/2021
9.	$444	50647	29500-Other Classified Additional Comp.	50647	43200-Non instructional materials	Due to COVID-19 pandemic we are not holding on site parent meetings. Therefore, there is no need for daycare. G3, S1\n\nAmend G3, S1 - ELAC Recommended for these funds to be transferred to purchase a mobile library where books will be stored. They also recommended this mobile library be used to store	1.15.2021

					reference books for parents to be used in a loaning program. All recommendations were approved by SSC.	
$600	50647	43400 – Meeting Expense	50647	42000 – Books/ reference Materials	Amend Goal 3,S1 Due to Covid-19 we were unable to hold parent meetings in person. We will be purchasing materials for parents to pick up after participating in virtual parent coffee hours and workshops. In addition, we will purchase books to add to parent library.	1.15.2021
$125	50647	43400 – Meeting Expense	50647	5710 - Duplicating	Amend G3, S1 Due to Covid-19 we were unable to hold parent meetings in person. We will order Banners & Posters through our duplicating department to advertise parent meetings.	1.15.2021

HONG KINGSTON #246

| | 7/28/2020 | INITIAL BUDGET/DATE | 02/XX/2021 | REVISED BUDGET/DATE | 50647 - inc by $424 |

TITLE I			LCFF			TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$	182,304	TOTAL ALLOCATION	$ 187,040		TOTAL ALLOCATION	$ 4,058
TOTAL BUDGET DISTRIBUTED BELOW	$	182,304	TOTAL BUDGET DISTRIBUTED BELOW	$ 187,040		TOTAL BUDGET DISTRIBUTED BELOW	$ 4,058
TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

Column groups: **ACHIEVEMENT** (50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME; 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME; 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS; 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS), **LEARNING ENVIRONMENT** (50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE; 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE), **PARTNERSHIPS** (50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS; 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS; 50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS)

Object	Description	50643 FTE	50643 $	23030 FTE	23030 $	50650 FTE	50650 $	23020 FTE	23020 $	50671 FTE	50671 $	23034 FTE	23034 $	50672 FTE	50672 $	23035 FTE	23035 $	50647 FTE	50647 $	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 11,700																		$ 11,700
11700	Teacher Substitute (incl benefits)		$ 18,103				$ 351						$ 781								$ 19,235
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.500	$ 52,334		$ 1,064			0.500	$ 52,334											1.000	$ 105,733
30000	Statutory Benefits		$ 21,757		$ 136				$ 21,758												$ 43,651
19500	Prog Spec-Add Comp (incl benefits)		$ 2,000																		
19101	Instructional Coach																				$ 19,1_
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI			0.438	$ 22,283															0.438	$ 22,283
30000	Statutory Benefits				$ 2,801																$ 2,801
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant (2@0.4375)							0.875	$ 29,491											0.875	$ 29,492
30000	Statutory Benefits								$ 2,874												$ 2,874
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 21,589															0.438	$ 21,589
30000	Statutory Benefits				$ 2,900																$ 2,900
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant											0.438	$ -							0.438	$ 0
30000	Statutory Benefits												$ -								$ -
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	classified addtl comp																		$ 56		$ 56
	Sub Total - Personnel/Benefits		$ 105,894		$ 50,773		$ 351		$ 106,457		$ -		$ 781		$ -		$ -		$ 56		$ 262,315
Books & Supplies																					
42000	Books		$ 5,000				$ 1,670												$ 2,599		$ 9,269
43110	Instructional Materials		$ 45,145		$ 4,935																$ 50,080
43200	Non-Instructional Materials		$ 5,000		$ 18,602														$ 578		$ 24,180
43400	Parent Meeting																$ 300		$ 500		$ 800
44000	Equipment				$ 4,800																$ 4,800
	Sub Total - Books & Supplies		$ 55,145		$ 28,337		$ 1,670		$ -		$ -		$ -		$ -		$ 300		$ 3,677		$ 89,129
Services																					
57150	Duplicating		$ 200								$ 200								$ 325		$ 725
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement																				$ -
52150	Conference		$ 9,387						$ 392												$ 9,779
58450	License Agreement		$ 9,457																		$ 9,457
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 19,044		$ -		$ -		$ 392		$ 200		$ -		$ -		$ -		$ 325		$ 19,961
	GRAND TOTAL		$ 180,083		$ 79,110		$ 2,021		$ 106,849		$ 200		$ 781		$ -		$ 300		$ 4,058		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA/ELD SMART Goal:

SBAC- The state suspended 2020-21 assessments due to the COVID-19 Pandemic. iReady –SUSD suspended 2019-20 Diagnostic 3 due to COVID-19 Pandemic.

2020-21 ELA iReady Data: ELA: Fall to Spring growth: 14%

On Grade level (T1) iReady Data:

ELA D1 23%

ELA D2 31%

ELA D3 37% %

By EOY 2022, per iReady Diagnostic 3 Results Report, increase the percentage of students meeting grade level standards by a minimum of 5% to 42%.

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

RFEP: 2019-20 11% 2020-21 5/143 up to date (7%)

By EOY 2022, per ELPAC, increase the percentage of students who reclassify by 5%.

School Goal for Math:

SBAC- The state suspended 2020-21 assessments due to the COVID-19 Pandemic. iReady –SUSD suspended Diagnostic 3 in 2019-20 due to COVID-19. iReady assessment was reinstated in 2020-21.

Math iReady Data:

Fall to Spring growth: 13%

Math D1-17%

Math D2- 26%

Math D3 – 30%

By EOY 2022, per iReady Diagnostic 3 Growth Report, increase the percentage of students to be on grade level by 5% to 35%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional compensation to administrators, counselors, program specialist, instructional coach, and teachers for collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support.

7 staff (4 teachers, 1 Program specialist, 1 coach, and 1 Administrator) are attending the AVID Digital XP. They will engage on collaboration and focus on the exchange of best practices and implementation of learned strategies of AVID. The team will produce a revised AVID school plan to be implemented in 2021-22.

7 attendees X 25 hours X 60 = 10,500 (allocate $11,000)

3 staff (1 teacher, 1 coach, and 1 administrator) attended the CABE virtual conference. They engaged in collaboration and focused on the exchange of best practices and implementation on learned strategies for excellent first teaching. The team will present PD to staff during the 2021-22 school year.

3 attendees X 25 hours X $60 = $4,500 (Allocate $5,000)

7 Staff (1 admin., 1 program specialist, 5 teachers) will collaborate for stakeholder improvement plan with AVID focus.

7 attendees X 10 hours X $60 = $4,200 (Allocate $4,500)

Two staff (2 counselors)) will collaborate for in-depth review and evaluation of strategies and activities to support student learning.

2 staff X 12 hours X $60 = $1440 (Allocate $1600)

20 staff (15 teachers, 1 PS, 2 coaches, 2 admin) will engage in in-depth collaboration to do data review and evaluation of strategies and activities, technology integration as a supplement instructional support.

20 staff X 6 hours X $60 = $7,200 (Allocate $7,348)

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 (2 @ .5 FTE Instructional Coach – Centralized Services) 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:

Pull Out PD: AVID, Foundational literacy training, Coaching, DII, GLAD, Accelerated Reader, PLC - throughout the year once a month.

Maintain Program Specialist/EL Coordinator 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.

-Additional Compensation for collaboration for PS.

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.

50 days X $200 rate of pay = $10,000 total cost – Substitutes to release teachers to attend conferences and/or Pull out PD. (Title I)

1 staff (PS) will engage in additional collaboration to support activities such as PD, AVID coordination, extended day tutoring and other instructional strategies/activities.

1 staff (PS) X 128 hours X$60= $7,736 (Title I)

Conference Cost for attendees: $25,200 (Title I)

# 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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
17,736	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
25,200	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
	2000 Series	Classified Additional Comp (including benefits)
	4000 Series	Books & Supplies
	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

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: In order to provide engaging and effective support, we will need several licenses and materials such as Accelerated Reader, Seesaw, Remind APP, Class DOJO, Rosetta Stone, & other similar applications that will facilitate the implementation of Response To Intervention.

License Agreements - $12,452 – Title I

Instructional Materials - $41,500 – Title I: Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, electric sharpeners, quality notebooks, i-pads, furniture to support our strategies, ink for all printers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies.

Classroom library books • Supplemental publisher workbooks • regalia such as visuals (maps, charts) • Manipulatives • Scientific Calculators • Science Kits (labs) • Instructional CDs, Videos, DVDs (not blank) • Flashcards • Periodicals • Software License fees • Educational Apps • Leveled Readers • Classroom set of novels not on the District's required reading list

Equipment ($8,000 – Title I) to enhance instructional strategies through blended learning may include: large monitors/screens, interactive projectors, laminators, poster-maker, Doc Cams.• Laptops, Netbooks • iPads • E-readers • Projectors (overhead/LCD) • Graphing calculators • headphones with w/wo microphones, printers

Document readers • Classroom Printers • Chromebooks • Keyboards • Flash Drive/Memory Cards • Speakers/Headphones

Typical Student Supplemental Materials: copy paper, toner, sentence strips, flashcards, educational games, manipulatives, binders Calculator, TI-108: handheld Chart Paper Chart pocket Compass Composition Book Dry Erase Board Earbud, headphone, in-ear, Easel Pad Goggles: splash-proof Goggles: worn over glasses Graph Paper Highlighters Index Cards Play Money Planners Poster Board Protractor Ruler Science materials (tweezers, thermometer, specimens, goggles, etc.) Tag Board / Sentence Strips Yard/Meter Stick

****General supplies are unallowable using State & Federal funds.****

-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.

52 days X $200 = $10,400 (Allocating $10,424)

-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. Purchase book sets and dual language books/multicultural books.

Library Media Assistant - $24,489

-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.

Bilingual Assistant - $32,365

Instructional Assistant - $26,704

- 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 and Dual Immersion Program, instructional practices and language development through Instructional Coaches.

8 teachers X 38 hours X $60 = $18,240 (Allocating $18,407)

$75,415 - 50% - LCFF - Program Specialist will monitor ELs achievement, ELD, AR, STAR, Dual, and other programs. Maintain Program Specialist/EL Coordinator 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.

$75,415 - 50% - Title I – Program Specialist 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 with 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).

# 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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
85,839	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
46,500	4000 Series	Books & Supplies
12,452	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
93,822	1000 Series	Certificated Personnel Costs (including benefits)
83,558	2000 Series	Classified Personnel Costs (including benefits)
3,000	4000 Series	Books & Supplies
400	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

Field Trips: $10,000 (Title I)

# of field trips pre/post assessment culminating project

Kinder - Children' Museum, Mickey's Grove Zoo, Pumpkin Patch, Sacramento Zoo

First - Sacramento Zoo, Fog Willow Farm

Second – Jelly Belly Factory, Sacramento Zoo, Fog Willow Farms, Haggin Museum, WOR Museum, Hilmar Cheese Factory

Third - Monterey Bay Aquarium, Oak Grove Nature Center

Fourth -State Capital (Railroad Museum, Sutter's Fort, Indian Museum), Columbia (Gold Rush), Museum of Technology and Innovation

Fifth - Science Camp, Indian Grinding Rock

Sixth – San Jose Tech Museum, SF Exploratorium, Sacramento Zoo

Seventh - Berkeley Hall of Science, CSU Stanislaus Campus Visit

Seventh AVID - UC Davis Campus Visit

Eighth - CSU Sacramento Visit, UC Merced, Great America Math and Science Day, Monterey Aquarium, UCMB, SF Exploratorium, Chabot Space and Science Center

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

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. $1,425 – Title I

Equipment - $3,000 – Title I

Conferences:

* PLTW Conference/Math Science Institute - grade level representation – teachers, Program Specialist, Admin. Coordinate substitute coverage for teachers to attend conferences/workshops.

10 days X $ 200.00 per pay = $2,000 total substitute cost – Title I

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.

Duplicating = $400 - LCFF

Teachers will collaborate: Additional funding. 28 hours X $60 = $1680 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
2,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,425	4000 Series	Books & Supplies
3,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
1,680	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
400	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not Applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension: Suspension – Due to COVID 19 Pandemic, students were in distance learning from August 2020 through May 27, 2021; students were not suspended.

By the end of the 2021-22 academic school year, Hong Kingston will decrease the overall suspension rate by 2% from 2019-20 rate.

By the end of 2021-22 academic school year, Hong Kingston will decrease the sub-group for African-Americans suspensions by 2% according to 2019-20 data.

Expulsion – Expulsion rate was 0%

By the end of the 2021-22 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 2021-22 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 – 2020-21 rate is 14.8%. We decreased by 2.1%

By the end of the 2021-22 academic school year, Hong Kingston will decrease our absenteeism by 2% and will decrease the sub-group of African American students by 2%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 using site staff (ND, CSA, counselors). Counselors will collaborate to organize student-centered activities. Additional compensation is being allocated for counselors. Hong Kingston will decrease overall suspension rate by 2%.

Activity 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

· 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, teachers, and counselors. Substitute Pay Calculation for teachers: 20 days X $200 = $2,000

Counselor Additional Comp – 40 hours X $50 = $2,000

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
4,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 –

-duplicating = $200 – Title I

Counselors and administration will have contact with students and parents - Attendance teams

****Incentives/gifts/appreciations "events"/entertainment not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
200	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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.

Due to COVID 19 Pandemic, parent involvement decreased in person. We had minimal involvement virtually.

Meaningful Partnerships by June 2022 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

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to support parent involvement activities.

Total Goal 3, Strategy 1 – Title I Parent Involvement funds is: $3,945.

2021-2022 Strategy Adjustment

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 (Title I – 50647)

Supplies and materials for parent outreach, Parent Coffee Hour, SSC, ELAC, orientations, back to school night, and Spring Open House

$745 Books (Title I – 50647)

$1,500 Instructional Materials (Title I – 50647)

Reach out to community members to share their experience in the workforce with 8th grade students to develop career awareness.

$200   Duplicating (Title I – 50647)

$200   Duplicating (Title I – 50672)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
1,500	2000 Series	Classified Personnel Costs (including benefits)
2,245	4000 Series	Books & Supplies
400	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Parent Volunteerism: Due to Covid 19 Pandemic, on site volunteers were not allowed.

Beginning of the year drive to obtain volunteers Work directly with Stockton Unified Police Department to streamline the clearance process via Be a Mentor.

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

Volunteer Appreciation Assembly

****Incentives/gifts/appreciations "events"/entertainment not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 - LCFF)

- Nominate at risk students to Board at monthly meeting

- Pair at risk student with mentor – to meet as necessary

****Incentives/gifts/appreciations "events"/entertainment not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
300	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

HONG KINGSTON #246

	7/28/2020	INITIAL BUDGET/DATE	02/XX/2021	REVISED BUDGET/DATE	50647 - inc by $424

TITLE I			LCFF			TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$	211,752	TOTAL ALLOCATION	$	187,040	TOTAL ALLOCATION	$	3,945
TOTAL BUDGET DISTRIBUTED BELOW	$	211,752	TOTAL BUDGET DISTRIBUTED BELOW	$	187,040	TOTAL BUDGET DISTRIBUTED BELOW	$	3,945
TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)		0

Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 30,148																		$ 30,148
11700	Teacher Substitute (incl benefits)		$ 18,103				$ 351						$ 781								$ 19,235
12151	Counselor																				$ -
30000	Statutory Benefits																				$ -
12500	Counselor-add Comp (incl benefits)		$ 1,000																		$ 1,000
13201	Assistant Principal																				$ -
30000	ministrator Add'l Comp (inc ben)		$ 5,000																		$ 5,000
19101	Program Specialist	0.500	$ 52,334		$ 1,064			0.500	$ 52,334											1.000	$ 105,732
30000	Statutory Benefits		$ 21,757		$ 136				$ 21,758												$ 43,651
19500	Prog Spec-Add Comp (incl benefits)		$ 6,000																		$ 6,000
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				$ -
19500	Instr Coach-Add Comp (incl benefits)		$ 1,000																		$ 1,000
21101	Instructional Asst/CAI			0.438	$ 22,283															0.438	$ 22,283
30000	Statutory Benefits				$ 2,801																$ 2,801
21500	Inst Asst/CAI -Add Comp(incl benefits)																				$ -
21101	Bilingual Assistant (2@0.4375)							0.875	$ 29,491											0.875	$ 29,491
30000	Statutory Benefits								$ 2,874												$ 2,874
21500	Bil Asst-Add Comp (incl benefits)																				$ -
22601	Library Media Assistant			0.438	$ 21,589															0.438	$ 21,589
30000	Statutory Benefits				$ 2,900																$ 2,900
22500	Lib Med Asst-Addl Comp (incl benefits)																				$ -
22901	Community Assistant									0.438	$ -									0.438	$ -
30000	Statutory Benefits										$ -										$ -
22500	Comm Asst-Add Comp (incl benefits)																				$ -
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				$ -
29500	classified addtl comp																		$ 56		$ 56
	Sub Total - Personnel/Benefits		$ 135,342		$ 50,773		$ 351		$ 106,457		$ -		$ 781		$ -		$ -		$ 56	3.19	$ 293,760
Books & Supplies																					
42000	Books		$ 5,000				$ 1,670												$ 2,506		$ 9,176
43110	Instructional Materials		$ 45,145		$ 4,935																$ 50,080
43200	Non-Instructional Materials		$ 5,000		$ 18,602														$ 558		$ 24,160
43400	Parent Meeting																	$ 300	$ 500		$ 800
44000	Equipment				$ 4,800																$ 4,800
	Sub Total - Books & Supplies		$ 55,145		$ 28,337		$ 1,670		$ -		$ -		$ -		$ -		$ 300		$ 3,564		$ 89,016
Services																					
57150	Duplicating		$ 200								$ 200								$ 325		$ 725
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement																				$ -
52150	Conference		$ 9,387						$ 392												$ 9,779
58450	License Agreement		$ 9,457																		$ 9,457
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 19,044		$ -		$ -		$ 392		$ 200		$ -		$ -		$ -		$ 325		$ 19,961
	GRAND TOTAL		$ 209,531		$ 79,110		$ 2,021		$ 106,849		$ 200		$ 781		$ -		$ 300		$ 3,945		402,737

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
HONG-KINGSTON - 246 - H7
PRELIMINARY - 04/16/2021

TITLE I				LCFF			TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$	211,752		TOTAL ALLOCATION	$	179,760	TOTAL ALLOCATION	$	3,945
TOTAL BUDGET DISTRIBUTED BELOW	$	211,752		TOTAL BUDGET DISTRIBUTED BELOW	$	179,760	TOTAL BUDGET DISTRIBUTED BELOW	$	3,945
TO BE BUDGETED (Should be $0.)		0		TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)		0

		ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS								
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																				
* 11500	Teacher - Add Comp (incl benefits)	0.000			$ 20,087	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ 20,087
11700	Teacher Substitute (incl benefits)	0.000	$ 22,424			0.000		0.000		0.000	$ 2,000	0.000		0.000		0.000		0.000	0.000	$ 24,424
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	$ 2,000	0.000		0.000		0.000		0.000	0.000	$ 2,000
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000			0.000	$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000											0.000	$ -
19101	Program Specialist (incl benefits)	0.500	$ 75,415	0.000	$ 75,415	0.000		0.500		0.000		0.000		0.000		0.000		0.000	1.000	$ 150,830
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 7,736	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ 7,736
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
	Other Classified																	$ 1,500		$ 1,500
21101	Instructional Asst/CAI (incl benefits)	0.000		0.438	$ 26,704	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.438	$ 26,704
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.875	$ 32,365			0.000				0.000			0.875	$ 32,365
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000			0.000	$ -
22601	Library Media Assistant (incl benefits)			0.438	$ 24,489	0.000		0.000				0.000				0.000			0.438	$ 24,489
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000		0.000		0.000				0.000				0.000			0.000	$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	$ -
	Sub Total - Personnel/Benefits		$ 105,575		$ 146,695		$ -		$ 32,365		$ 4,000		$ -		$ -		$ -		$ 1,500		$ 290,135
Books & Supplies																				
** 43110	Books/Supplies/Materials (less than $500 per item)		$ 42,925																$ 745		$ 43,670
43400	Parent Meeting																$ 300		$ 1,500		$ 1,800
44000	Equipment ($500 - $4999.99 per item)		$ 11,000																		$ 11,000
	Sub Total - Books & Supplies		$ 53,925		$ -		$ -		$ -		$ -		$ -		$ -		$ 300		$ 2,245		$ 56,470
Services																				
57150	Duplicating		$ 200		$ 400						$ 200				$ 200				$ 200		$ 1,200
*** 57250	Field Trip-District/Non-District Trans		$ 10,000																		$ 10,000
56590	Maintenance Agreement																				$ -
**** 52150	Conference		$ 25,200																		$ 25,200
58450	License Agreement		$ 12,452																		$ 12,452
58920	Pupil Fees																				$ -
***** 58100	Consultants-Instructional/Non-Instructional																				$ -
	Sub Total - Services		$ 47,852		$ 400		$ -		$ -		$ 200		$ -		$ 200		$ -		$ 200		$ 48,852
	GRAND TOTAL		$ 207,352		$ 147,095		$ -		$ 32,365		$ 4,200		$ -		$ 200		$ 300		$ 3,945		395,457

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

*** State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: H7   **HONG-KINGSTON K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
☒	☐	☐	☐	☐	27208731	PROGRAM SPEC	0091	12302021H7	19101	0.5000	0.5000
☒	☐	☐	☐	☐	27208731	PROGRAM SPEC	3010	15064321H7	19101	0.5000	0.5000
☒	☒	☐	☐	☐	64169499	LIBRARY MEDIA ASSISTANT	0090	12303024H7	22601	0.4375	1.0000
☒	☐	☐	☐	☐	70507389	COMMUNITY ASST	0090	12303426H7	22901	0.4375	1.0000
☒	☐	☐	☐	☐	70558526	INSTRUCTIONAL ASST	0090	12303010H7	21101	0.4375	1.0000
					71251875	BILINGUAL ASST/SPANISH	0091	12302010H7	21101	0.4375	1.0000
					71251872	BILINGUAL ASST/SPANISH	0091	12302010H7	21101	0.4375	1.0000

TOTALS, THIS LOCATION: 246   3.1875

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On __1/15/2021__ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the **2021-22** school year.

