

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Hong Kingston (H7 - 246)

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 School 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:

English Learner Advisory Committee

_____ 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 _____ Date of Meeting

Attested:

Dominique Brown
Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hong Kingston Elementary	39686760111328	06/09/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Hong Kingston Elementary is implementing a Schoolwide Program.

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

All of our meetings are 3 fold. We first have an Instructional Support Meeting, this information is discussed with Leadership at our Leadership meetings, and then we practice/refine the information through the Academic Conferences so each individual teacher is doing the same thing and working on the same instructional focus.

A SPSA Planning team was developed to discuss the needs of the site on On March 3, 2022, and March 8, 2022. The needs of the site were also discussed with the SSC on January 10, February 28, and March 7 of 2022 as well as with the instructional support team who is responsible for the school's instructional focus, academic conferences, training of teachers and bilingual assists, and implementing those supports.

This year, the instructional team met numerous times to discuss and implement the following:

August 3, 2021

- Worked with certain teachers (organization, 1st-grade learning loss)
- Dual Collaboration (recruiting, parent meets, strategies (Observation Chart, Signal Word Chart, Sentence Patterning Chart).
- Looked at iReady data to see what the need is and where to go. K/1 did CORE so we have that data. Learning loss with foundational skills is the focus (kinesthetic strategies).
- Some teachers have been flagged and support is needed in areas of organization and routines.
- Small group instruction is what is needed to mitigate learning loss.
- The instructional coach is asking teachers to do backward planning.
- Small Groups need to be modeled.
- Academic conferences-focus on small group usage, how to move into small groups
- Instructional Coach is currently training bilingual assistants by modeling in the 3rd-grade class: Teach Learning Cycle: sentence patterning, KWL, Quick Writes, Text Types,
- End goal: Students write at the end. Students will do quick writes, collaborative talking, and use student language to guide instruction related to Benchmark.

Because we have been unable to secure a substitute to pull teachers out for training, the team will create a teacher PD survey to determine what PD to offer teachers during staff meetings.

November 2, 2021- Instructional support meeting suggestions for implementation:

- Data Walk (virtual?) to really look at each other's data
- Grade-level data walk (what did this teacher do to move students?)
- We have students who need phonics: Intervention (Teacher to teach phonics lesson virtually to her class and other 3rd graders)
- Data/Gallery walk: Mix grade levels and look at the questions, look at data, implications, and ideas for support. As we can see, we have to have the instructional coach go in to support and model lessons.
- Data by Grade Level. Sticky note for ideas to support the data.

November 8, 2021

- Visited a bilingual assist class and there's evidence of strategies being used through observation
- Instructional Coach -1st/6th-grade modeling lessons
- Need to work on vocab strategies: higher-level vocab needed to be used (animals/vs. predator and prey) pics needed as well

January 24, 2022

- Give students BPST (in the library) on Tue (1/25) and Wed (1/26)
- Thur (1/27)- make groups from these results.
- Focus on 3rd grade for in-school intervention.

February 7, 2022

The instructional coach is :

- Working with teachers grades 3-5 on Intervention because we were unable to get a substitute long term for intervention help
- BPST results have been posted on EXCEL File and drops will be created from those results for intervention groups and students targeted for after school tutoring
- Trained a Sub on Intervention strategies to help when available
- The Target is the lower than 40% bucket on i-Ready

This year, the leadership team met numerous times to discuss and implement the following:

Leadership meets monthly. Dates were 5/6, 4/7, 3/03, 1/06, 2/3, 12/21, 10/28, 9/29 and 9/2. During the meetings, we discussed yearly academic gains, structure, procedures among other important items.

Beginning of the year meetings addressed:

- classroom and school procedures/structures

- collaboration forms used for the year
- observation tools used by admin during walk-thru, interventions
- PBIS tiers and other behavior/procedures beginning of the year information

At our Fall Leadership meetings we discussed:

- our yearly academic focus (reading comprehension and small group intervention).

During the winter leadership meeting the discussion was focused on:

- the 5% student achievement growth in i-Ready.

This year, the Academic Conferences met 3 times to discuss and implement the following:

At the Academic Conferences, as a grade level and school, we discussed:

- growth 5% overall growth in i-Ready from last year's i-Ready score.
- Reviewed the academic focus of reading comprehension and small group intervention.
- Revisited, reviewed and reflected 5% overall growth for the year.
- Teachers will use student placement cards to balance next year's classes creating heterogeneous groups based on i-Ready score, discipline data, social/emotional and special education status.

