



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program
Address:	6324 N. Alturas Ave. Stockton, CA 95207
CDS Code:	0111328
District:	Stockton Unified School District
Principal:	Silvia M. Martinez
Revision Date:	February 15, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Silvia M. Martinez
Position:	Principal
Phone Number:	(209) 933-7493
E-mail Address:	smartinez@stocktonusd.net

Contents

SECTION I: BACKGROUND	3
Purpose/Intent	3
Recommendations and Assurances	4
Mission	5
Vision.....	5
School Site Story.....	5
SECTION II: EVALUATION	7
Plan Priorities	7
Plan Implementation.....	8
Strategies and Activities	9
Involvement/Governance.....	10
Outcomes	10
Summary of Review of Overall Performance.....	11
Greatest Progress.....	11
Greatest Needs.....	12
Performance Gaps.....	12
SECTION III: STAKEHOLDER OUTREACH	13
Stakeholder Involvement.....	13
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	14
Strategic Planning Details and Accountability	14
LCAP Goal 1: Student Achievement.....	14
Strategic Area of Focus	14
LCAP GOAL 2: Safe and Healthy Learning Environments	20
Strategic Area of Focus	20
LCAP Goal 3: Meaningful Partnerships	24
Strategic Area of Focus	24
Section V: School Site Council Membership	28
Section VI: Budget Allocation Spreadsheets	29

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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**):

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

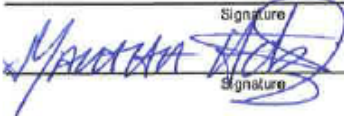
District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature



Signature

Signature

Signature

Signature

Signature

Signature


Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on 02/15/18.


Attested:

Silvia M. Martinez

Typed Name of School Principal



Signature of School Principal



Signature of SSC Chairperson

02/15/2018

Date

Thomas Henry

Typed Name of SSC Chairperson

02/15/2018

Date

Mission

Insert the school site's 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 lifelong learners.

Vision

Insert the school site's vision.

Maxine Hong Kingston DRAGONS ARE...

Positive
Responsible/respectful
Involved
Determined
Excellent

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

At Maxine Hong Kingston School/Valenzuela Spanish Dual Immersion Program we strive daily to accomplish our goals: Increase Student Achievement, provide a safe learning environment, and build a collaborative culture.

Our Programs include:

- Spanish Dual Immersion (K-4) - We are one of two schools in our district who have a Spanish Dual Immersion Program. We are committed to prepare our students for the 21st century through our Valenzuela Spanish Dual Immersion starting with incoming kindergartners and building by one grade level every year. The program calls for 90% of the school day to be spent learning academic curriculum in Spanish, 10% in English. By 8th grade graduation, participating students will have acquired solid bilingual/biliterate skills.
- Spanish Literacy (6th-8th) - We provide one class period of Spanish Literacy instruction in our Valenzuela Spanish Dual Immersion Program.
- Transitional Kindergarten - This is a full day program.
- Advancement Via Individual Determination (AVID) - This system embodies researched based instructional strategies and high expectations for all students. We have elective AVID for 7th & 8th and implement AVID components school wide with a focus on 2nd through 8th grade.

- Orthopedic Handicap Program (4th-8th) - This program services orthopedically handicapped students in grades 4th-8th. Our current enrollment includes 7th & 8th grade only.
- STEP UP - We service 120 students in an after-school setting. Our program is in partnership with the City of Stockton.
- Preschool - Our state preschool services 3.5-4.5-year olds. We have a morning and an afternoon program.
- Positive Behavior Intervention Systems (PBIS) - We strive to create and maintain effective environments for student learning, reinforced by positive relationships.
- Professional Learning Communities (PLC) - We have adopted and implemented professional learning communities which follows a student learning model. We focus on collaboration and data driven instruction.
- Making Sense of Science i3 Cadre - This select group of Science Catalysts will be working together to support teachers as we transition to the Next Generation Science Standards (NGSS) and strengthen science and literacy integration in the classroom, with the ultimate goal of improving student engagement and achievement in science.

DEMOGRAPHICS:

<p>Racial/Ethnic:</p> <ul style="list-style-type: none"> ● Hispanic 61% ● African Am. 13% ● Asian 9% ● White 5% ● Filipino 3% ● Other 2% <p>Primary Languages:</p> <ul style="list-style-type: none"> ● English - 69% ● Spanish - 26% ● Khmer - 2% 	<ul style="list-style-type: none"> ● English Learners: 23% ● RFEPS: 9.7% ● Spec. Ed: 10% ● Soc. Disadvantage: 75% <p><u>Extra Support Staff</u></p> <ul style="list-style-type: none"> ● Instructional Coach ● ½ Program Specialist ● Full time Counselor ● Full time Assistant Principal
---	---