Site Administrator's Approval: _____   DATE: __1/15/2021__

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca   Current Date: 12/14/2020
Report Location: CDD \ Accounting\ State and Federal   Current Time: 04:05:14
User ID: TOWNLEY, KELLY LEIGH   Page #: 16

2020-2021 SPSA Evaluation

GOAL	*ACTIONS/ACTIVITIES (STRATEGIES)*	*WHAT IS WORKING AND WHY? (Effective indicators)*	*WHAT IS NOT WORKING AND WHY?(Ineffective indicators)*	*MODIFICATIONS BASED ON EVALUATION*
Goal #1- Student Achievement 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 as well as 2020-21 assessments due to the COVID-19 Pandemic. **iReady** –SUSD suspended	**STRATEGY1:** 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/trainin	**STRATEGY 1:** We have not provided virtual teacher PD on proven instructional strategies for mainstream program and language acquisition in dual immersion setting. Teachers are in the beginning stages of implementation of new adopted curriculum. They had to adjust to distance learning along with reduced instructional minutes due to COVID-19 Pandemic. A limited number of staff attended CABE and will attend AVID summer institute.	**STRATEGY 1:** Due to COVID 19 Pandemic, our teachers were not able to attend scheduled conferences. Due to shortage of substitutes and the current distance learning setting, teachers were not released to engage in instructional walks.	**STRATEGY 1:** None – Stakeholders agreed to continue giving staff the opportunity to attend professional development opportunities.

Diagnostic 3 in 2019-20 due to COVID-19 Pandemic. Diagnostic 1 and Diagnostic 2 were completed. SMART Goal: By June 2021, increase the percentage of students meeting grade level standards by a minimum of 5%. ELPAC 2019-20: The state suspended assessments due to the COVID-19 Pandemic. RFEP Rate – Due to COVID-19. No SBAC data available for 2019-2020 or 2020-21. **2020-21 iReady Data:**	g, 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	Our Program Specialist has worked with our staff to analyze data during the two rounds of academic conferences, collaboration, and other additional collaboration with dual immersion program teachers.		

ELA: Fall to Winter growth: 49% On Track to be on grade level Winter: 36% **English Learners** Reclassification Rate: 2017-2018 11.40 % 2018-19 31.00% 2019-20: 11% 2020-21: 5/143 up to date. **All – 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 and 2020-21 assessments due to the COVID-19 Pandemic. **iReady**:	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.			

MATH iReady Winter - We are at 26% met grade level standards. MATH: Fall to Winter growth: 17% to 26% On track to be on grade level: 28%	* 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			
	Strategy #2: -Tutoring -Additional Comp for certificated -Retired teacher/sub to support T2-3 students -Instructional Materials -Non instructional materials -License Agreements -Program Specialist -Books -Coach -Bilingual Assistants -Library Media	**Strategy 2** -Virtual tutoring occurred for most grades -Highly Effective substitute teacher and retired teacher supported T2 & T3 students by pulling out groups via breakout rooms and google classroom platforms. -Our students were provided with all necessary instructional and non-instructional	**Strategy 2** There were no ineffective indicators. We amended this strategy and added IXL.	**Strategy 2** Add IXL and seesaw, otherwise no modifications

	Assistant -Instructional Assistant -Additional Compensation for classified staff	materials to support their learning during DL. -Students used AR, IXL, and Seesaw consistently. -Teachers prepared book bundles for students to use during DL. -Coaches and Program Specialist were instrumental in successful rounds of academic conferences. -Program Specialist was instrumental in our high percentage of ELPAC and iReady testing. -Bilingual and Instructional assistants continued supporting our students during distance learning. -Coaches and Program Specialist supported continued to provide support to Els and ELD/Dual immersion teachers.		

	Strategy 3 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.	**Strategy 3** Due to Covid 19 none of these activities were able to take place.	**Strategy 3** Due to Covid 19 none of these activities were able to take place.	**Strategy 3** No modifications
	Strategy 4 -Teacher will enhance NGSS (Science) curriculum through hands-on Science experiments integrating Project Lead the Way and STEM projects. -Conference: PLTW and Math/Science Institute. -Substitute funding for teacher release time -Instructional materials -Funding for duplicating -Funding for Equipment	**Strategy 4** Due to Covid 19 none of these activities were able to take place.	**Strategy 4** Due to Covid 19 none of these activities were able to take place.	**Strategy 4** No modifications

4.26.2020

	Strategy 5 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.	**Strategy 5** Due to Covid 19 none of these activities were able to take place.	**Strategy 5** Due to Covid 19 none of these activities were able to take place.	**Strategy 5** Centralized Service No modifications

GOAL 2- SCHOOL CLIMATE:	STRATEGY 1:	STRATEGY 1:	STRATEGY 1:	STRATEGY 1:
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. | 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 | -There have been no suspensions during distance learning to date. -Counselors provided social emotional support during DL. -Counselors continued to hold SSTs and Care meetings -Teachers were released to attend SSTs and Care meetings. -PLUS forums were held -PBIS team remained active and collaborated on a regular basis. -Monthly PBIS virtual and drive thru assemblies were held. | YMCA Noon sports were suspended due to COVID 19. -Community Assistant resigned when required to be on site. -Substitute cost was minimal because many of the meetings were held during office hours. | YMCA Noon Sports program will be eliminated. Community Assistant Position was eliminated. |

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%.	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.			

	STRATEGY 2:	STRATEGY 2:	STRATEGY 2:	STRATEGY 2:
	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	-We held attendance meetings. -Celebrated students with improved attendance -Held attendance information to parents during coffee hours. -Provided rewards to students during weekly and monthly raffles. -Counselors and attendance team made phone calls, virtual/in person check ins as well home visits.	Due to the challenges our families encountered during COVID 19, our chronic absenteeism was high (15%).	No modifications

4.26.2020

GOAL 3 – MEANINGFUL PARTNERSHIPS:	STRATEGY 1:	STRATEGY 1:	STRATEGY 1:	STRATEGY 1:
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.	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	-We held a series of parent trainings and support meetings for parents. -Support Staff provided workshops to address distance learning. -Mental Health Department held a series of workshops to address mental and social emotional health for our students and families. -Parents who attended workshops or meetings received goodie bags. -Parents attended SSTs -Parents attended virtual and drive thru activities	-Due to COVID 19 Pandemic our parents struggled to attend meetings and workshops. - Workshops/meetings were held virtually, therefore, child care was not necessary.	-Increase PTSA membership -No other modifications.

	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.			

	STRATEGY 2: 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	**STRATEGY 2:** -Parents were recognized for attending coffee hours and other workshops.	**STRATEGY 2:** -Due to COVID 19, volunteers were not needed or permitted on campus. -Volunteer appreciation assembly did not take place.	**STRATEGY 2:** No modifications
	STRATEGY 3: CAB – Community Accountability Board Partnership with Hong Kingston / Valenzuela, Stockton City Police Probation Department, and parents to mentor Tier 3 students. -Identify at risk students as recommended by teachers/staff - Hold meeting with parents/student and	**STRATEGY 3:** -Due to COVID 19 there were no positive indicators.	**STRATEGY 3:** -Due to COVID 19 this program was not implemented.	**STRATEGY 3:** No modifications

	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			

Comprehensive School Profile Data:

Maxine Hong Kingston School/Valenzuela Spanish Dual Immersion Program: Silvia Martinez, Principal
Continuous Improvement: Decision Making Model -- Essential Questions
ELA, Math & ELD

2020-2021

	--- CONFIRMS WHY ---		CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
ALL- ELA ELA SBAC 2019 Dashboard data- We are 56.1 points from grade level standards (Level 3) for all students. We were at 26% for all students (2018-19) Our goal for 2020-21: SBAC- Decrease the distance from L3 a min of 3 points to Due to COVID-19, SBAC was suspended in 2019-20 & 2020-2021. iReady Data was utilized to measure	Our SBAC data shows we are meeting our 5% goal in ELA but not in Math. Our iReady data shows we are making some growth from D1 t D2, however, we are below 50% of our students being proficient. Our RFEP data shows we made adequate growth in this area during the last two years, however, there is no current data due to school closures. ELPAC	We have not provided consistent virtual teacher PD on proven instructional strategies for mainstream program and language acquisition in dual immersion setting. Teachers are in the beginning stages of implementation of new adopted curriculum. They had to adjust to distance learning along with reduced instructional minutes due to COVID-19 Pandemic.	Full implementation by all staff of Collaboration following the PLC Model. Train new or untrained staff members. Continue to expand our AVID program and provide our students and staff with professional development and materials. Continue to provide supplemental programs such as Accelerated Reading/STAR to increase reading comprehension for all students. Add Math IXL and seesaw programs.	Consistent Instructional rounds via classroom walks. Standard based instruction, student engagement and good first teaching will be the focus. Develop professional development plan based on site needs/data. 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.	Continuous Monitor student progress: iReady, curriculum embedded assessments, progress reports, report cards, student work samples and RFEP rates. Due to COVID-19 Crisis SBAC or ELPAC data will not be available. Classroom instructional rounds with data collection Data analysis during academic conferences, collaboration and staff meeting time.

growth and proficiency levels. ELA: Fall to Spring growth: 14%

On Grade level (T1) iReady Data: ELA D1 23% ELA D2 31% ELA D3 37%

English Learners
Reclassification Rate (# of students):

2020-21 – 6 out of 143 ELs
2019-20 - 17
2018-19 - 34
2017-18 - 35 | scores are not available. | A limited number of staff attended CABE and will attend AVID summer institute virtually.
We have had a lack of consistent quality curriculum for our mainstream program and more so for Spanish Dual Immersion Program.

Our district adopted a viable curriculum in 2019. However, Math Spanish curriculum was incomplete.

We haven't provided adequate/sufficient coaching with the current model.

We have also suffered Inconsistent SDC staffing. | Ensure all staff attend ELA & Math PD – mainstream program and Spanish Dual Program Professional Learning Opportunities.

Provide Research Based Instructional Strategies Professional Learning & ongoing coaching: Teaching Learning cycle, AVID (WICOR), Student Engagement.

Provide Extended Learning Opportunities/RTI for T2 and T3 students: Before/After School, during the instructional day (prep time), include MTSS within the instructional schedule.

Targeted instruction provided by additional support staff – Push in and Pull out model.

RSP Staff will implement learning lab model during UA period for 7th/8th. | 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/MTSS implementation and make adjustments as needed for T2 and T3 students

Provide release time for teachers so teachers and students may analyze student data and set goals that includes EL progress during academic conferences.

Continue to have teachers share/implement ideas from ELD Institute, PLC, AVID, ADTLE, NABE, CABE, Math institute and GLAD trainings. | |

			RSP Staff and other support staff will push in during RTI instructional blocks.		
All – Math: MATH SBAC - We are 66 points from grade level standards (Level 3) for all students. We are at 23% for all students (2018-19) SBAC- The state suspended 2019-20 and 2020-21 assessments due to the COVID-19 Pandemic. iReady Data was utilized to measure growth and proficiency levels. **iReady – On Grade level (T1)** Fall to Spring growth: 13% Math D1-17%			Retain full time coach to provide instructional and curriculum support for teachers, especially new teachers. The current model does not provide consistency. Maintain full time Program Specialist/EL Coordinator in order to support with program implementation, ELD, technology integration, testing coordination, student programs, curriculum implementation, and progress monitoring of students.		

Math D2- 26% Math D3 – 30% **ELLs- Math** Students dropped 18 points. RFEPs dropped by 6.7 points according to 2018-19 SBAC Data			Provide Additional Funding to hire retired teacher/sub to provide additional instructional support for students in mainstream program and Spanish Dual Immersion Program.		

Progress

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

831
Enrollment

Group	Percent
EL	15.9%
FOS	0.7%
HOM	4.3%
SED	72.2%
SWD	12.3%
UPC	75.8%

December

CWA

28
Parent Outreach

Engagement

13.48%
0.0% — 100.0%

Chronic Absenteeism
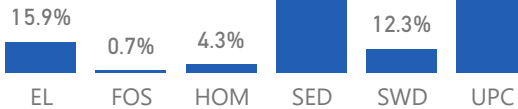
Academics

Winter

Participation
100%
ELA: K-11
On-Track
36%
Percent

Participation
100%
Math: K-8
On-Track
28%
Percent

Participation
(Blank)
MDTP-Fall
Nearly + Ready
(Blank)
Percent-Fall

High School: No Credits Earned
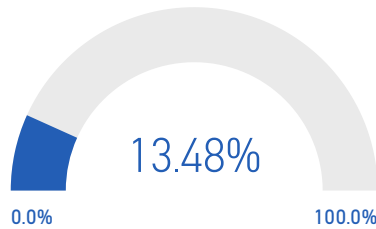
English Learners

ELPAC IA	ELPAC IA
75%	**12**
Percent GL Tested	Total Tested

Reclassification

5

RFEP ⬤ Eligible

Curriculum:
Tests Administered Through January

Benchmark	Ready Class
1286	**1945**
Total Test Count	Total Test Count

Saavas
34
Total Test Count

School Climate

Plus Survey

14.4%
85.6%

24.7%
75.3%

At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search
Hong-Kingston/Valenzuela

Month
All

Student G...
All

2020-2021

Change: All Enrollment
(current-previous month)

↑↑

Dec-Jan change

01-Aug	06-Jan
842	832
Enrollment	Enrollment

02-Sep

839
Enrollment

03-Oct

836
Enrollment

04-Nov

839
Enrollment

05-Dec

831
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

Grade Level: Student Count

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec ●06-Jan
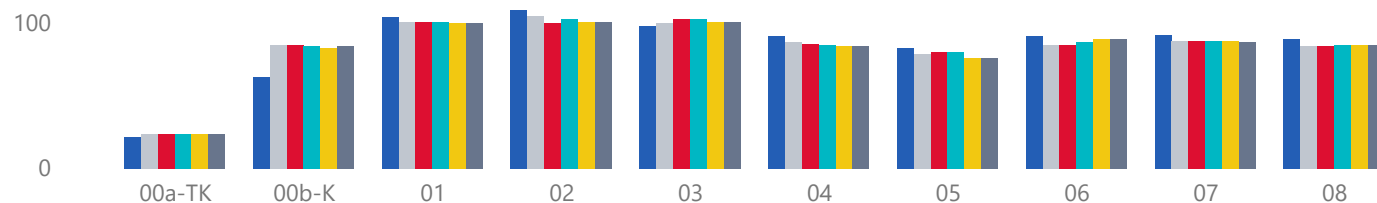
Race/Ethnicity: Percent

Student Group ●AA ●AI ●AS ●FI ●HI ●PI ●WH
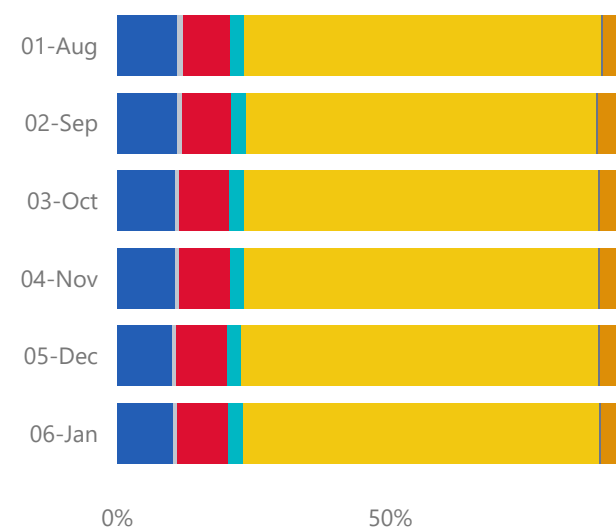
Student Groups: Percent

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ▶
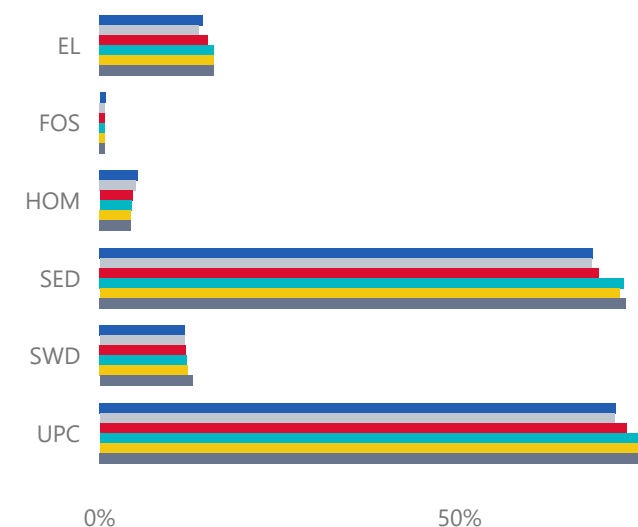
Engagement

school search

Hong-Kingston/Valenzuela

Month

All

2020-2021

Connections

Rate Change: Chronic Abs

0

Nov - Dec change

Month	Rate		Count
01-Aug	10.70%	01-Aug	89
02-Sep	11.78%	02-Sep	100
03-Oct	14.59%	03-Oct	125
04-Nov	13.28%	04-Nov	115
05-Dec	13.48%	05-Dec	117