This year, SSC met 9/13, 10/11, 11/8, 12/13, 1/10, 2/7, 3/7, and 4/13, so far to discuss the implementation of the following:

During the fall meetings we discussed:

- In Goal 1 Student Achievement, school purchased program IXL Math for the 7th and 8th grade students.
- Goal 2 Equitable Learning Environments, suspensions, attendance, and the school climate survey that students take 2x a year, data was discussed
- AVID program and having classrooms adopt a college to bring positivity on campus and to help make students ready for college and/or career.
- Goal 3 Meaningful Partnership is difficult due to Covid. Parents/ community members are not allowed on campuses which makes goal 3 of the SPSA challenging.
- We would like to hire a parent liaison or community assistant to help bridge the relationship between school and parents.

During the Winter meetings we discussed:

- Having a Parent Community Assistant. The school currently has 2 bilingual assists for 15.1% of English Learners (EL).
- All the duties a Parent Community Assistant could do and how one would be helpful in getting information out to parents was discussed.
- SSC member said that having a Parent Community Assistant is a good idea
- A bilingual Parent Community Assistant would be really great in helping to translate information to our dual immersion parents.
- Goal 3 Meaningful Partnership of the SPSA (School Plan for Student Achievement) which ties into how a Parent Community Assistant would help with Strategy #1 of Goal 3-To provide parents with with support and resources that empowers them to be engaged in their student's learning such as parent conferences and communication, was also discussed.
- Strategy #2 of Goal 3-Parent Volunteers- has been difficult with no parents being allowed on campus due to Covid-19.
- Strategy #3 of Goal 3- Community Accountability Board partnership- is also hard to accomplish because the school usually has CAB to help mentor students. But again with Covid-19, no outside persons are allowed on campus
- The school has 53.5% in chronic absenteeism and some of that is due to Covid, but also the Virtual Academy students may be impacting our numbers.
- According to iReady data, students have made growth in both reading and math.
- The climate survey that 4th, 5th, 7th, and 8th graders took, the PBIS team will discuss the warning flags of the climate survey and come up with solutions.

During the Spring meeting, we discussed:

- ELAC finalized needs assessment recommendations with council members and guests.
- ELAC's recommendations are individualized tutoring for students, gift card giveaways, and pizza party outside of the school.
- According to the parent survey report 44 parents have responded.
- The survey will close on the 11th of March.

Staffing and Professional Development

Staffing and Professional Development Summary

- Race/Ethnicity of teachers/staff:
 - White: 33 (44%)
 - Hispanic: 24 (32%)
 - Asian: 8 (.01%)
 - Black/African American: 5 (.06%)
 - Filipino : 4 (.05%)
 - American Indian/Alaskan Native: 1 (.01%).
- Gender:
 - 81.3% Female
 - 18.7% Male
- Dual immersion teachers have BCLAD certification.
- 80% of all teachers have English Learner authorization.
- In 2021-2022, there are a total of 44 teachers, 41 have a full credential, 2 are in a teacher induction program, and 1 is an intern.
- The school has not had a drastic turnover. One teacher teaches virtually, and one teacher was laid off and then reassigned to a different school. He was replaced by another teacher.

Due to COVID, and a lack of substitutes, the site was not able to provide teachers with the opportunity to attend professional development, Tier two and Tier three support for classroom teachers, extended collaboration, visits to other sites and programs to focus on evidenced based instructional practices, such as integrated ELD strategies, GLAD strategies, the teaching and learning cycle, writing across content areas, mathematics, phonics, and AVID. Due to the substitute shortage, professional learning opportunities were not offered to help teachers supplement core instruction, such as co-teach, demo lessons in the classroom with debriefing, conferences/training, data analysis, and consistent coaching. Based on the data, the team found a:

- Lack of professional development on core curriculum
- A need for focused vertical and lateral collaboration
- A need for PLC training and implementation
- A need for focused implementation of curriculum
- A need for training and professional development on standards alignment, priority standards
- A need for consistency and focus on specific goals
- A need for implementation of instructional rounds
- The use of purposeful collaboration through the professional learning community model
- Culturally relevant and responsive training
- Models and examples of culturally relevant and responsive training
- Speakers and community figures showcasing different cultures
- Creating a climate and culture of cultural equity and inclusivity
- Professional development on content standards