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

2016-2017 Priorities	Major Expenditures
<ul style="list-style-type: none"> ● Enhance PLCs and Data Teams ● RCD/UOS/CCSS/ELD ● Professional Development ● Spanish Dual Immersion Program ● Improve Technology ● PBIS/Counseling ● Extended Day Tutoring 	<ul style="list-style-type: none"> ● Coaches – Hired coach was hired as an AP. Our site did not have a coach. ● Substitute Pay ● Program Specialist – Insufficient funds to hire. ● Assistant Principal/Spanish Immersion Administrator ● PD for teachers ● Additional compensation for teachers – Release time and PD ● Instructional Assists (2) ● Bilingual Assists (2)

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Fully Implemented	Not Fully Implemented
<ul style="list-style-type: none"> ● Classroom Action Walks by Administration ● Parent Involvement ● Academic Intervention ● UOS/CCSS ● Collaboration ● Academic Conferences ● Spanish Dual Immersion K-3rd ● AVID – 7th, 8th Elective 	<ul style="list-style-type: none"> ● Classroom Action Walks by Leadership Team ● PBIS - Ongoing ● PLCs – Training next group ● Formative Assessment Development ● Spanish Dual Immersion Curriculum ● PD by instructional coach ● Monitoring by Program Specialist

Modifications/Elimination:

We eliminated classroom walks by Leadership team.

Barriers:

- Insufficient funding for Program Specialist
- Instructional Coach hired was promoted to Assistant Principal position within our district
- Challenges finding Spanish materials to supplement UoS
- AVID school wide implementation - We did not train all staff due to scheduling conflicts and funding.

Plan:

- Enhance the PLC process by training additional staff
- Continue to foster a culture of collaboration
- Be more strategic when monitoring ST Math, Odyssey, ELD, and DII implementation
- Continue to support Valley Community Counseling
- Continue to recruit an instructional Coach
- Teachers will further implement UOS/Common Formative Assessment Development
- Adjust instructional strategies and calibrate assessment to support student mastery and success with CCSS
- Continue to support Spanish Dual Immersion Magnet Program
- Develop and implement a systematic monitoring tool for our programs

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Effective Strategies/Activities:

- Odyssey & ST Math implementation
- Cooperative Groups/Small Group Instruction
- DII – Improving
- Admin Walkthroughs
- Parent Involvement
- Appropriate student placement
- Intervention Programs
- SAP/CARE process
- PBIS Implementation
- AVID Program

Evidence:

- Admin Walkthroughs
- MAP data
- AVID Certification

Ineffective/Minimally Effective:

- DII
- Intervention Program

Reasons why they were ineffective:

- Lack of training
- Intervention Teacher position was eliminated

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

School Site Council - Form G was presented to members and they made recommendations throughout the year.

English Language Advisory Committee - The plan was presented to the membership and they made recommendations throughout the year.

Monitoring Plan - Each component is monitored via classroom visits, a variety of data (academic, attendance & discipline), & surveys.

Changes Needed - Develop a clear systematic monitoring system & additional professional development

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

2016-17 Goals Met:

1. By July 2017, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

2016-17 Goals Not Met or were Only Partially Met:

1. English Language Arts/Reading LEA GOAL: By July 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

Recommendations: Student data will be analyzed School wide, by grade level, and by subgroups to determine growth and areas of need to inform instruction. The data will be broken down by teachers to look at the individual needs of their students to create a multi-Tier System of Supports. The progress will also be evaluated during PLC collaboration and academic conferences. The instructional coach and program specialist will be integrated in the leadership team to identify areas of professional development needed.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

- English Learners Progress - We are very proud of the progress our English learners continue to exhibit as shown in Ca School Dashboard. Our site has shown a steady three year growth (2015 - 55.8%; 2016 - 74.7%; 2017 - 76.1%).
 - Overall EL progress increased by 1.4% giving ELs a status of High (Green) 76.1%
 - ELA SBAC: ELs increased 7.3 points; RFEPs increased 21.7 points
 - Math SBAC: ELs significantly increased 15.1 points; RFEPs significantly increased 27.7 points
- English Language Arts - We increased by 2% meeting part of Superintendent's goal to be no lower than 20% in ELA.
 - ELs - Increased 7.3 points
 - RFEPs - Increased 21.7 points
 - Hispanics - Increased 5.5 points
 - Filipino - Increased 4.7
- Mathematics - Although we showed a decline of 1%, some of our sub-groups made notable increases.
 - RFEPs - Increased Significantly 27.7 points
 - ELLs - Increased Significantly 15.1 points
 - Hispanics - Increased 8.5 points
 - Filipino - Significantly Increased 22 points
 - Socially Disadvantaged - Increased 5.9 points
- Suspension Rates - Our suspension rate has declined
 - Socially Disadvantaged - Declined 2.3%
 - Student with Disabilities - Declined 7%
 - American Indian - Declined 21%
 - African American - Declined 1.8%
- Reclassification Rate - We are proud of our continued reclassification progress.
 - 10% of our English Learners were reclassified in 2016-17
- CELDT - 25% our ELs increased one or two CELDT levels.