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency**: Reports are updated monthly; **Updated**: January 2021

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

(Bar chart with x-axis: 00a-TK, 00b-K, 01, 02, 03, 04, 05, 06, 07, 08; y-axis: 0 to 40)

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

(Bar chart with x-axis: AA, AI, AS, EL, FI, FOS, HI, HOM, MR, PI, SWD, WH; y-axis: 0% to 50%)

CWA Connections

SubCategory ●Parent Outreach ●Tier 2

Month	Value
01-Aug	10
02-Sep	28
03-Oct	69
04-Nov	62
05-Dec	28 / 6

(x-axis: 0 to 50)

counselors : coming soon!

iReady

school search: Hong-Kingston/Valenzuela
Subject: ELA
2020-2021
Term: All
Student Group: All

Participation
98% Fall	100... Winter	Spring

On Track: 37% Fall | 36% Winter | Spring
2+ Below: 40% Fall | 35% Winter | Spring
No Gro...: 30% All | 25% Winter | Spring

F-W Growth: 49% All | F-S Growth

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1

iReady Percent On-Track
Diagnostic: ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall	63%	41%	27%	32%	34%	43%	33%	27%	37%	35%	86%	37%	37%		77%	35%	46%	33%	34%	33%		
02-Winter	58%	28%	23%	30%	35%	38%	36%	39%	42%	34%	43%	36%	35%		77%	33%	48%		36%	33%		37%

iReady Percent Two or More Years Below Grade Level
Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall		33%	42%	41%	51%	58%	69%	63%	36%		40%	40%	63%		43%	30%	67%	54%	40%	64%	48%
02-Winter		37%	37%	26%	53%	57%	59%	54%	34%	29%	35%	36%	56%		39%	21%	33%	47%	39%	63%	26%

iReady Percent No Growth (since Winter 2019)
Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall			30%	31%	39%	44%	43%	44%	23%	33%	30%	30%	29%	24%	31%	34%	33%	38%	30%	22%	26%
02-Winter		13%	27%	14%	25%	42%	31%	46%	21%	33%	25%	27%	23%	19%	26%	17%	33%	31%	26%	30%	32%

iReady F-W Typical Growth

Group	Value
00	52%
01	36%
02	37%
03	45%
04	60%
05	61%
06	49%
07	57%
08	53%
AA	42%
AI	29%
ALL	49%
AS	53%
EL	47%
FI	68%
HI	48%
MR	57%
PI	67%
SBAC	54%
SED	47%
SWD	41%
WH	59%

Curriculum

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021
Curriculum Assessments

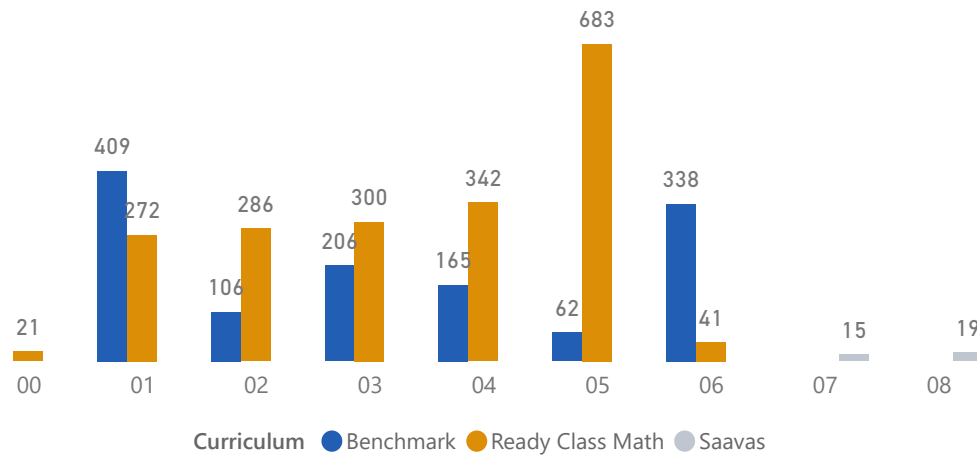| Ready Class	Saavas	Benchmark
1945	**34**	**1286**
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade	Benchmark	Ready Class Math	Saavas
00		21	
01	409	272	
02	106	286	
03	206	300	
04	165	342	
05	62	683	
06	338	41	
07			15
08			19

Curriculum: Average Test Count

Grade	Benchmark	Ready Class Math	Saavas
00		1.9	
01	6.3	8.5	
02	1.6	5.8	
03	3.7	6.7	
04	2.3	6.7	
05	1.4	12.9	
06	4.2	1.5	
07			1.0
08			1.0
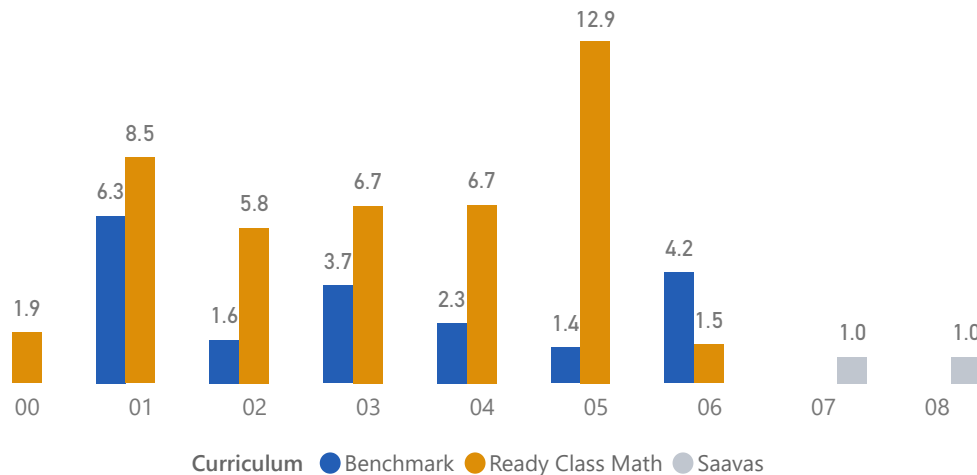
Online Instruction: 30+ minutes

Subject	Sequence 1	Sequence 2	Sequence 3
Math	39.6%	40.3%	41.3%
ELA	28.0%	36.0%	39.3%
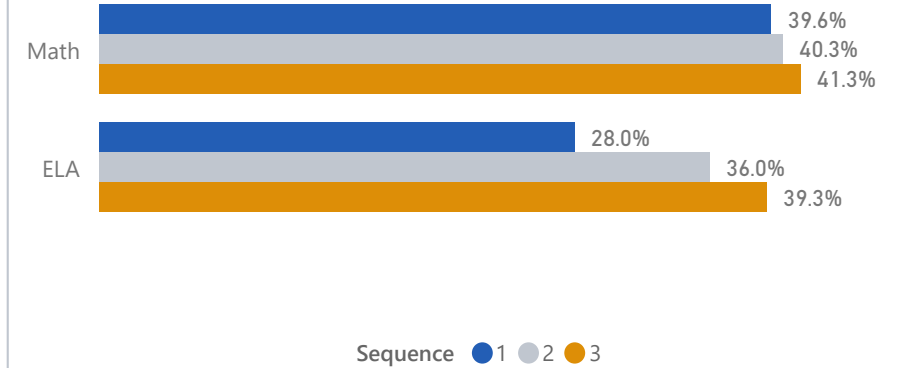
Online Instruction: Passed Lessons 70%+

Subject	Sequence 1	Sequence 2	Sequence 3
Math	82.0%	82.0%	81.0%
ELA	66.0%	63.0%	60.0%
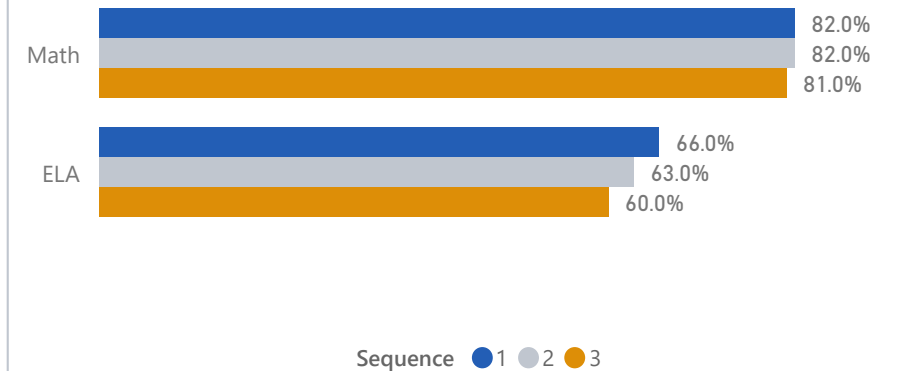
Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

SUSD RA v1.1

ELs & RFEPs

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
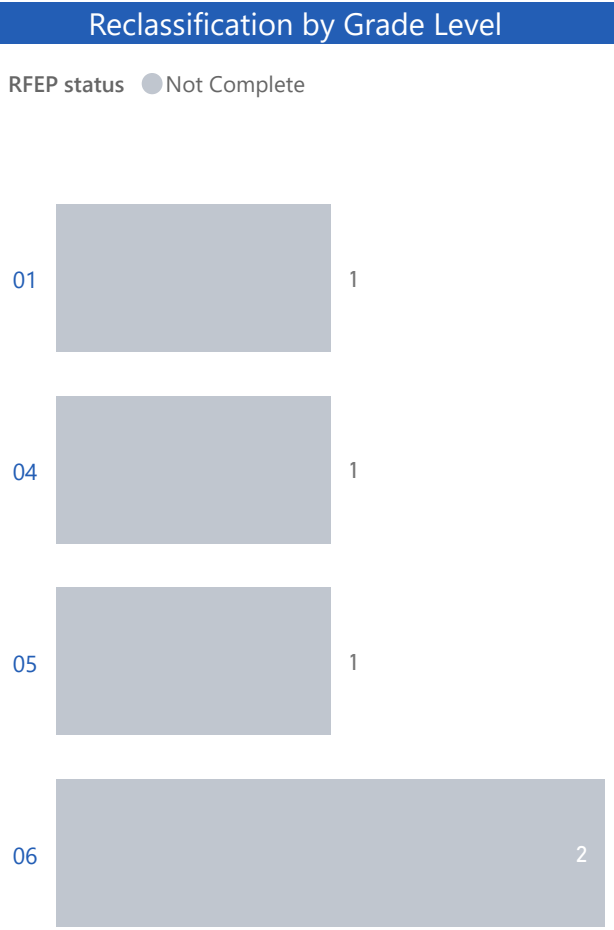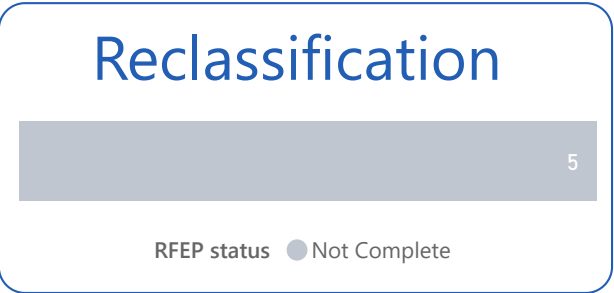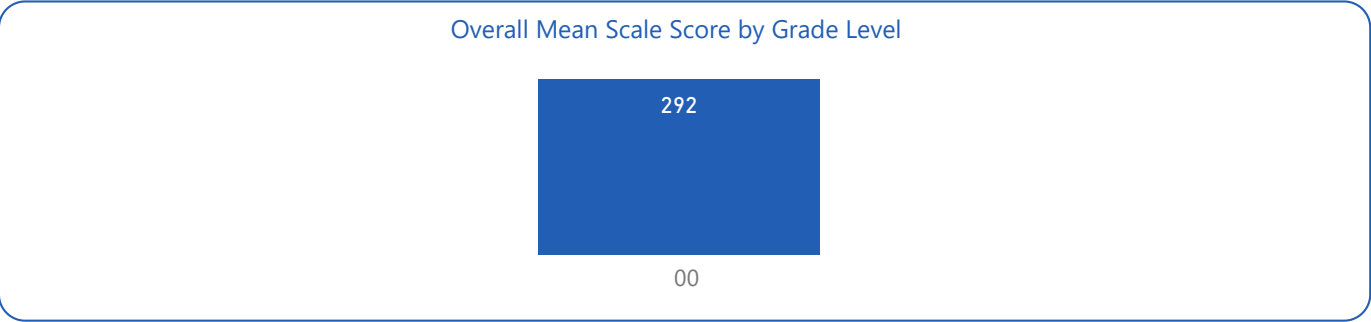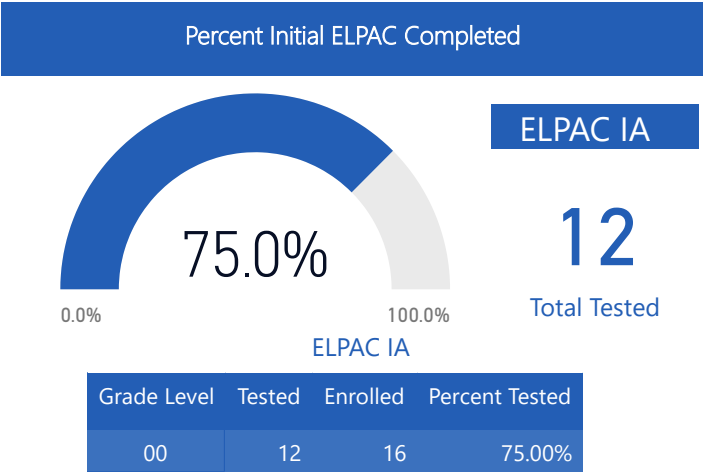
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
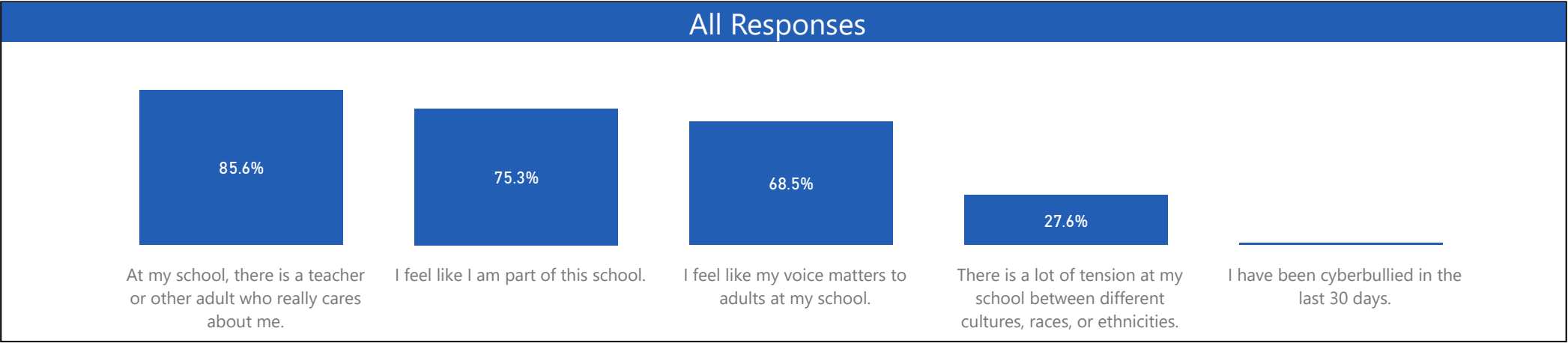**Updated:** January 2021