Staffing and Professional Development Strengths

The Hong Kingston/Valenzuela staff are fortunate to have worked together for many years. They have built a camaraderie that has enabled them to build a culture of trust, collaboration, and commitment. Sixty percent of HKV teachers have attended PLC training and have been trained in AVID strategies. HKV is also fortunate to have a full-time program specialist and instructional coach who both have provided trainings in ELD and GLAD strategies as well as training on how to run small groups, during our academic conferences. Our instructional coach also provided trainings to our bilingual assist on strategies that would prepare ELD students for the ELPAC assessment. Hong Kingston/Valenzuela's strengths lie in the skill and expertise the staff brings to the school.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Lack of teacher training on priority standards, core curriculum, AVID and PLC implementation, and culturally relevant and responsive teaching. **Root Cause/Why:** Due to the sub shortage, we were unable to provide professional learning and professional development opportunities to teachers and staff on the focus areas.

Teaching and Learning

Teaching and Learning Summary

During the 21-22 school year, HKV's iReady data shows that for Diagnostic 1:

- 5%- mid or above:
- 11%- on Grade:
- 40%- one grade below:
- 22%- two grade level below
- 23%-3 or more grade levels below

And for Diagnostic 2:

- 12%- mid or above
- 15%- on grade
- 40% one grade level below
- 18%- two grade levels below
- 15%- 3 or more grade levels below

We show growth form D1 to D2:

- Mid or Above: +7%
- On Grade: +4%
- One Grade Below: No change
- Two Grades Below: -4%
- Three or more Grade Levels Below: -8%

Subgroup Data

African American	American Indian	Hispanic	White	Asian	SWD	SED	Overall EL	Current EL
27% Green	50% Green	24% Green	33% Green	27% Green	11% Green	24% Green		11% Green
38% Yellow	33% Yellow	41% Yellow	39% Yellow	47% Yellow	18% Yellow	40% Yellow		34% Yellow
35% Red	17% Red	35% Red	28% Red	26% Red	70% Red	36% Red		55% Red

ELPAC Data

Level 1 - Emerging	Level 2 - Bridging	Level 3 - Expanding
35	46	28

HKV showed iReady growth from Diagnostic 1 to Diagnostic 2 because HKV is academically focused on integrating research-based strategies such as AVID and ELD/GLAD strategies. The Leadership team identified two areas of focus for this year, reading comprehension and small groups, in which on-site professional development was provided, and used as the focus during classroom visitations, conducted by the administration team consisting of the Instructional Coach, and Program Specialist (which make up the instructional support team). The data from classroom visitations help the instructional support team decide which school-wide and grade level professional development to provide. This data is also used for grade level and vertical collaboration.

HKV's Master Schedule is set up to support underperforming students meet the standards by prioritizing ELD with 30 minutes of designated ELD scheduled minutes for K-6 grade levels and 50 minutes of designated ELD with the middle school grades. There are also thirty to forty minutes scheduled time for strategic ELA & Math support/intervention so teachers can differentiate, group, and platoon students based on their individual needs.

Teachers also administer assessments that are aligned with the curriculum and use supplemental resources provided by the district which are based on content

standards. During the Academic conferences, SMART goals were developed by grade level teams to ensure students received instruction at their grade level and at their academic level using small groupings to ensure student success. Our instructional programs include district-provided Benchmark, Ready Math, and Savvas Easy Bridge ELD. We also have supplemental resources to support these programs such as AVID, Accelerated Reader, SeeSaw, Rosetta Stone, and MathXL. Teachers use these supplemental resources to scaffold, differentiate instruction, and help to facilitate the implementation of Response To Intervention to support student success.

Services provided by categorical funds that enable underperforming students to meet standards include an instructional coach, Program Specialist, bilingual assistant, instructional assistant, and a media clerk. The instructional coach provides teachers with professional development and training for new teachers, grade level and individual intervention for TK-3rd grade students; assessment and data analysis for TK-3rd grade students that are far below grade level. The Bilingual assistant facilitates student ELPAC testing and assists with group pull out/push in for EL student supports. The instructional assistant provides strategic intervention support for TK-3rd grade and STEM support with 4th-8th grade students, through group pull-outs and platooning. Our Program Specialist facilitates, coordinates, trains staff, and gathers data for State and district testing requirements such as CAASPP, ELPAC, and iReady. The program specialist and the instructional coach provide staff development for teachers in AVID, ELD, GLAD, district curriculum, curriculum assessments, Equity in the classroom, and Multi-Tiered Systems of Support for student success.