Action Plan to maintain and/or build upon our current success:

- Professional Development on effective instructional strategies - Ongoing support from Coach
- Focus on foundational skill in grades TK-3rd
- Strategically implement flexible small group instruction based on ongoing formative assessments
- Implement the Teaching - Learning Cycle
- Accelerated Reading/STAR
- WICOR Strategies
- Flexible platooning during Extra Support/Enrichment block
- ST Math
- Targeted Extended Day Tutoring/Instruction
- Academic Conferences
- PLC

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

- Areas of Greatest Needs:
 - English Language Arts - Although we increased by 2%, Dashboard shows we maintained. Nevertheless, the following groups declined.
 - EL only students
 - Socially Disadvantaged Students
 - Student with Disabilities
 - African American Students
- Action Plan:
 - Professional Development on effective instructional strategies - Ongoing support from Coach
 - Focus on foundational skill in grades TK-3rd
 - Strategically implement flexible small group instruction based on ongoing formative assessments
 - Implement the Teaching - Learning Cycle
 - Accelerated Reading/STAR
 - WICOR Strategies
 - Flexible platooning during Extra Support/Enrichment block
 - ST Math
 - Targeted Extended Day Tutoring/Instruction
 - Academic Conferences

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

There were no performance gaps identified for any student group.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

The plan was developed with the input from our English Language Advisory Committee members, School Site Council members, teachers, administration and Leadership Team.

SSC Dates: 8/5/17, 9/14/17, 12/7/17

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will 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.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program
Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	To provide professional learning and support for classroom teachers through coaching, supplemental Tier 2 and 3 supports within the classroom, extended collaboration, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, AVID, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Monthly	\$12,000 \$9,995 (Teacher Additional Comp) \$10,000 \$30,000 (Teacher Substitute Pay) \$53,602 \$67,002 (Salary/Benefits) \$30,000 (Conference)	Title I LCFF	11500 11700 19101 52150
1.2 Academic Student Achievement	Provide students with resources and supports (e.g. dual immersion, intervention program(s) - Accelerated Reader, supplemental instructional materials, level literacy libraries, etc.) that honor the students primary language to increase foundational literacy skills.	# of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test # of students receiving Seal of Biliteracy # of students reclassifying	8 weeks	\$20,773 \$20,773 \$35,902 \$17,621 (Salary/Benefits) \$9,000 (Additional Comp/Hourly) \$3,000 \$5,000 (License Agreement) \$31,000 (Books) \$9,473 (Instructional Materials)	Title I LCFF	19101 21101 24101 58450 42000 43110
1.3 Academic Student	Supplemental materials and	Anecdotal/Observation	Trimester	\$10,000	Title I LCFF	43110 56590

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program

Achievement	resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	pre/post assessment culminating project		(Instructional Materials) \$700 (Maintenance Agreement)		
1.4 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers pre/post assessment culminating project	Trimester	\$5,000 (Field Trip - District Trans) \$2,000 (Field Trip - Non-District Trans)	Title I	57250 58720

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	To provide professional learning and support for classroom teachers through coaching, supplemental Tier 2 and 3 supports within the classroom, extended collaboration, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, AVID, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended	Monthly	\$12,000 \$9,995 (Teacher Additional Comp) \$10,000 \$30,000 (Teacher Substitute Pay) \$53,602 \$67,002 (Salary/Benefits) \$30,000 (Conference)	Title I LCFF	11500 11700 19101 52150

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program

		Common Formative Assessments				
2.2 Academic Student Achievement	Provide students with resources and supports (e.g. dual immersion, intervention program(s) - Accelerated Reader, supplemental instructional materials, level literacy libraries, etc.) that honor the students primary language to increase foundational literacy skills.	# of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test # of students receiving Seal of Biliteracy # of students reclassifying	8 weeks	\$20,773 \$20,773 \$35,902 \$17,621 (Salary/Benefits) \$9,000 (Additional Comp/Hourly) \$3,000 \$5,000 (License Agreement) \$31,000 (Books) \$9,473 (Instructional Materials)	Title I LCFF	19101 21101 24101 58450 42000 43110
2.3 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Anecdotal/Observation pre/post assessment culminating project	Trimester	\$10,000 (Instructional Materials) \$700 (Maintenance Agreement)	Title I LCFF	43110 56590
2.4 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers pre/post assessment culminating project	Trimester	\$5,000 (Field Trip - District Trans) \$2,000 (Field Trip - Non-District Trans)	Title I	57250 58720