Percent Initial ELPAC Completed

ELPAC IA

75.0%

0.0%   100.0%

12
Total Tested

ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested
00	12	16	75.00%

Overall Performance

● IFEP ● Intermediate ● Novice

1	2	9

Oral Language Performance

● Well ● Moderate ● Minimally

1	2	9

Written Language Performance

● Well ● Moderate ● Minimally

12

Overall Mean Scale Score by Grade Level

292

00

Reclassification

5

RFEP status ● Not Complete

Reclassification by Grade Level

RFEP status ● Not Complete

01	1
04	1
05	1
06	2

SUSD RA v1.1

School Climate

school search
Hong-Kingston/Valenzuela

Grade Span
All

2020-2021

Question Priority
All

Term
1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
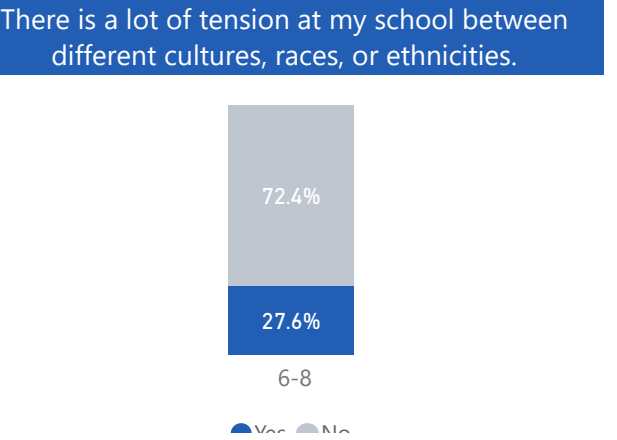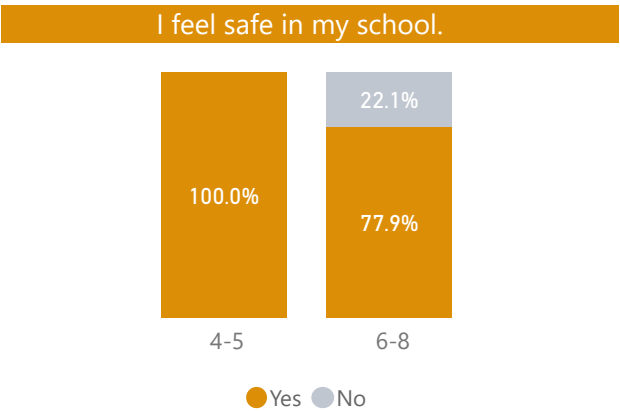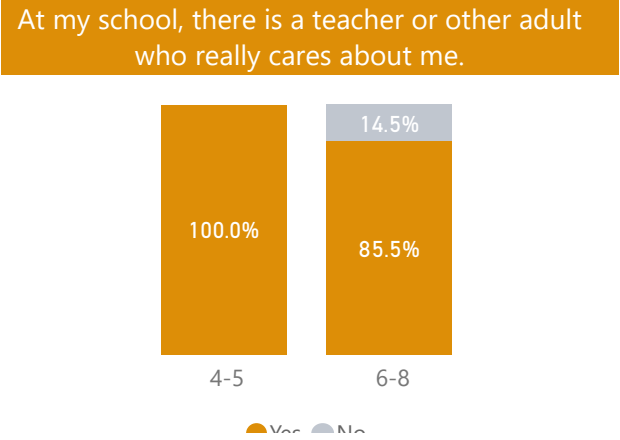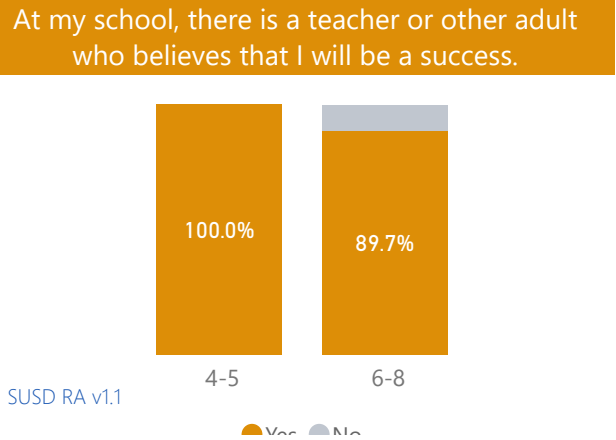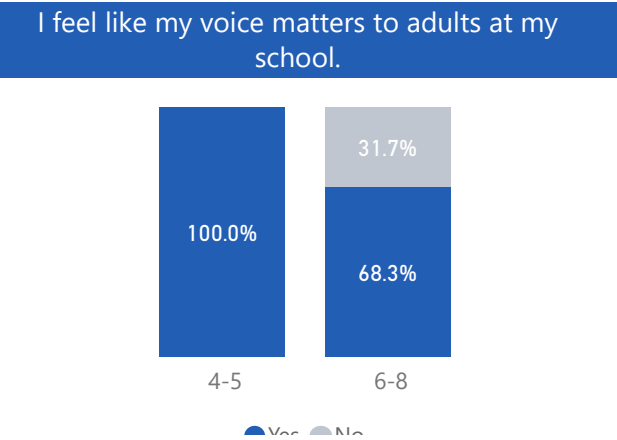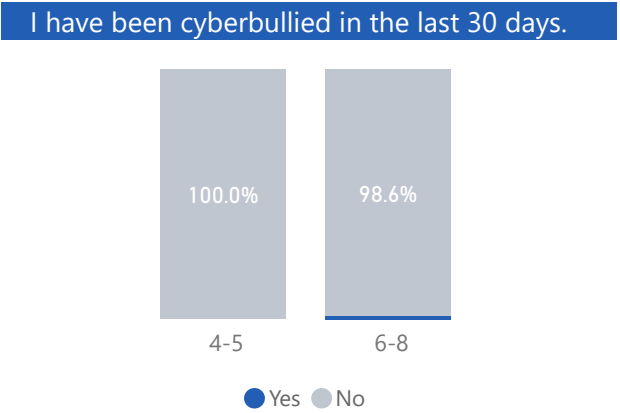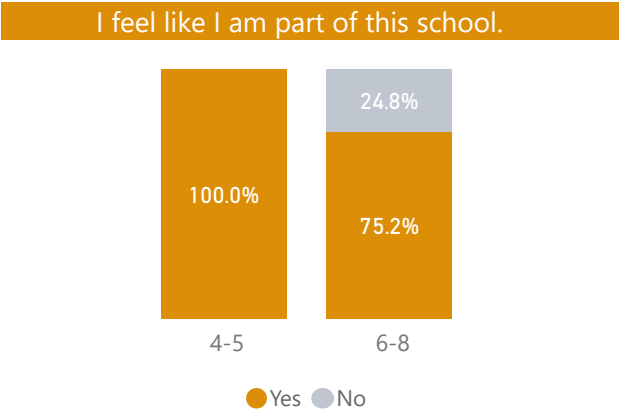Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

Count	Count	Count
1	145	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

At my school, there is a teacher or other adult who believes that I will be a success.

At my school, there is a teacher or other adult who really cares about me.

I feel safe in my school.

There is a lot of tension at my school between different cultures, races, or ethnicities.

SUSD RA v1.1

High School

school search
Hong-Kingston/Valenzuela

GradePeriod
All

2020-2021

MDTP

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	**(Blank)**
Percent	All

MDTP: Fall Diagnostic

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy **Frequency:** Reports are updated after at end of term, test; **Updated:** January 2021

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10	
8	
6	
4	
2	
0	

Credits Earned (December)

10	
8	
6	
4	
2	
0	

Reference and Updates

2020-2021

Report Log

**Feedback Suggestions Comments
Questions Ideas**
Share your thoughts with our team!

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search
Hong-Kingston/Valenzuela

Subject
Math

2020-2021

Term
All

Student Group
All

Participation

97%	100...	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

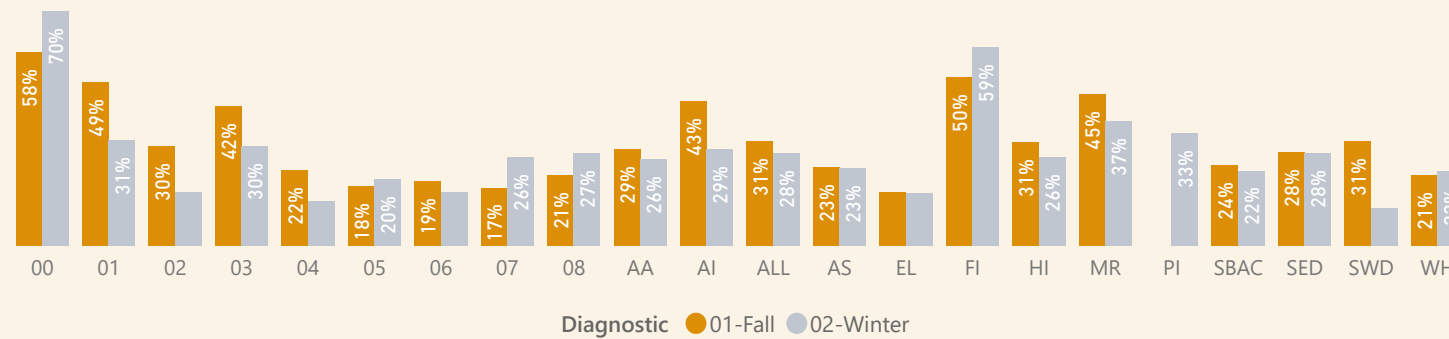**Navigation:** Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports
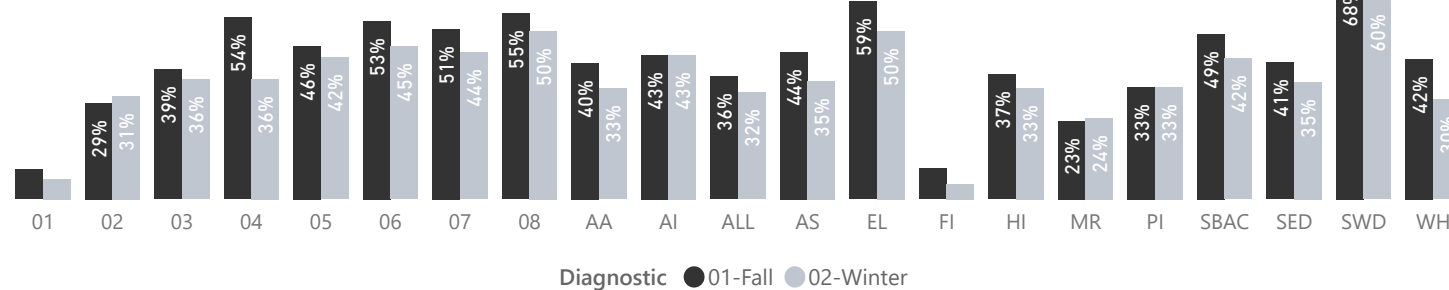**Frequency:** Reports are updated after assessment administration; Updated: January 2021 - winter.
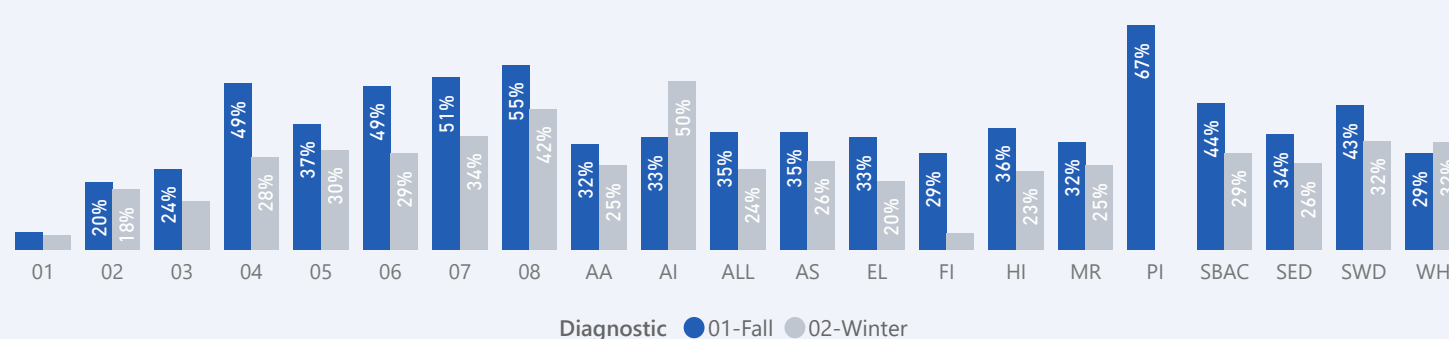High School Data Currently Not Reported

SUSD RA v1.1

On Track

31%	28%	
Fall	Winter	Spring

2+ Below

36%	32%	
Fall	Winter	Spring

No Gro...

35%	24%	
All	Winter	Spring

iReady Percent On-Track

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent Two or More Years Below Grade Level

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent No Growth (since Winter 2019)

Diagnostic ● 01-Fall ● 02-Winter

F-W Growth | F-S Growth

48%
All

iReady F-W Typical Growth

00	65%
01	36%
02	34%
03	42%
04	45%
05	47%
06	53%
07	59%
08	55%
AA	44%
AI	29%
ALL	48%
AS	51%
EL	47%
FI	50%
HI	48%
MR	44%
PI	100%
SBAC	50%
SED	47%
SWD	49%
WH	46%

HONG KINGSTON ELEMENTARY
Winter i-Ready Analysis

January 22, 2021

Stockton Unified School District
Since 1852

Winter 20-21 Analysis

This analysis creates a picture of your school's strengths and challenges as of December 2020. Districtwide there is evidence of score inflation in grades K-1. Please review slide 6 to confirm if there is grade inflation at your site. Reflecting the uncertainty about the reliability of K/1 scores, this analysis focuses on four key areas:

- Score inflation and the implications;

- Proficiency level growth and % of typical growth met;

- Your school's most academically challenged students; and

- i-Ready lesson completion and and program participation.

See the next slide for definitions on key measures and background context.

The Research and Accountability department would like your feedback on the usefulness of this analysis and your suggestions for improvements for future i-Ready analysis. After you have reviewed this presentation, please answer the prompts in this Google Form   (note this link is also on the last page of this analysis).

Definition of Key Measures and Background

% of Typical Growth Met: I-Ready assigns all students a year long typical growth target based on their initial diagnostic score. These targets are calculated based on i-Ready's research and represent the average growth of students starting at the same grade and initial scale score (See the appendix for the specific targets by grade). As of the winter diagnostic, students making at least 40% of their typical growth are considered on-track to meet their end of year target. Students making less than 40% of their typical growth goal are not on track and are at risk of falling further behind.

Most Academically Challenged Students: We focus particularly on the most academically challenged students to promote equity and to increase your school's long term performance. Students are not for example, going to perform well on SBAC if they are not reading close to grade level (i.e. they are not going to be able to access the content of the test).

In the Winter, we are defining the most academically challenged students as those who:
1. Have the lowest achievement levels; and
2. Have not made any growth or have lost ground since last November's diagnostic. Students must have matched scores (i.e. Winter 19 and Winter 20) in order to have a learning loss measure. Note this definition of loss focuses on last winter as the comparison point. As a result it is a conserviative measure of loss. Unfortunately i-Ready doesn't have a good way to translate gains into grade level equivalents. **Therefore, students who have only made minimal gains since last winter are not included in this definition of loss.**

Participation

Overall 99.5% of your school's students in ELA and 99.5% in math took the winter i-Ready diagnostic.
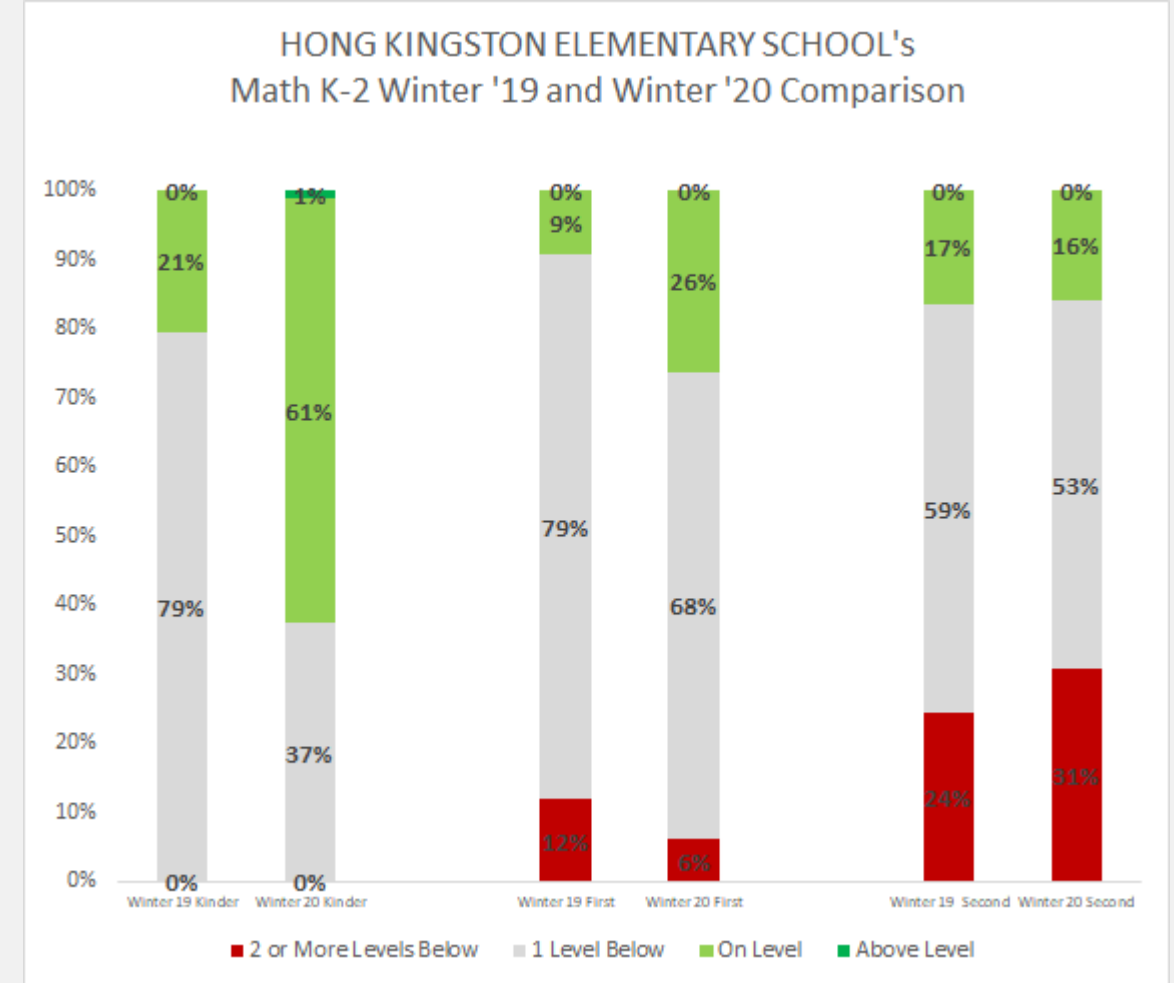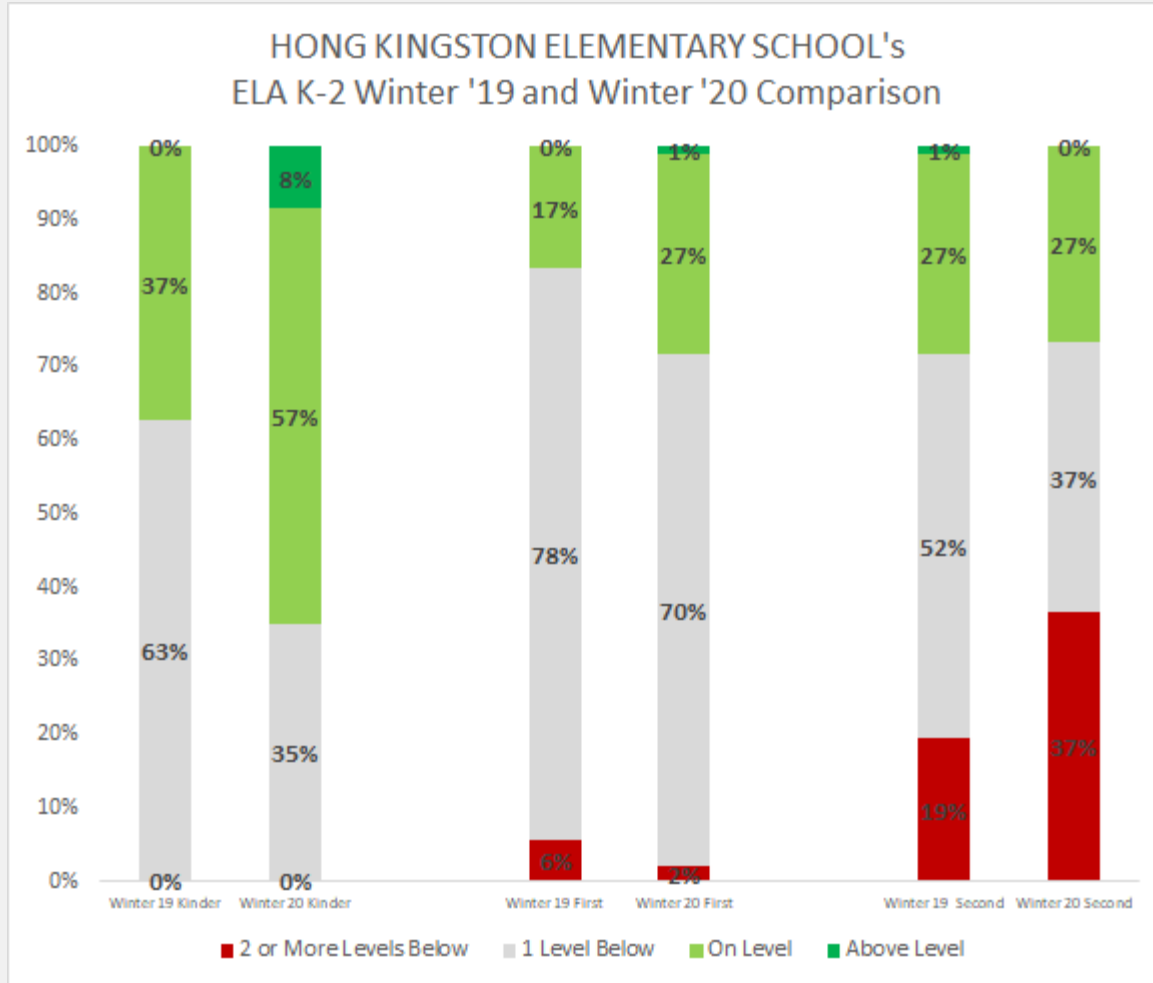
Winter Administration Dates   **Winter Participation by Grade**