Although HKV has had growth this year, the data still indicates that 73% of our students are one or more grade levels below. Furthermore, our subgroup data shows that our students with disabilities (SWD) and our English Learners (EL) are the lowest-performing subgroups in ELA. This is due to:

- Undiagnosed learning disabilities
- Lack of student foundational skills and motivation
- Lack of growth mindset in students and staff
- Lack of professional development on core curriculum
- A need for focused vertical and lateral collaboration
- A need for PLC training and implementation
- A need for focused implementation of curriculum
- A need for training and professional development on standards alignment, priority standards
- A need for consistency and focus on specific goals

Furthermore, our EL data shows that more EL students are in the bridging level and able to reclassify. This is because:

- Lack of ELD curriculum training
- Evaluate curriculum for effective ELD lessons
- Lack of ELD training
- Buy-in from teachers to develop the English language of students
- A need for consistency and focus on specific goals

HKV math data is very similar with 80% of the students between one and three grade levels below due to:

- Students are lacking foundational math skills
- Teacher training in vertical standards alignment and unpacking of standards
- Students' math skills were affected by the COVID-19 pandemic
- Attendance continues to be an ongoing issue with delivering instruction and student progress
- Students have to balance reviewing foundational skills that may have been lost during the pandemic and acquiring new standards for their current grade level
- Students were already below grade level by one or more years pre-pandemic
- Lack of math interventionist
- Need of focused collaboration (PLC model)
- Need of grading policy/consistency for each grade level
- Need of homework policy/consistency for each grade level
- Vertical articulation
- A need for consistency and focus on specific goals

Teaching and Learning Strengths

Standards-based classrooms are evident in all classrooms. Teachers have improved in ensuring that students reach their required minutes on their iReady pathways to ensure students receive the intervention support needed. HKV teachers genuinely care for all students and their well-being and academics which can be seen

throughout the school through collective teacher efficacy. Teachers ensure a high level of classroom engagement and student discourse. Teachers use DII to deliver instructional lessons and check for understanding before, during, and after the lesson to ensure 80% mastery and decide which students may need to be pulled for small group intervention. HKV teachers collaborate on assessments and the best instructional practices during teacher collaboration time.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 73% of our students are between one and three grade levels below in ELA. **Root Cause/Why:** Teachers need professional development on the core curriculum, focused vertical and grade-level collaboration, PLC training and implementation, focused implementation of curriculum, training and professional development on standards alignment and priority standards, and consistency and focus on specific goals for ELA.

Needs Statement 2 (Prioritized): 80% of our students are between one and three grade levels below in math. **Root Cause/Why:** Teachers need training in vertical standards alignment and unpacking of standards. Attendance continues to be an ongoing issue with delivering instruction and student progress. Students were already below grade level by one or more years pre-pandemic; vertical articulation and a need for consistency and focus on specific goals

Needs Statement 3 (Prioritized): 55% of EL students are 3 or more grade levels below in ELA and are not reclassifying at high rates. **Root Cause/Why:** Lack of ELD curriculum training The need to Evaluate the curriculum for effective ELD lessons Lack of ELD training Buy-in from teachers to develop the English language of students A need for consistency and focus on specific goals

Parental Engagement

Parental Engagement Summary

Parents and community members participate in SSC, ELAC, and parent coffee hour to provide feedback to the school.

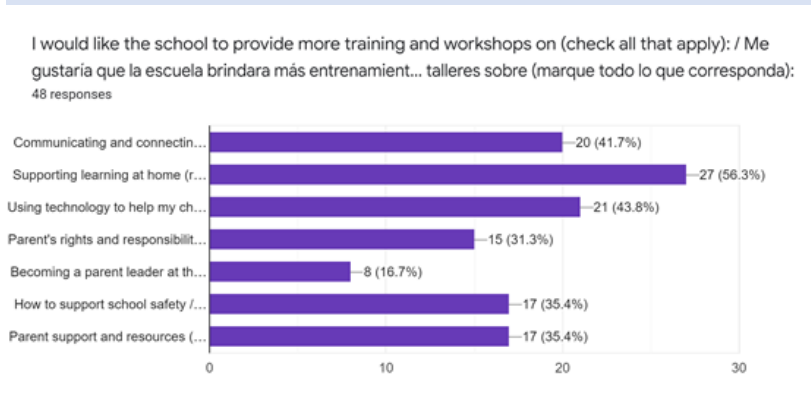
Teachers hold parent teacher conferences after the Fall I-Ready assessment result. Teachers keep in contact with parents via phone, class dojo, google classroom, and email to schedule meetings, discuss student progress, and student behavior. The programs and communications HKV utilizes for parent contact and engagement include; Parent coffee hours via Zoom, Class Dojo, Blackboard, school Marquee, Peachjar, and the schools website. We also communicate through staff by arranging parent meetings and direct phone calls home by counselors and the administration team.