Grades	Dates		K	1st	2nd	3rd	4th	5th	6th	7th	8th	All
K-11 and EL 12	**12-1 to 12/16**	**ELA**	100.0%	98.0%	100.0%	100.0%	100.0%	100.0%	98.9%	100.0%	98.8%	99.5%
		Math	100.0%	98.0%	100.0%	100.0%	100.0%	100.0%	98.9%	100.0%	98.8%	99.5%

How are your school's 20-21 students performing compared to their peers in 19-20? Which grade levels are performing lower? Are any scoring higher? Why do you think that is the case?*

HONG KINGSTON ELEMENTARY SCHOOL's
ELA K-2 Winter '19 and Winter '20 Comparison

HONG KINGSTON ELEMENTARY SCHOOL's
Math K-2 Winter '19 and Winter '20 Comparison

*Their is a clear difference between in-class and virtual testing environments that may lead to inflated or depressed scores.
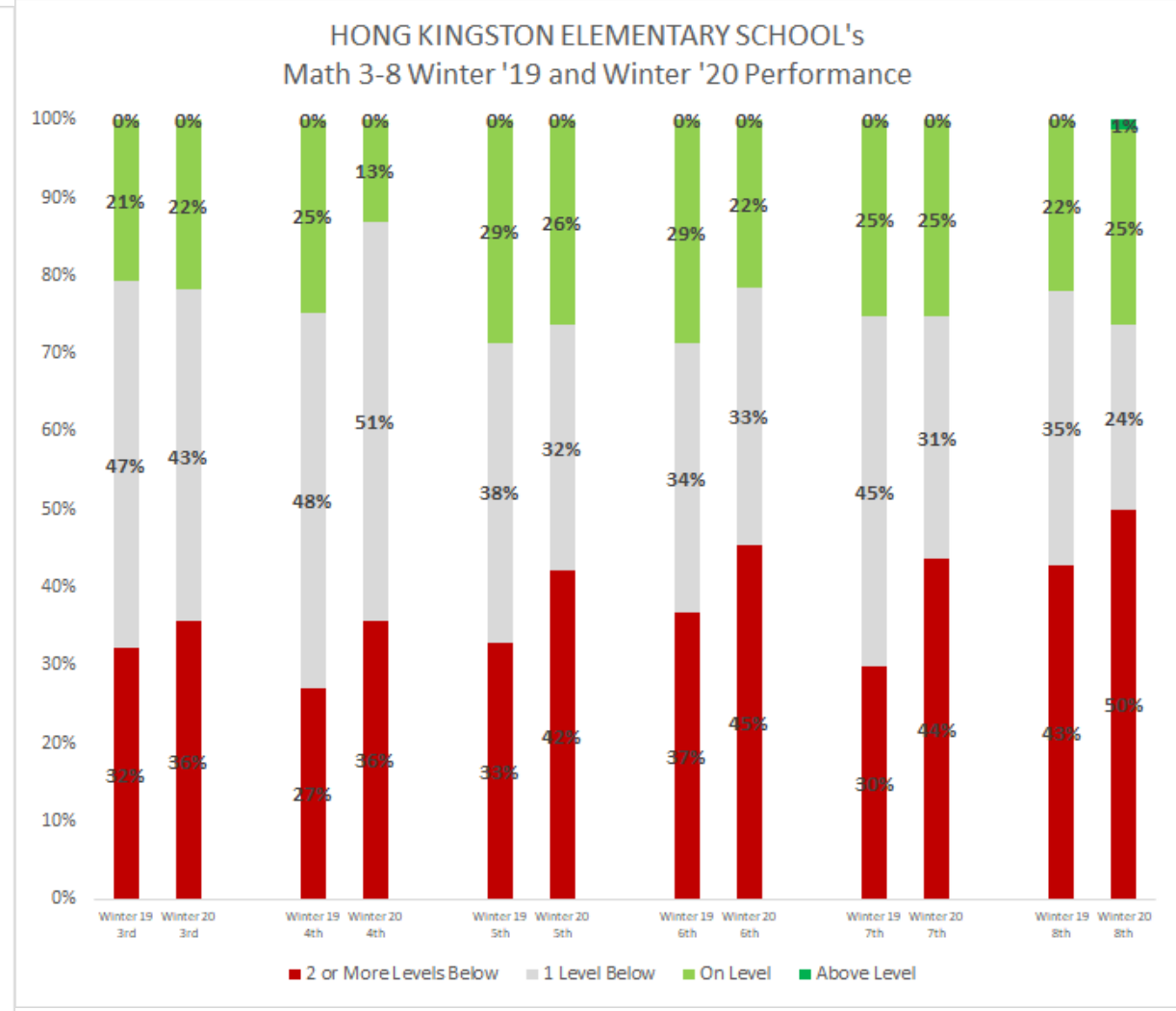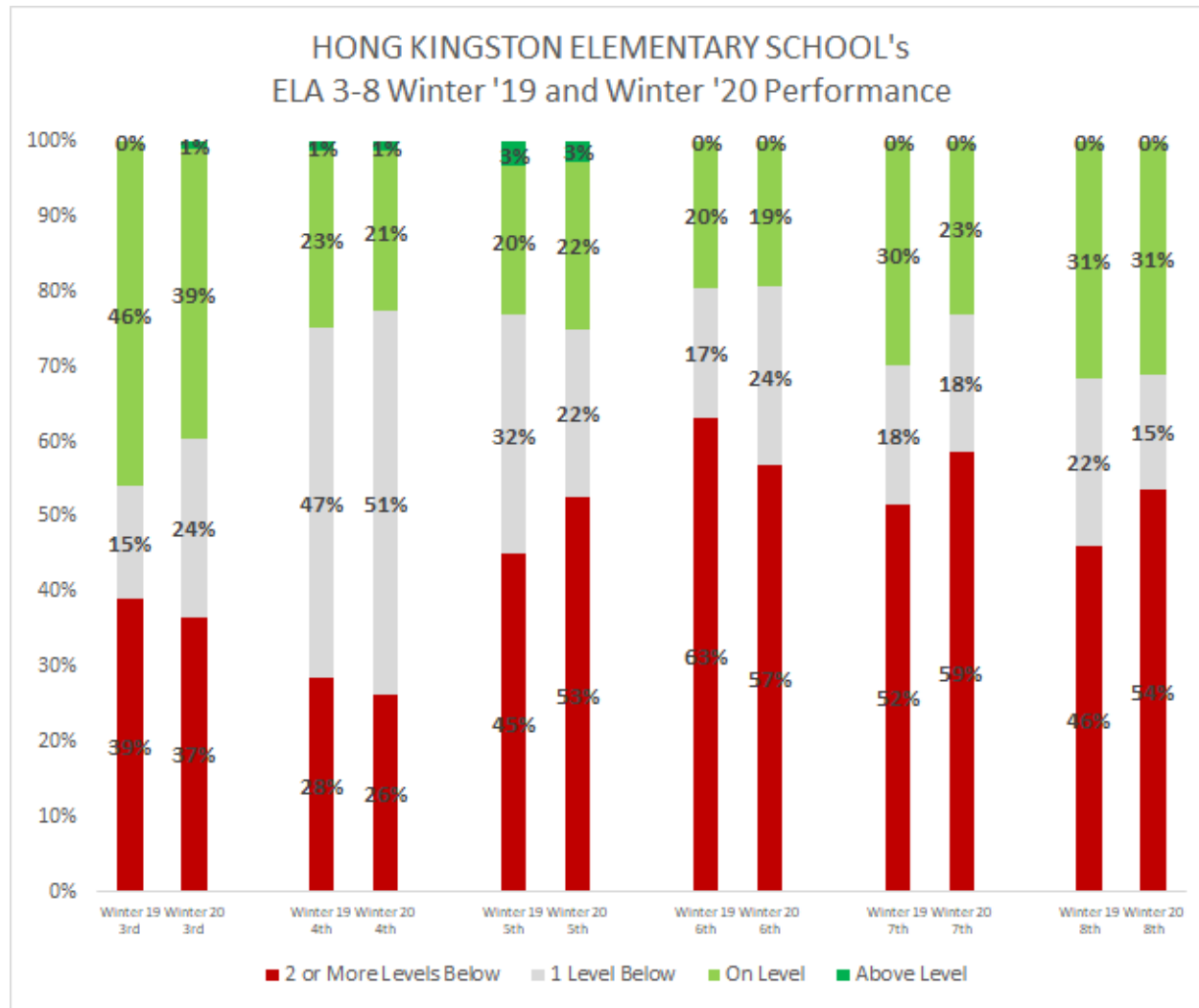
How are your school's 20-21 students performing compared to their peers in 19-20? Which grade levels are performing lower? Are any scoring higher? Why do you think that is the case?*

HONG KINGSTON ELEMENTARY SCHOOL's
ELA 3-8 Winter '19 and Winter '20 Performance

HONG KINGSTON ELEMENTARY SCHOOL's
Math 3-8 Winter '19 and Winter '20 Performance

*Their is a clear difference between in-class and virtual testing environments that may lead to inflated or depressed scores.

Implications of Inflated Scores

Because we know some scores have been inflated we need to be cautious about interpreting winter results, particularly at the K-1 levels.

- Stakeholders should look at other forms of performance indicators to compare with i-Ready results to help determine accuracy, especially when used for placement purposes.

- Teachers needs to pay particularly close attention to students progress in online instruction. If their diagnostic score is inflated they will likely struggle with their lessons.

- Teachers have the option of resetting a student's pathway if students are struggling. The challenge is figuring out how to most accurately lower a students pathway.
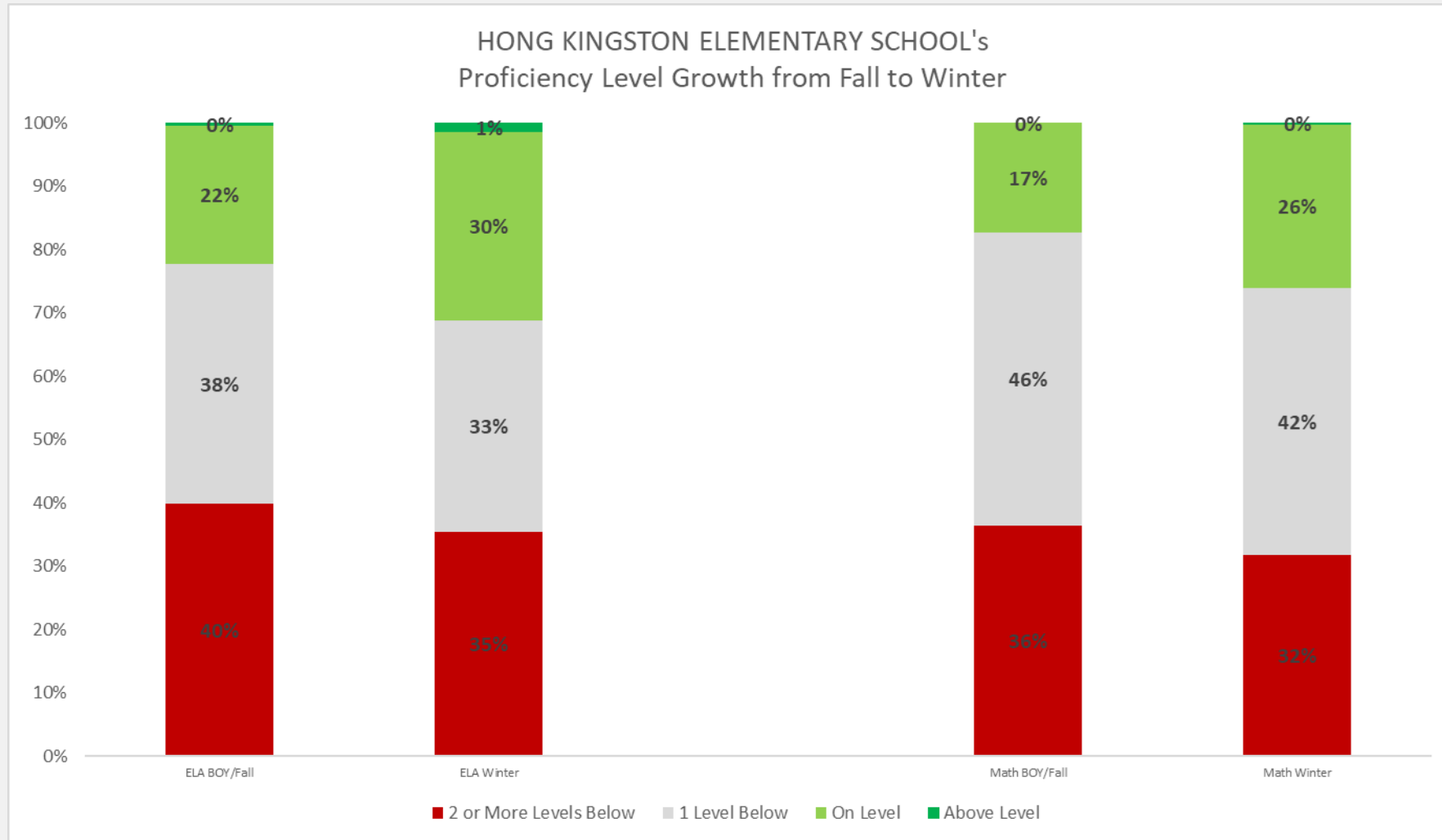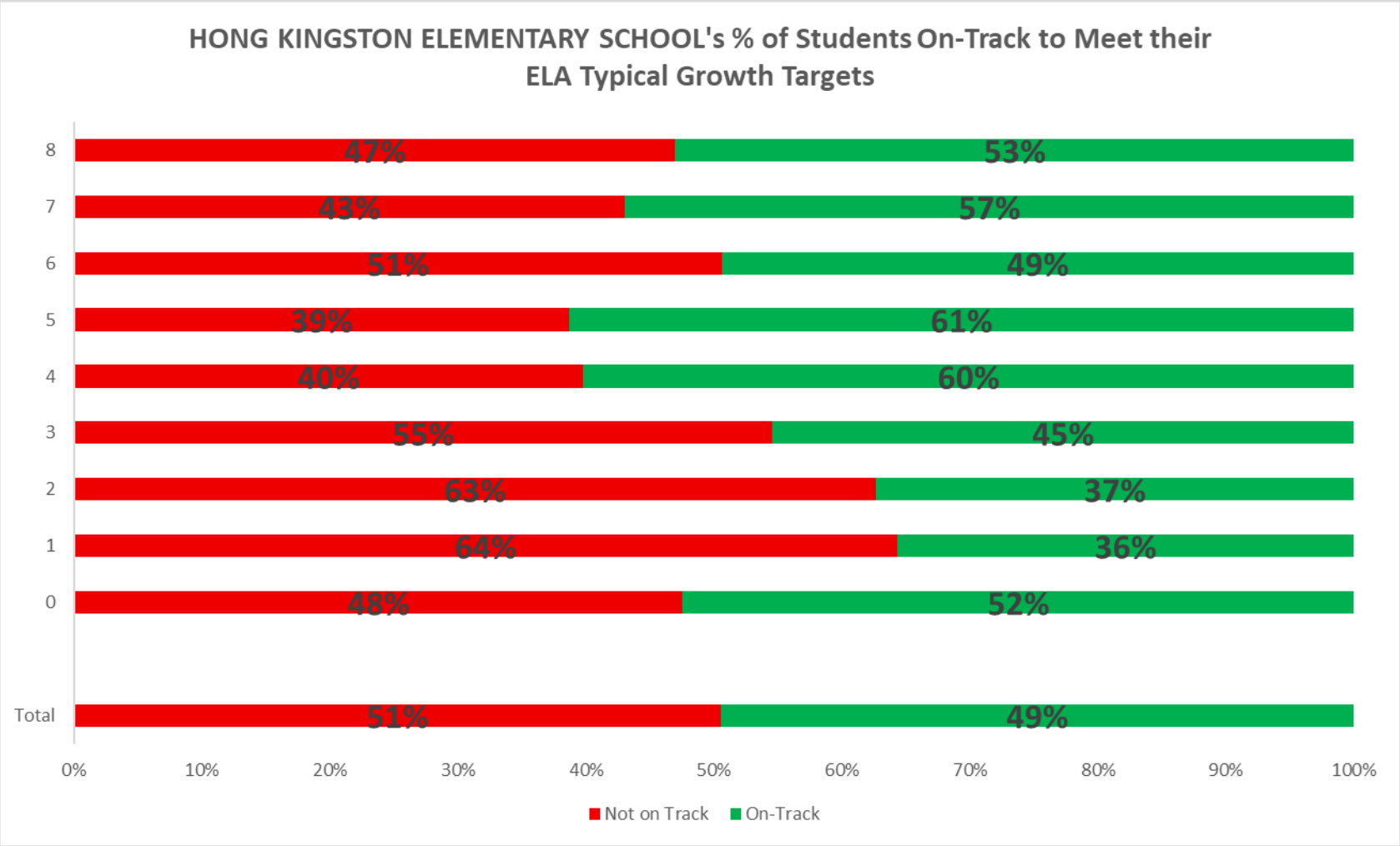
Fall

Growth

Winter

Has the proportion of your school's students scoring at the At/Above levels increased since the fall (if so by how much)? Has the proportion of students scoring 2 or more years below grade level decreased (if so by how much)?

Note: These results should be interpreted carefully if your site experienced score inflation on the BOY or Winter diagnostics.

HONG KINGSTON ELEMENTARY SCHOOL's
Proficiency Level Growth from Fall to Winter

ELA BOY/Fall: 0% Above Level, 22% On Level, 38% 1 Level Below, 40% 2 or More Levels Below
ELA Winter: 1% Above Level, 30% On Level, 33% 1 Level Below, 35% 2 or More Levels Below
Math BOY/Fall: 0% Above Level, 17% On Level, 46% 1 Level Below, 36% 2 or More Levels Below
Math Winter: 0% Above Level, 26% On Level, 42% 1 Level Below, 32% 2 or More Levels Below

Legend: ■ 2 or More Levels Below ■ 1 Level Below ■ On Level ■ Above Level

What proportion of your school's students are on-track to make their ELA typical growth target at the end of the year? What proportion are not on-track? Which grade levels have the highest proportion of students not on-track?

See slide 13 for directions on how to identify the growth status for the students at your school.

HONG KINGSTON ELEMENTARY SCHOOL's % of Students On-Track to Meet their ELA Typical Growth Targets

Grade	Not on Track	On-Track
8	47%	53%
7	43%	57%
6	51%	49%
5	39%	61%
4	40%	60%
3	55%	45%
2	63%	37%
1	64%	36%
0	48%	52%
Total	51%	49%

■ Not on Track ■ On-Track

Students not on-track to meet their typical growth targets are at-risk of falling being. Why do you think they are not on-track? What additional supports can you provide?

Stockton Unified School District

What proportion of your school's students are on-track to make their Math typical growth target at the end of the year? What proportion are not on-track? Which grade levels have the highest proportion of students not on-track?

See slide 13 for directions on how to identify the growth status for the students at your school.

HONG KINGSTON ELEMENTARY SCHOOL's % of Students On-Track to Meet their Math Typical Growth Targets

Grade	Not On Track	On-Track
8	45%	55%
7	41%	59%
6	47%	53%
5	53%	47%
4	55%	45%
3	58%	42%
2	66%	34%
1	64%	36%
0	35%	65%
Total	52%	48%

■ Not On Track ■ On-Track

Students not on-track to meet their typical growth targets are at-risk of falling being. Why do you think they are not on-track? What additional supports can you provide?

Stockton Unified School District
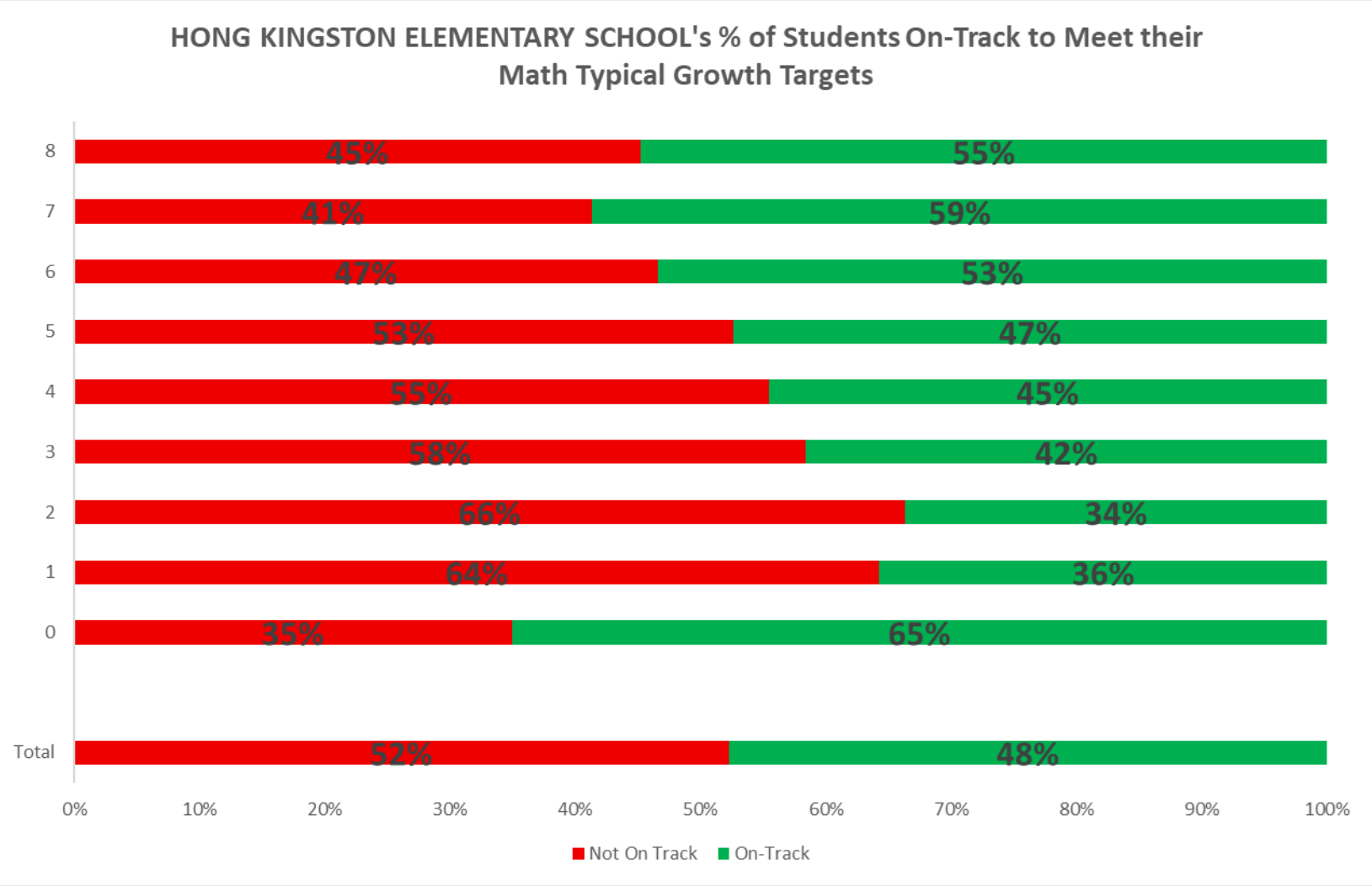
Identifying Students Not On-Track to Make their Typical Growth Targets

To identify the students at your site not on-track to meet their typical growth targets, please export your school's data from Illuminate.

As you know, some students may have blown off the fall or winter diagnostics so the score is not always an accurate indicator of their skill level. Please review your results carefully to verify based on your understanding of the students skills, which students made no growth.

Here is the link to the report in Illuminate: **SUSD's i-Ready Results All Report**

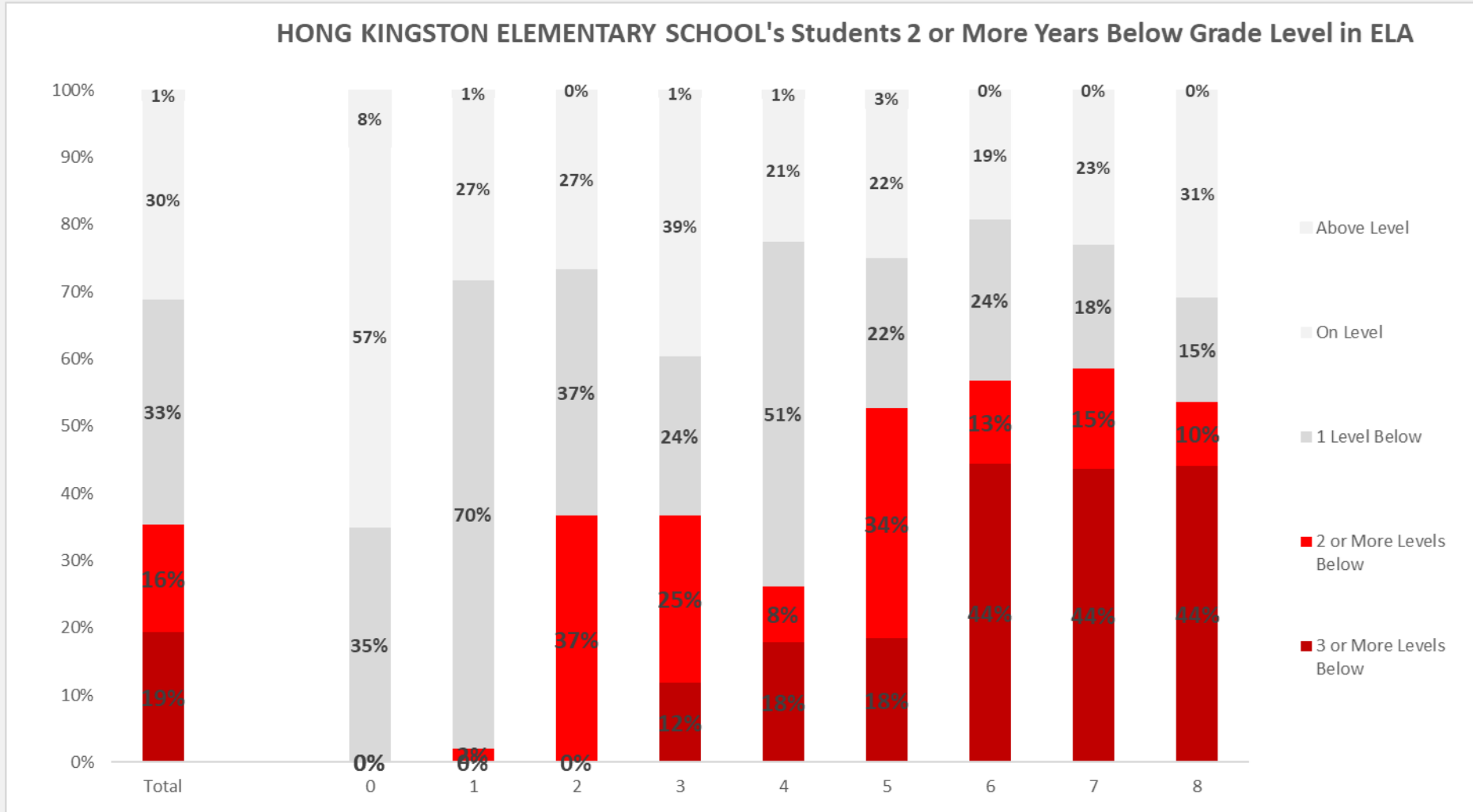Here is a link for the variable definitions: **Winter i-Ready Results Variable Names and Definitions**

Most Academically Challenged Students

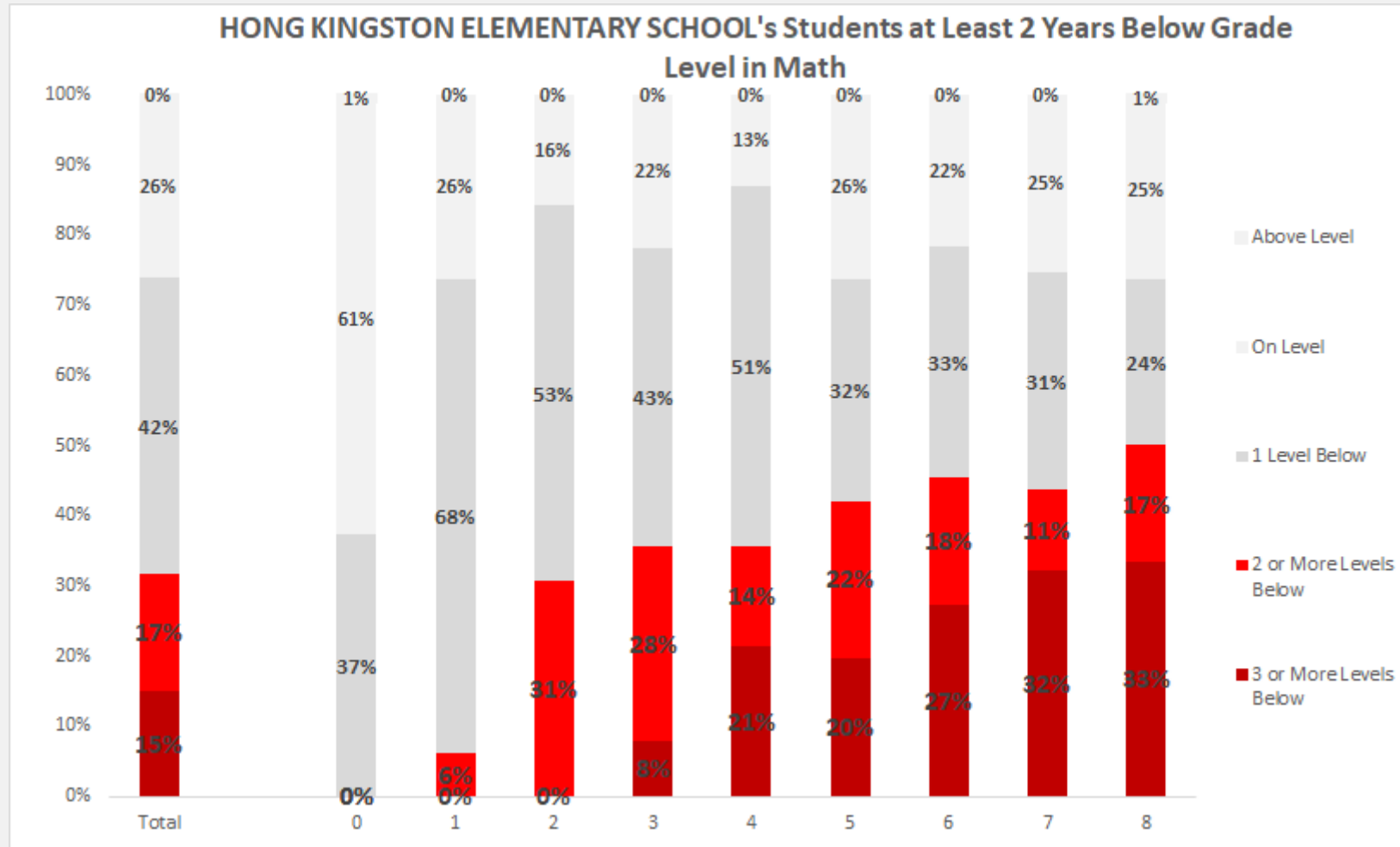# What proportion of your school's students are 2 or more years below grade level in ELA? What grades are the most challenged?

HONG KINGSTON ELEMENTARY SCHOOL's Students 2 or More Years Below Grade Level in ELA

* Note some K/1 scores may be inflated.

What proportion of your school's students are 2 or more years below grade level in math? What grades are the most challenged?

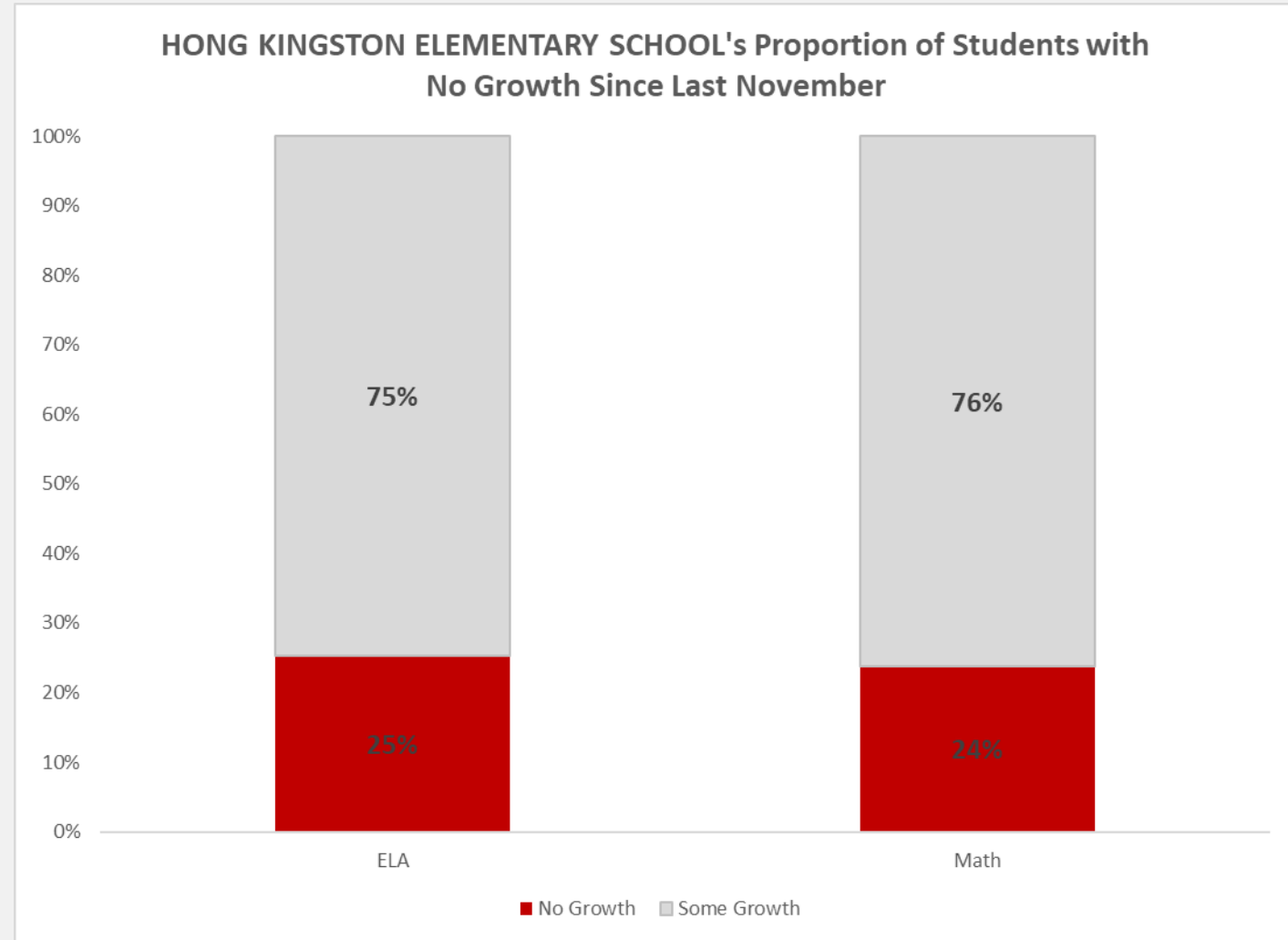HONG KINGSTON ELEMENTARY SCHOOL's Students at Least 2 Years Below Grade Level in Math