Due to COVID 19 Pandemic, parent involvement decreased in person as well as minimal virtual involvement.

The leadership, SSC and SPSA planning teams met and agreed that a community assist was needed to provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, training, and classes. We would like a parent community assist to help support the site in coordinating parent meetings, increasing the number of parents attending the parents meetings and trainings, help develop and strengthen the community/parent outreach program, develop and maintain a monthly online events calendar, survey parents for interest and needs, contract guest speakers based upon the survey of interest and needs, identify community agencies and businesses available to share resources with families, create or purchase informational packets, posters, and banners, host workshops for families, coordinate a community health fair as well as a volunteer appreciation gathering.

Being a dual immersion site, a bilingual community assist would help to better communicate with our parents and community who are bilingual and help to ensure the participation and engagement of the community.

A Parent Needs Assessment Survey was conducted and parents felt the school needed a parent community assist to coordinate trainings and classes based on the following results:



Parental Engagement Strengths

School personnel play a major role in the success of family and community involvement. Events such as:

Back to School Night

Parent Teacher Conferences

Attending IEP and SST meetings

Parents at HKV have done a very good job with communicating with parents through different communication platforms and progress reports and report cards, ensuring parents are aware of students progress. The Dual Immersion team has also developed a DI website to communicate with parents about the requirements of the program and have meetings throughout the year for recruitment. The middle school team has also done a good job communicating with parents about middle school activities and transitioning to high school.

Although virtual participation was minimal, HKV held a series of parent trainings and support meetings for parents. Our support staff provided workshops to address distance learning. The Mental Health Department held a series of workshops to address mental and social emotional health for our students and families and the parents who attended workshops or meetings received goodie bags.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Not all parents participate in school wide activities that bridge the gap between school and community. **Root Cause/Why:** Parents

often express a lack of self-confidence in their ability because of their limited language to be active participants in their child's educational progress.

Needs Statement 2 (Prioritized): Parents feel the school needs to provide more training and parent classes. **Root Cause/Why:** So parents can support their students at home with learning, technology, and learn how to communicate and connect with their student.

School Culture and Climate

School Culture and Climate Summary

HKV Mission: We are committed to partnering with the community to provide rigorous instructional programs reflecting high expectations for all learners. We empower our students to become successful 21st century citizens and life-long learners.

We believe all students can learn and will provide students what they need when they need it. We will teach the students we have, not the students we want.

As of March 2022:

Total Cumulative days of in and out of school suspension (duplicated): 72 days, including Special education students.

Total days of suspension (unduplicated): 49

Location for March:

14 playground

7 classroom

8 restroom

1 cafeteria

1 other places

2 other inside area

1 cyberspace

YTD-Grade:

21-7th grade

12- 6th grade

4- 5th grade

5- 4thgrade

7- 3rd grade

According to our PLUS survey:

52% of 6th-8th graders feel a part of the school, 59% feel safe at school, and 77% feel there is a teacher or other adult who really cares about them at school. In the 4th - 8th grade, 69% of students feel safe at school and 72% feel as if they are a part of the school.

Counselors and the mental health clinician provide students with social and emotional supportive resources such as restorative circles, PBIS strategies, PLUS program activities, and structured student engagement activities that positively impact student learning and behavior.

School Culture and Climate Strengths

The Counseling and Mental Health team provides support on Behavior Support Plans, provide Professional Development for CSA's, noon duty staff, Administration, and teachers, participates in Students Support meetings that strengthen our SAP process including Tier 1, Tier 2, Tier 3 process, and where the teams discusses student behavior, attendance, students who have been referred to CARE, discuss SST's, IEP's and next steps. The team also plans activities such as monthly PBIS assemblies to recognize and reward positive behavior traits with incentives, provide classroom presentations to all grade levels, facilitate restorative circles and PLUS Forums.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students are not getting adequate support services to deal with tier II and tier III social emotional needs **Root Cause/Why:** We no longer have mentoring services and the mental health clinician is only here 2 days a week to meet and counsel with students who have developed trauma during the Pandemic.

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 Goal

Goal 1: Student Achievement

SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

ELA SMART Goal:

By EOY 2023, we will increase the overall growth in ELA by 5 percent, as measured by the diagnostic 3 growth results report.