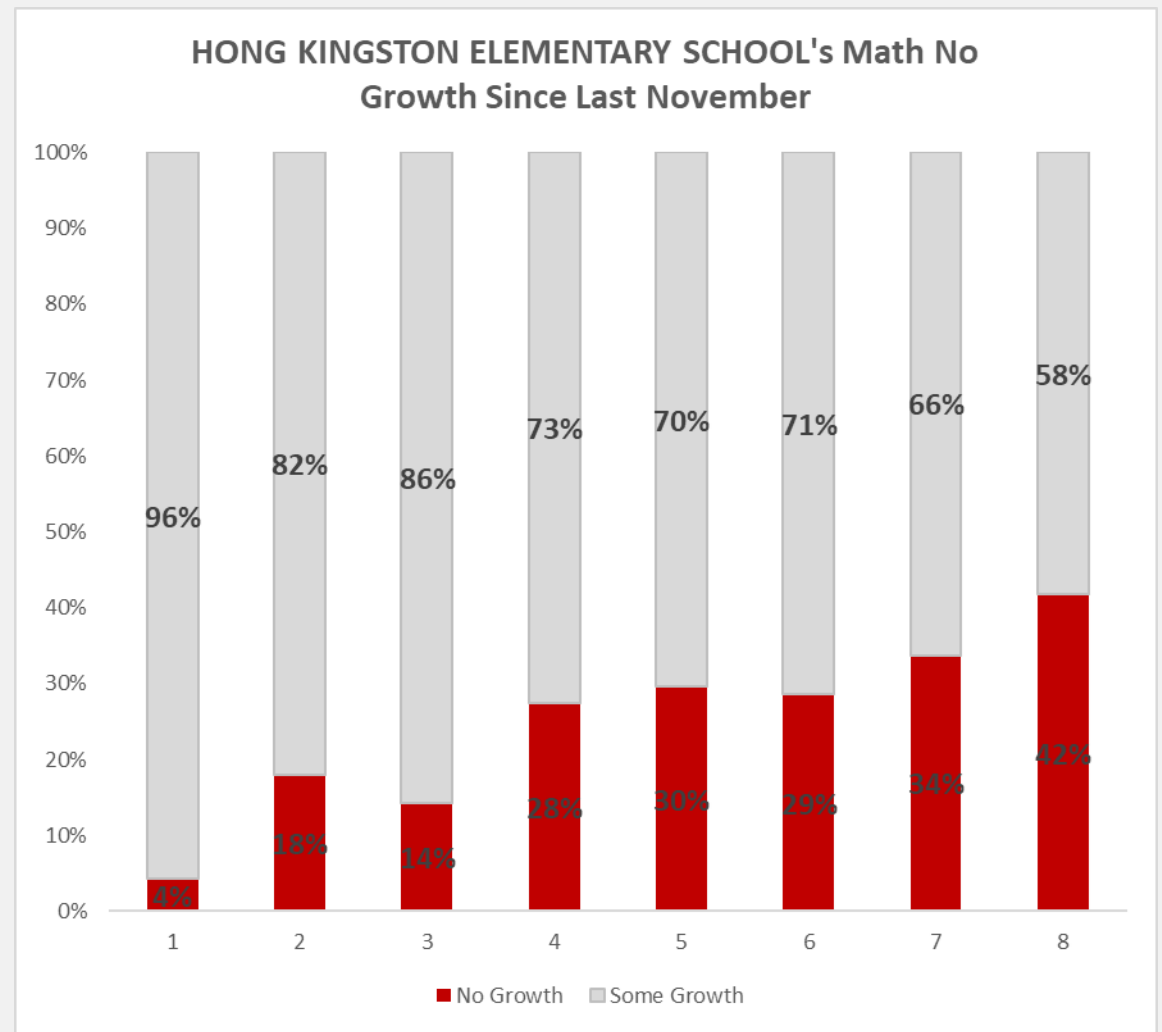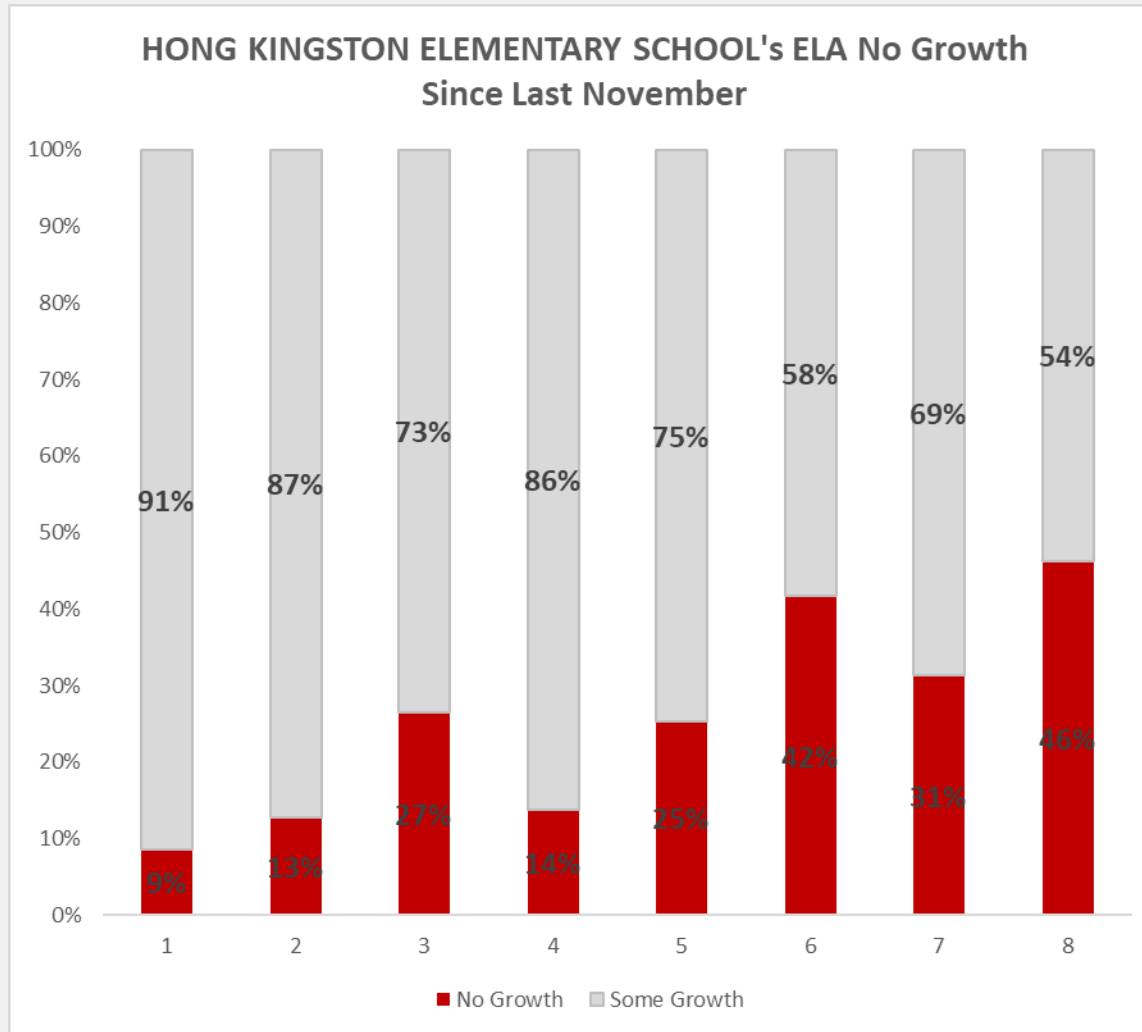* Note some K/1 scores may be inflated.

What proportion of your school's students have made no scale score growth since winter 2019? What supports can your provide these students?

Gains:

While most students have made gains since last November, it is not possible to specify how much growth (e.g. half a year) students have made in the i-Ready system. Therefore, 27% and 27% are very conservative estimates of how much learning loss has occurred since November 2019.

HONG KINGSTON ELEMENTARY SCHOOL's Proportion of Students with No Growth Since Last November

- ELA: No Growth 25%, Some Growth 75%
- Math: No Growth 24%, Some Growth 76%

Legend: ■ No Growth ■ Some Growth

What grade levels have the highest proportion of students who have made no growth in ELA? Math? Why do you think this is the case?

HONG KINGSTON ELEMENTARY SCHOOL's ELA No Growth Since Last November

HONG KINGSTON ELEMENTARY SCHOOL's Math No Growth Since Last November

Link to Illuminate Report with Your School's Learning Loss and Most Challenged Student Data

To identify the students at your site who have experienced no or negative growth since November and those who are Most Challenged (2 or more years below grade level and no growth in the last year), please export your school's data from Illuminate.

As you know, some students may have blown off the fall diagnostic so the score is not always an accurate indicator of their skill level. Please review your results carefully to verify based on your understanding of the students skills, which students made no growth.

Here is the link to the report in Illuminate: **SUSD's i-Ready Results All Report**

Here is a link for the variable definitions: **Winter i-Ready Results Variable Names and Definitions**
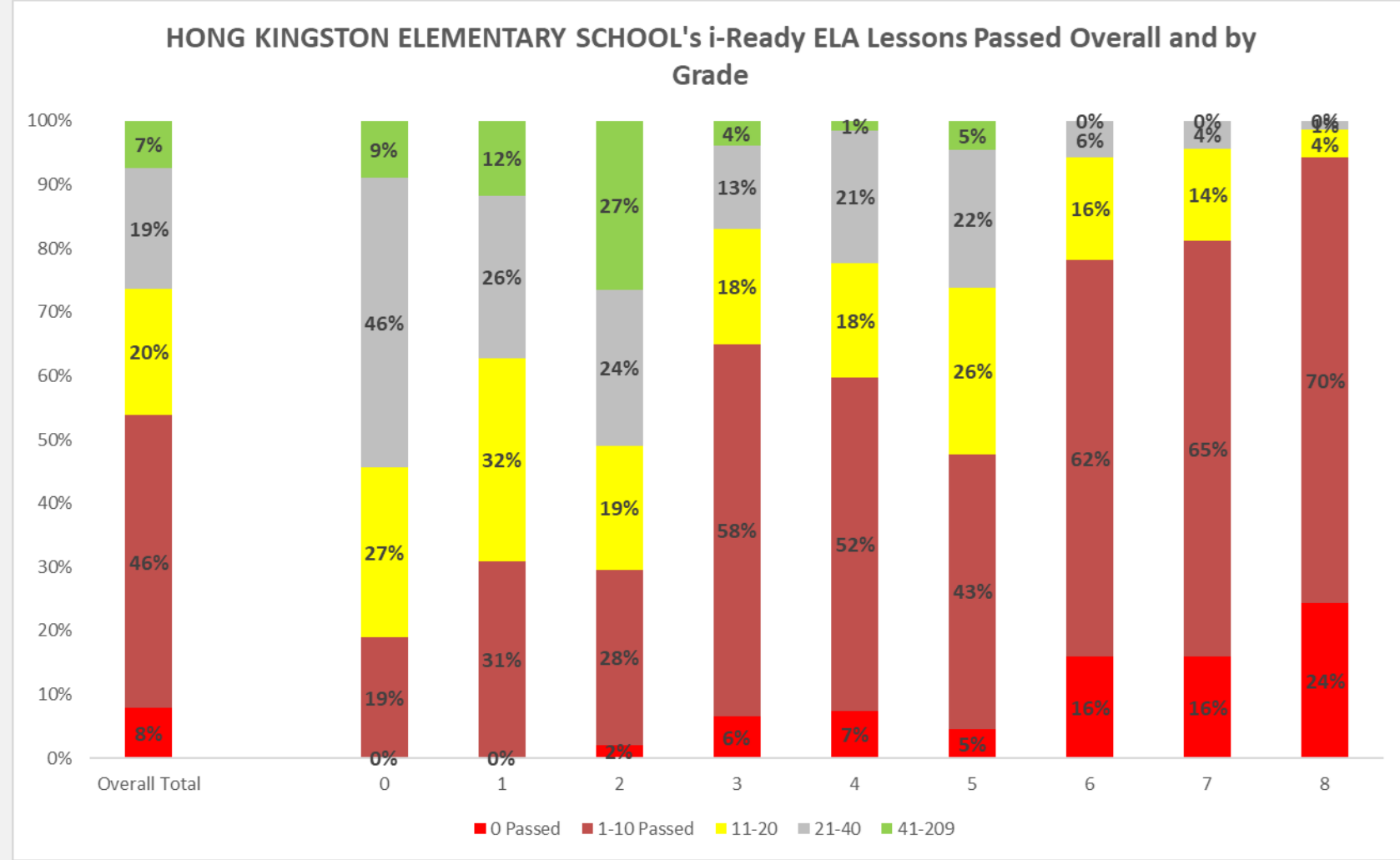
Participation & **Lesson Completion**

Lesson passage is positively related to i-Ready diagnostic gains. What proportion of your school has passed more than 20 lessons in ELA so far this year? What proportion has passed none? What can you do to increase lesson passage?

Note: The length of lessons vary within across grades. Some lessons are only 7 minutes long (lower grades) while others are 50 minutes (upper grades).

HONG KINGSTON ELEMENTARY SCHOOL's i-Ready ELA Lessons Passed Overall and by Grade

Legend: ■ 0 Passed ■ 1-10 Passed ■ 11-20 ■ 21-40 ■ 41-209

Having students in i-Ready with teachers monitoring their progress promotes lesson passage and acceleration. What proportion of your school's students were in ELA i-Ready for at least 30 minutes the week of 1/13? What can you do to increase this proportion?

Overall Participation Rate

60%

Students Using /Total K-8 Enrolled

Overall % Students Getting at least

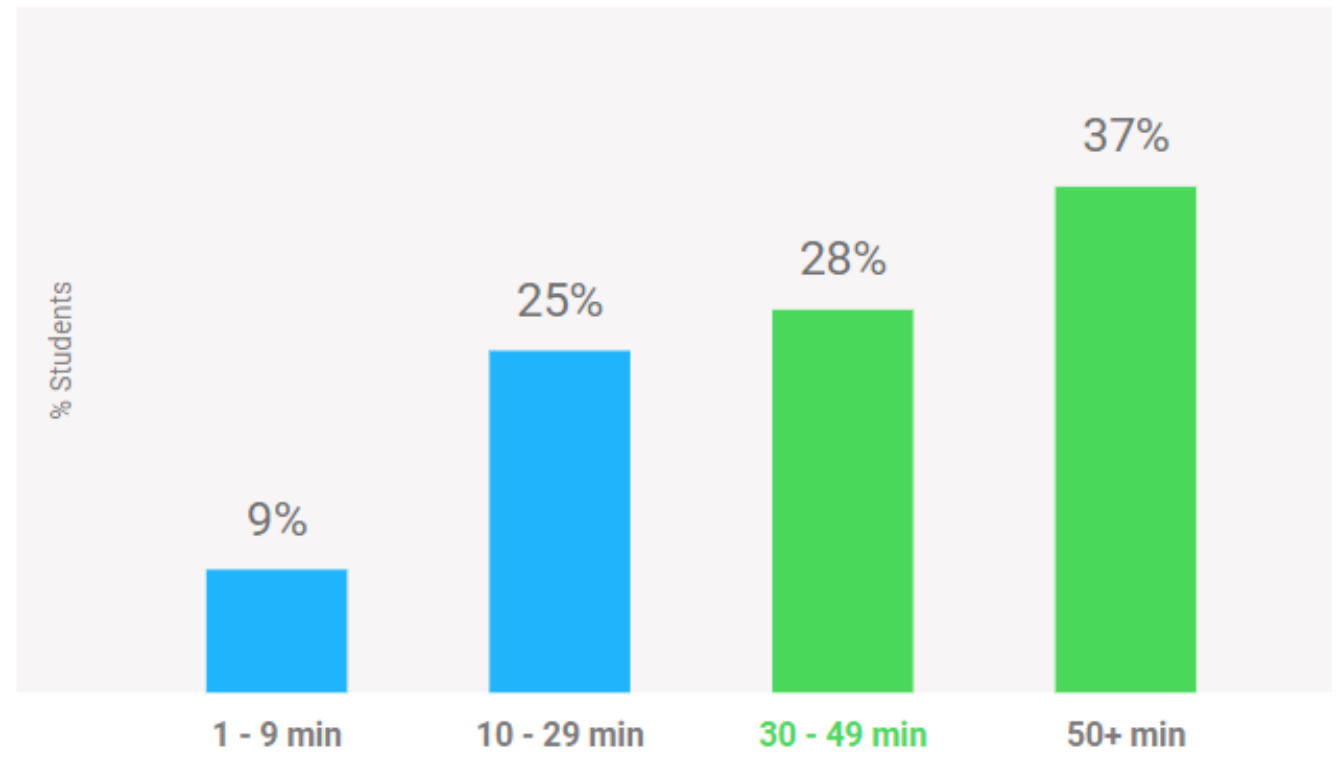## 30 Minutes of Instruction

39%

Percent of students with at least 30 minutes of time on Task = .65 x 482/Total Number Enrolled
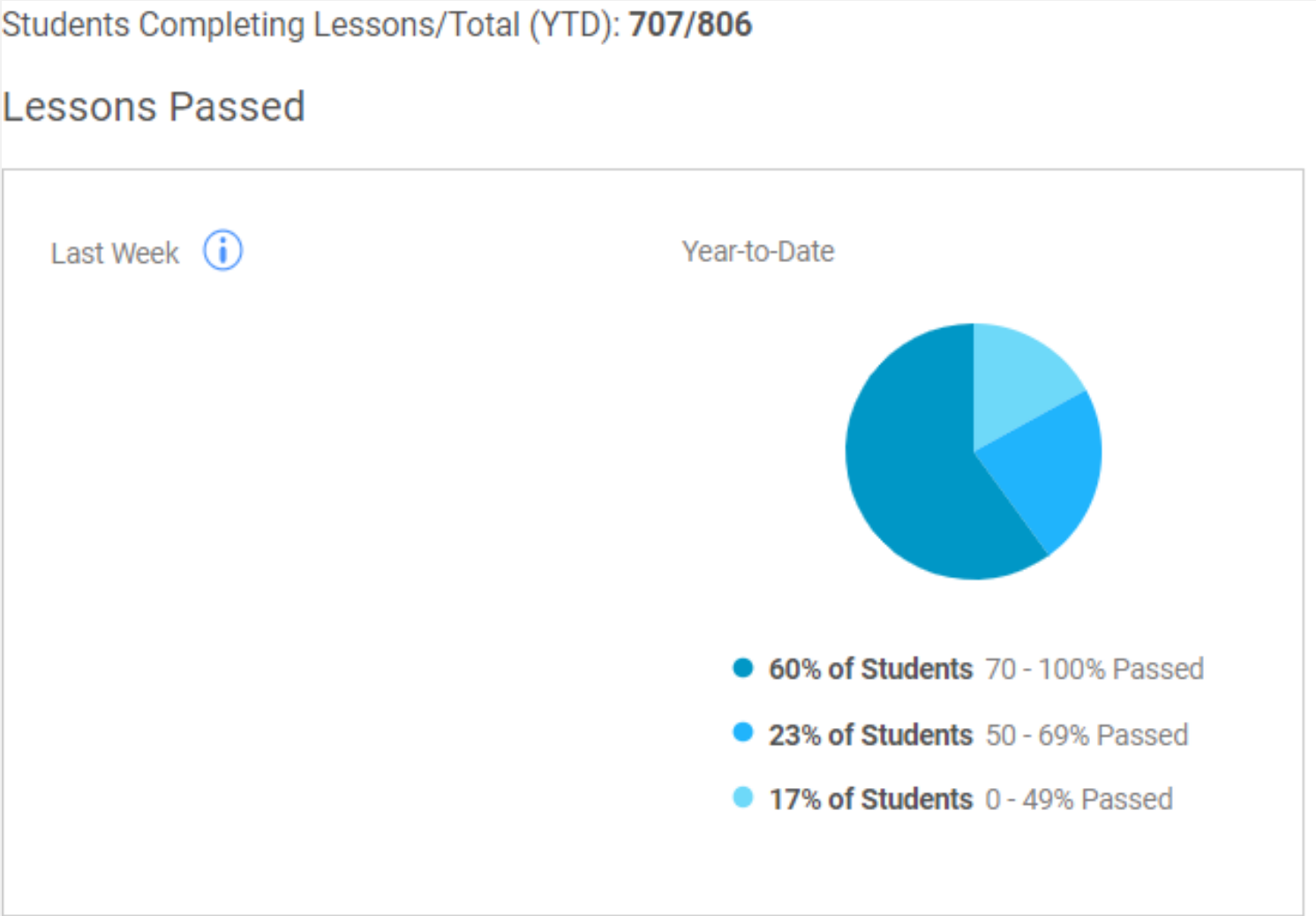
English/Language Arts

Students Using Instruction/Total (Last Week): **482/806**

Lesson Time-on-Task   Last Week

What proportion of your school's students have passed at least 70% of their lessons so far this year? What proportion are struggling in their lessons? In which grade levels are students particularly struggling and may need more teacher monitoring?

Students Completing Lessons/Total (YTD): **707/806**

Lessons Passed

Last Week ⓘ   Year-to-Date

- 🔵 **60% of Students** 70 - 100% Passed
- 🔵 **23% of Students** 50 - 69% Passed
- 🔵 **17% of Students** 0 - 49% Passed

% of Students Passing 70% of their Lessons

Grade	%
Kinder	71%
1st	79%
2nd	82%
3rd	60%
4th	49%
5th	49%
6th	40%
7th	41%
8th	54%

Lesson passage is positively related to i-Ready diagnostic gains. What proportion of your school has passed more than 20 lessons in math so far this year? What proportion has passed none? What can you do to increase lesson passage?

Note: The length of lessons vary within across grades. Some lessons are only 7 minutes long (lower grades) while others are 50 minutes (upper grades).

HONG KINGSTON ELEMENTARY SCHOOL's i-Ready Math Lessons Passed Overall and by Grade

Legend: 0 Passed | 1-10 Passed | 11-20 | 21-40 | 41-209
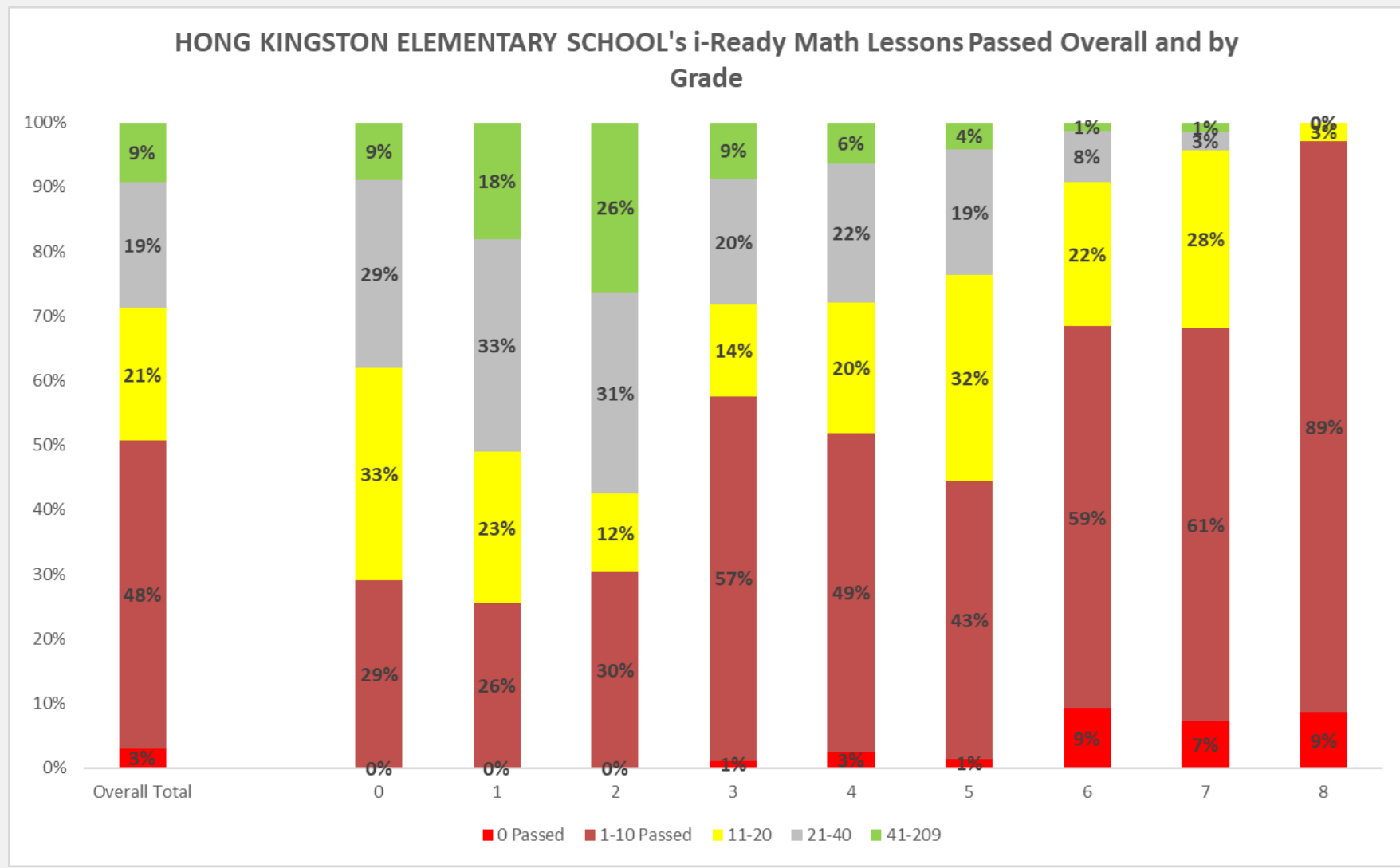
Having students in i-Ready with teachers monitoring their progress promotes lesson passage and acceleration. What proportion of your school's students were in math i-Ready for at least 30 minutes the week of 1/13? What can you do to increase this proportion?

Math

Overall Participation Rate

67%

Students Using /Total Enrolled

Overall % Students Getting at least 30 Minutes of Instruction

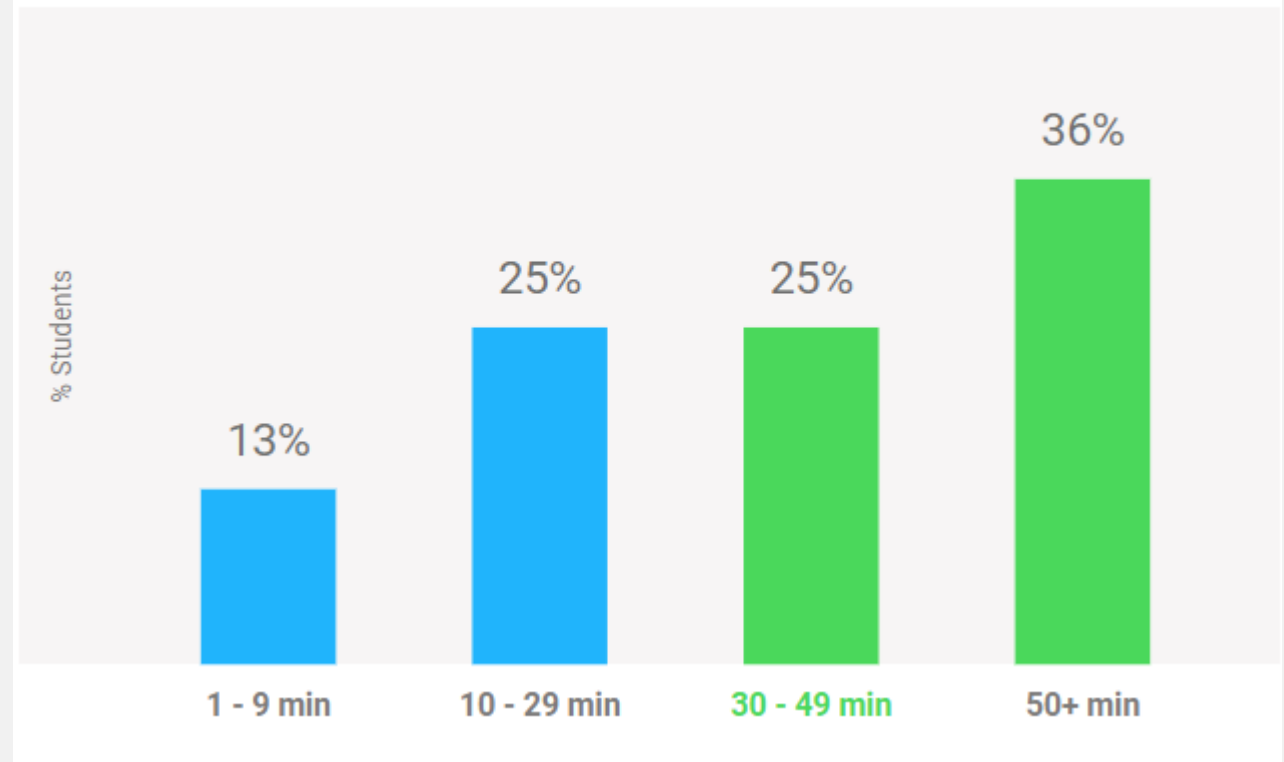# 41%

Percent of students with at least 30 minutes of time on Task = .61 x 538/Total Number Enrolled

Students Using Instruction/Total (Last Week): **538/806**

Lesson Time-on-Task   Last Week

% Students

| 13% | 25% | 25% | 36% |
| 1 - 9 min | 10 - 29 min | 30 - 49 min | 50+ min |

What proportion of your school's students have passed at least 70% of their lessons so far this year? What proportion are struggling in their lessons? In which grade levels are students particularly struggling and may need more teacher monitoring?

Students Completing Lessons/Total (YTD): **740/806**

Lessons Passed

Last Week ⓘ

Year-to-Date

- ● **80% of Students** 70 - 100% Passed
- ● **11% of Students** 50 - 69% Passed
- ● **9% of Students** 0 - 49% Passed

% of Students Passing 70% of their Lessons

Grade	%
Kinder	84%
1st	96%
2nd	97%
3rd	91%
4th	91%
5th	84%
6th	67%
7th	59%
8th	40%

We would love your feedback on this analysis!

Was this analysis helpful?

Do you feel you have a better sense of the district's strengths and challenges?

**What actions will you take after reviewing this analysis?**

Please let us know in the following [Google Form](#) (this should take no more than 5 minutes to complete)**:**

Appendix

Which grades have the highest and lowest performing students in ELA? What supports do/can you provide your most challenged grades?

HONG KINGSTON ELEMENTARY SCHOOL's Winter ELA Proficiency Results
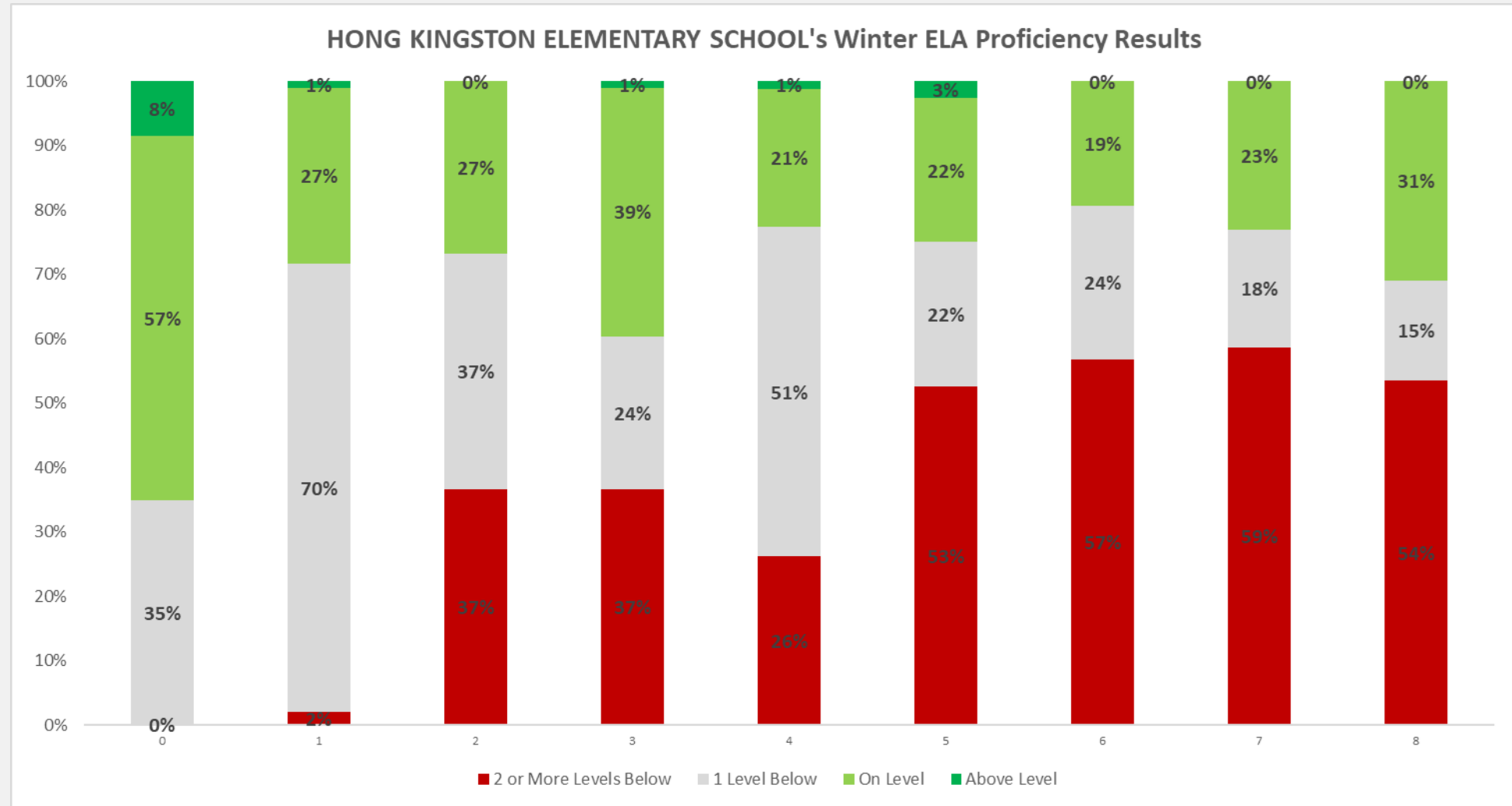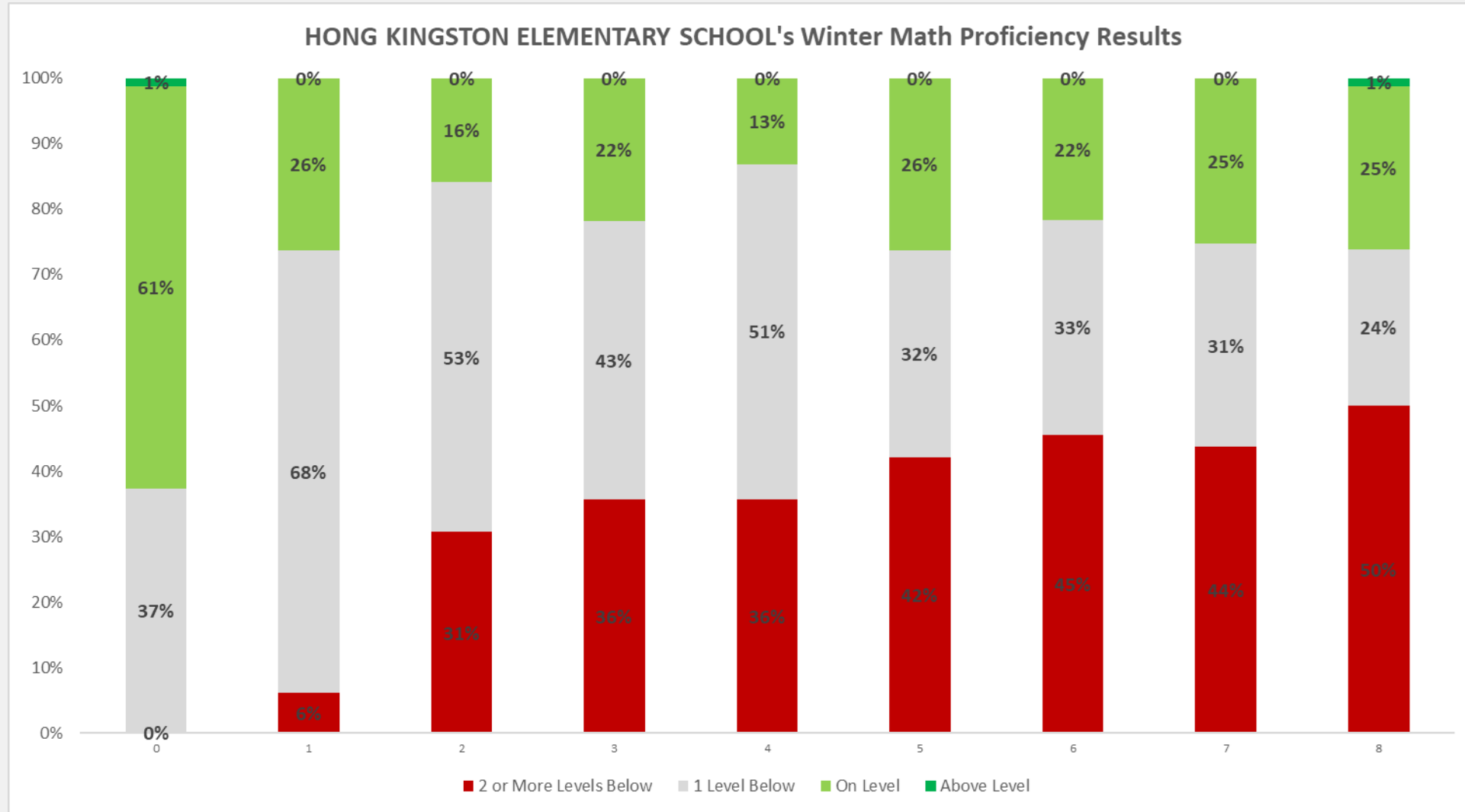
Which grades have the highest and lowest performing students in math? What supports do/can you provide your most challenged grades?

HONG KINGSTON ELEMENTARY SCHOOL's Winter Math Proficiency Results

Legend: 2 or More Levels Below | 1 Level Below | On Level | Above Level

ELA Growth Goals (Note 9-12 students should growth similar to that of 8th graders)

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

Reading Growth Measures by Grade and Beginning Placement Level

Reading Typical Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4
On Grade Level, Early	44	47	29	22	17	13	9	6	4
One Grade Level Below	49	49	39	26	20	16	12	10	9
Two Grade Levels Below	–	54	44	33	23	20	14	12	12
Three or More Grade Levels Below	–	–	–	36	28	26	19	17	18

Reading Stretch Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	54	44	27	21	20	18	15	14	13
On Grade Level, Early	65	56	43	39	27	25	25	23	22
One Grade Level Below	67	67	53	40	36	30	26	25	25
Two Grade Levels Below	–	96	81	63	50	47	38	37	36
Three or More Grade Levels Below	–	–	–	79	62	61	51	50	50

Stockton Unified School District

Math Growth Goals

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

Mathematics Growth Measures by Grade and Beginning Placement Level

Mathematics Typical Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	–	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	–	–	–	30	24	20	15	13	12

Mathematics Stretch Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	–	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	–	–	–	55	47	41	35	33	31

SUSD's grade level cut scores represent the scale score students need to demonstrate skill mastery at the Beginning, Winter, and EOY. The goal is for all students to reach the EOY grade level cut score for their grade. The "on-track" cut, indicates which students are likely to meet either their EOY grade level (K-2 and 9-12) or SBAC proficiency targets (3-8). On-tracks cuts are based on students' typical growth goals (i.e. the typical growth goals for students 1 year below grade level and 9 points for students in grades 9 – 12).

	SUSD's i-Ready Math Grade Level & On-Track Cuts								
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
BOY On-Track*	341	384	415	428	454	477	493	501	512
BOY On Grade Level	362	402	428	449	465	480	495	508	518
Winter On-Track***	357	398	428	441	465	486	500	507	516
Winter Grade Level**	367	407	434	456	475	489	504	519	529
EOY Grade Level	373	413	441	464	482	498	514	531	541
i-Ready's SBAC Prof Cut	NA	NA	NA	454	477	495	507	513	521

	SUSD's i-Ready Reading Grade Level and On-Track Cuts												
BOY On-Track*	347	409	474	507	532	550	574	586	595	NA	NA	NA	NA
BOY On Grade Level	362	434	489	511	557	581	598	609	620	640	652	660	668
Winter On-Track***	371	433	493	520	542	558	580	591	599	NA	NA	NA	NA
Winter Grade Level**	379	446	501	528	568	595	607	620	631	650	662	676	686
EOY Grade Level	396	458	513	545	579	609	616	632	642	661	673	692	704
i-Ready's SBAC Prof Cut	NA	NA	NA	533	552	566	586	596	604	NA	NA	NA	NA

*BOY On-Track is calculated by subtracting the typical growth of a student 1 year below grade level from the EOY target in grades K-2. For grades 3-8 it is calculated by subtracting the typical growth of a student 1 year below grade level from the SBAC proficient target cut.
**Winter Grade Level is ½ of the distance between the BOY and EOY grade level cuts.
***Winter On-Track cuts are calculated by subtracting ½ of students' typical growth from the EOY K-2 and SBAC 3-8 cut scores.

Recommendations and Assurances:

Site Name: Maxine Hong Kingston - Valenzuela

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Parent Involvement Committee
_1/22/21 & 3/30/21_
Date of Meeting

Other committees established by the school or district (list):
_1/14, 2/25, 4/8, 5/13 2021_
Date of Meeting

4. 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.

5. 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 **06/08/2021**.
Date of Meeting

Attested:

Silvia M. Martinez
Typed Named of School Principal

[signature]
Signature of School Principal

06/08/2021
Date