2021-2022 ELA iReady Data

ELA: Fall to Spring growth: 23%

On Grade level (T1) iReady Data:

ELA D1: 16%

ELA D2: 28%

ELA D3: 39%

EL SMART Goal:

By EOY 2023, we will increase the number of students who reclassified by 7 students for a total of 30 students, as measured by the ELPAC results.

ELPAC 21-22:

RFEP: 2021-2022; 23 students reclassified

2020-2021; 5 students reclassified

Math SMART Goal:

By EOY 2023, we will increase the overall growth in Math by 5 percent, as measured by the diagnostic 3 growth results report.

2021-2022 Math iReady Data:

Fall to Spring growth: 27%

On Grade level (T1) iReady Data:

Math D1: 8%

Math D2: 21%

Math D3 : 35%

Identified Need

Lack of teacher training on priority standards, core curriculum, AVID and PLC implementation, and culturally relevant and responsive teaching.

73% of our students are between one and three grade levels below in ELA.

80% of our students are between one and three grade levels below in math.

55% of EL students are 3 or more grade levels below in ELA and are not reclassifying at high rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying	28 students reclassified	Total of 35 students reclassifying
Percent of Students performing 2 or more grade levels below	ELA 27% or 211 students Math 23% or 177 Students	ELA 22% or 170 students Math 18% or 140 students
Percent of Students performing at or above grade level	ELA 39% or 301 Students Math 35% or 272 Students	ELA 44% or 338 students Math 39% or 302 students

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

To provide professional learning and support for classroom teachers. This will be accomplished through coaching, supplemental Tier 2 and 3 supports within the classroom, extended collaboration, program visits 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 (.5 FTE from site LCFF and .5 from Title I) and 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.

Provide administrative staff with professional learning opportunities which further enhance the ability to provide a positive and growing learning/teaching environment. 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:

- * ACSA/CAAASA Conference: Administrators-Principal and Assistant Principals
- * ICEL Conference: Administrators - Principal and Assistant Principals
- * School Culture and Climate Forum: Administrators - Principal and Assistant Principal.
- * Learning Forward Annual Conference: Administrators - Principal and Assistant Principals
- * PLC Conference/Institutes: administrators, program specialist, instructional coaches, counselors, and teachers.
- * CAFE 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10000	50643 - Title I
\$7736	50643 - Title I
\$25200	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners

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: 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 - \$37,192- Title I \$2,800 LCFF: 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 - \$25, 243 (site LCFF)

-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 (Centralized Services)

Instructional Assistant - \$29, 188 (site LCFF)

- 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.

7 teachers X 37 hours X \$60 = \$15, 540 (Allocated \$15, 919) (site LCFF)

\$79, 577 - 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.

\$79, 577 - 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$12452	50643 - Title I
\$37192	50643 - Title I
\$8000	50643 - Title I
\$10424	50643 - Title I
\$25243	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$29188	23030 - LCFF (Site)

\$15919	23030 - LCFF (Site)
\$79577	23030 - LCFF (Site)
\$79577	50643 - Title I
\$2800	23030 - LCFF (Site)

Strategy/Activity 1.1.3

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.
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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10000	50643 - Title I

Strategy/Activity 1.1.4

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.

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.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3000	50643 - Title I
\$2000	50643 - Title I
\$400	23030 - LCFF (Site)
\$1680	23030 - LCFF (Site)
\$1425	50643 - Title I

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Goal 1

Strategy 1:

Teacher Training during Staff Meetings included ELD, AVID, PBIS, REMS, Science and teaching and the learning cycle.

Teachers are in the various stages of implementation of the ELA/Math curriculum. They had to adjust to the return to school in-person due to COVID-19 Pandemic.

Teachers are in the beginning stages of our new science curriculum.

The instructional coach attended CABE.

4 admin/ps/teachers will attend AVID summer institute.

Our Program Specialist/Coach has worked with our staff to analyze data during the three rounds of academic conferences, collaboration, and other additional collaboration with dual immersion program teachers.

Strategy 2:

- In-person tutoring occurred for grades 3-8th. BPST and i-Ready were used to identify students for tutoring and spring i-Ready scores will be used to monitor growth.
- Teachers onsite were used as tutors for identified 3-8th grade.
- Our students were provided with all necessary instructional and non-instructional materials to support their learning during
- Students used AR, IXL, google classroom (4-8th) and Seesaw (K-1)consistently.
- Coaches and the Program Specialist were instrumental in successful rounds of academic conferences where iReady growth was sjwon on D2.
- Program Specialist was instrumental in our high percentage (98%) of ELPAC and iReady testing.
- Bilingual and Instructional assistants continued supporting our students. Bilingual assists were trained in learning cycle and successfully used cycle in 3-6th grade classrooms. Bilingual assists were trained in phonics/phonological awareness strategies and used strategies with K-3rd grades.
- Coaches and Program Specialist supported and continued to provide support to EIs and ELD/Dual immersion teachers.

Strategy 3:

Due to Covid 19 restrictions, none of these activities were able to take place.

Strategy 4:

PLTW/STEM teachers received training on PLTW for the 21/22 school year.

Strategy 5:

Due to Covid 19 restrictions, none of these activities were able to take place.

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

Strategy 1:

Training on curriculum was not effective this year. Training is for the entire district and has a number of participant limits. We need strategic focused curriculum training for all grade levels.

Due to shortage of substitutes, teachers were not released to engage in instructional walks.

Conferences opened up near the end of the year but it was difficult getting participants for the summer trainings.

Releasing teachers for Academic conferences was a challenge due to the sub shortage.

Strategy 2:

Tutoring not accessible to kinder and low teacher participation made tutoring difficult.

We were unable to obtain a highly effective substitute/retired teacher on a regular basis to support T2 and T3 student pull out

Strategy 4:

Release time for teachers was minimal due to the lack of subs.

More in-depth focused science training is needed to support out teachers in the use of the new science curriculum.

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.

Strategy 1:

Subs will be needed in groups of 2-3 for Academic conferences, consistent, paid and supported by the district.

Training needs to be calendared and planned so all school site teams are aware and ready to support.

Strategy 2:

We will need to Add IXL and seesaw program for next year.

Coach did intervention strategies with 3rd grade students. Modification: will hire full-time sub/retired intervention teacher. If not able to get a sub/retired teacher, the coach will continue pulling students for intervention.

Strategy 3:

In the future, if we are still unable to have people on campus or unable to have field trips, we will need to find more virtual hands-on learning opportunities.

Due to the opening of the school protocols, we are anticipating the ability to have field trips, guest speakers and traveling exhibits.

Strategy 4:

Teachers will need to agree to meet after school with pay or during collaboration time to use for extra collaboration.

Year-round academic conferences to support teachers in implementation of strategies identified in academic conferences. Hire 1 full-time long term sub to support year-round Academic Conferences, release time, teacher walk-thrus among other sub duties.

Strategy 5:

As school has opened up for more platooning and other student mixing activities, we should be able to move on with this strategy.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

By the end of the 2022-2023 academic school year, Hong Kingston will decrease the overall suspension rate by 2% (24 students)

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

During the 2022-23 academic school year, Hong Kingston will increase the percentage of the entire student population feeling safe while on campus to 87%, by creating and distributing a school survey for the entire school.

School Goal for Attendance/Chronic Truancy:

Overall 21-22 Attendance percentage rate: 85.7%

Due to the COVID -19 Pandemic, the Chronic absenteeism rate increased to 52.53%

By the end of the 2022-23 academic school year, Hong Kingston will decrease our chronic absenteeism rate by 5% (15 students) and will decrease the sub-group of African American students chronically absent by 7% (8 students).

Identified Need

Students are not getting adequate support services to deal with tier II and tier III social emotional needs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the percentage of chronic absenteeism rate. Decrease the percentage of AA students chronically absent.	School-wide- 52.5% AA students- 61.7%	School-wide- 47.5% AA students-54. 8%
Decrease percentage rate of suspensions	4.5% (42 students with multiple suspensions)	2.5% (24 students)
Increase the percentage of the entire student population feeling safe when on campus.	82% of 4th-5th grade population 77% of 6th-8th grade population	87% of entire student population, K-8

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
Foster Youth
Low Income
English Learners

Strategy/Activity

Provide students with social and emotional support resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, and structured student engagement activities using site staff (ND, CSA, counselors). Counselors will collaborate to organize student-centered activities and implement the HKV MTSS Attendance Program to ensure students are at school every day and ready to learn. Additional compensation is being allocated for counselors to organize student-centered activities and attend trainings and conferences on creating a positive school culture and climate and meeting students needs to ensure student success.

Activity Services include but are not limited to:

- * 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2000	50643 - Title I
\$2000	50643 - Title I

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Hong Kingston will decrease overall absenteeism by 5%. Activities: Admin team and Counseling team will attend conferences and trainings on creating and implementing a positive culture and climate on the school site and to support the needs of students.

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

Implementation of the HKV MTSS Attendance Program to ensure students are at school every day and ready to learn:

* 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$200	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Strategy 1:

The Counseling and Mental Health team provides support on Behavior Support Plans, provide Professional Development for CSA's, noon duty staff, Administration, and teachers, participates in Students Support meetings that strengthen our SAP process including Tier 1, Tier 2, Tier 3 process, and where the teams discusses student behavior, attendance, students who have been referred to CARE, discussed SST's, IEP's and next steps. The team also plans activities such as monthly PBIS assemblies to recognize and reward positive behavior traits with incentives, provide classroom presentations to all grade levels, facilitate restorative circles and PLUS Forums. The counseling team also provided Services such as post-suspension conferences, PBIS- Restorative circles, behavior expectations assemblies.

Strategy 2:

Counselors and attendance team made phone calls and in person check in's as well as home visits.

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

The site was unable to hire a Community Assistant (\$14,456 + \$1,708 benefits) that would help with home visits and to assist in contacting students and parents.

Due to the challenges our families contracting COVID 19 and having to quarantine, it was difficult to keep track of students who were out due to COVID or out sick or unexcused. Many of the strategies were unable to be completed. Our attendance rate increased to 52.42%. The site needs a full time mental health clinician to ensure that the case load is being serviced. The site was also unable to print PBIS posters to help create a positive school environment by posting rules in specific areas due not being able to purchase a paoter maker and lack of communication from reprographics.

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.

Ensure there are consistent monthly parent coffe meetings. Because the site does not have a poster makers, the site will need to figure out how to have posters displayed throughout the campus so students know the rules, mission, vision, and expectations to support both strategy 1 and strategy 2.

LCAP Goal

Goal 3: Meaningful Partnerships

Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

School Goal for Meaningful Partnerships:

Due to COVID 19 Pandemic, in-person parent involvement decreased and the site was unable to have parents/ community/ visitors on the campus. By the end of the 2022-2023 academic school year, Hong Kingston School will have 20 parents cleared to volunteer.

By 2023 HKV Parent community assist, coupled with Meaningful Partnerships, 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

Not all parents participate in school wide activities that bridge the gap between school and community.

Parents feel the school needs to provide more training and parent classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of family/parent/community events/trainings held throughout the year.	4 parent coffees for 21-22	8 Parent coffee meetings 1 Community Fair 3 Parent training classes
Number of parents signing up and cleared for volunteering.	0 parents	20 parents

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Provide parents with support and resources that empowers them to 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)
\$1,494 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)

Add a Parent Community Assist staff member to help foster meaningful partnerships within the community. This resource will create new avenues to promote a positive school culture and increase the parent/family/community engagement opportunities at the school site. Staff will assist in developing effective measures of

progress and maintain existing practices that lead to effective collaboration with families.
 \$27,453 Community Assist (LCFF - 23030)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1500	50647 - Title I - Parent
\$1494	50647 - Title I - Parent
\$745	50647 - Title I - Parent
\$200	50647 - Title I - Parent
\$200	50643 - Title I
\$27453	23030 - LCFF (Site)

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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/t-shirts/office plaque/volunteer of the month poster displayed in the office.
 Volunteer Appreciation Assembly
 ****Incentives/gifts/appreciations "events"/entertainment not allowable using State and Federal funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

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 - 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$300	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

This year we were able to develop, maintain, and implement a monthly online events calendar so parents and the community know when the site was having events and meetings.

We were also able to survey parents for interest and need. Parents indicated that the school needed a parent community assist to coordinate trainings and classes based on wanting training on how to help their students learn at home, training on technology, and parenting classes.

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

Due to COVID-19, we were unable to implement strategies involving having parents and community on the campus. The site was also unable to hire a community assist to help with coordinating school events help to identify community agencies and businesses available to share resources with families. We were unable to buy a poster maker to create informational packets, posters, and banners.

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.

Strategy 1:

Increase PTSA membership

Strategy 2:

Retain a parent community assist to help increase number of parent volunteers

Strategy 3:

Retain CAB services for student mentors

Strategy 1 & 2: Purchase a poster maker to create informational packets, posters, banners, and parent outreach materials.

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	\$215345
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$397905

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 (\$)
50643 - Title I	\$211406
50647 - Title I - Parent	\$3939

Subtotal of additional federal funds included for this school: **\$215345**

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 (\$)
23030 - LCFF (Site)	\$182560

Subtotal of state or local funds included for this school: **\$182560**

Total of federal, state, and/or local funds for this school: **\$397905**