Proposed: Year 3: July 1, 2019 – June 30, 2020

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	To provide professional learning and support for classroom teachers through coaching, supplemental Tier 2 and 3 supports within the classroom, extended collaboration, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, AVID, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Monthly	\$12,000 \$9,995 (Teacher Additional Comp) \$10,000 \$30,000 (Teacher Substitute Pay) \$53,602 \$67,002 (Salary/Benefits) \$30,000 (Conference)	Title I LCFF	11500 11700 19101 52150
3.2 Academic Student Achievement	Provide students with resources and supports (e.g. dual immersion, intervention program(s) - Accelerated Reader, supplemental instructional materials, level literacy libraries, etc.) that honor the students primary language to increase foundational literacy skills.	# of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test # of students receiving Seal of Biliteracy # of students reclassifying	8 weeks	\$20,773 \$20,773 \$35,902 \$17,621 (Salary/Benefits) \$9,000 (Additional Comp/Hourly) \$3,000 \$5,000 (License Agreement) \$31,000 (Books) \$9,473 (Instructional Materials)	Title I LCFF	19101 21101 24101 58450 42000 43110
3.3 Academic Student Achievement	Supplemental materials and resources to support core	Anecdotal/Observation	Trimester	\$10,000 (Instructional Materials)	Title I LCFF	43110 56590

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program

	instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	pre/post assessment culminating project		\$700 (Maintenance Agreement)		
3.4 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers pre/post assessment culminating project	Trimester	\$5,000 (Field Trip - District Trans) \$2,000 (Field Trip - Non-District Trans)	Title I	57250 58720

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will 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.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program
 Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Noon Activities, etc.), etc.	# of student incidents # of student suspensions related to non-instructional time # of student being referred for social/emotional issues # of students being referred for outside agency counseling/therapy/mentoring # of student attending school # of student attending on time	Monthly	\$25,137 (Salary/Benefits) \$5,000 (Consultant - Instructional)	LCFF	12151 58100

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program
 Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Noon Activities, etc.), etc.	# of student incidents # of student suspensions related to non-instructional time # of student being referred for social/emotional issues # of students being referred for outside agency counseling/therapy/mentoring # of student attending school # of student attending on time	Monthly	\$25,137 (Salary/Benefits) \$5,000 (Consultant - Instructional)	LCFF	12151 58100

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program
 Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Noon Activities, etc.), etc.	# of student incidents # of student suspensions related to non-instructional time # of student being referred for social/emotional issues # of students being referred for outside agency counseling/therapy/mentoring # of student attending school # of student attending on time	Monthly	\$25,137 (Salary/Benefits) \$5,000 (Consultant - Instructional)	LCFF	12151 58100

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Maxine Hong Kingston Elementary School/Valenzuela Spanish Dual Immersion Program
 Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	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	Trimester	\$1,000 (Additional Comp/Hourly) \$2,746 \$35 (Parent Meeting)	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	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	Trimester	\$1,000 (Additional Comp/Hourly) \$2,746 \$35 (Parent Meeting)	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	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	Trimester	\$1,000 (Additional Comp/Hourly) \$2,746 \$35 (Parent Meeting)	Title I	43400

Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Silvia Martinez			X			
Therese Shipley	08/2016	08/2018		X		
Thomas Henry Chairperson	08/2017	08/2019		X		
Teresa Stathatos	08/2016	08/2018		X		
Celestina Lopez Secretary	08/2017	08/2019			X	
Karina Callejas	08/2016	08/2018				X
Haydee Torres	08/2017	08/2018				X
Martha Hernandez	08/2017	08/2019				X
Shane Bailey Co-Chair	08/2017	08/2019				X
Brandi Gomez (Resigned)	08/2016	12/7/17				X
Andrea Rodriguez	02/2018	06/2018				X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: HONG KINGSTON ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			12,000		\$ 12,000.00	Goal 1 - 1
11700	Teacher Substitute			10,000		\$ 10,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant			20,773		\$ 20,773.00	Goal 1 - 2
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly		1,000	9,000		\$ 10,000.00	Goal 3 - 1; Goal 1 - 2
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ 1,000.00	\$ 105,375.00	\$ -	\$ 106,375.00	
Books & Supplies							
42000	Books			31,000		\$ 31,000.00	Goal 1 - 2
43110	Instructional Materials			9,473		\$ 9,473.00	Goal 1 - 2
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		2,781			\$ 2,781.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,781.00	\$ 40,473.00	\$ -	\$ 43,254.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans			5,000		\$ 5,000.00	Goal 1 - 4
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			700		\$ 700.00	Goal 1 - 3
56530	Equipment Repair					\$ -	
52150	Conference			30,000		\$ 30,000.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			3,000		\$ 3,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans			2,000		\$ 2,000.00	Goal 1 - 4
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 40,700.00	\$ -	\$ 40,700.00	
	Total		\$ 3,781.00	\$ 186,548.00	\$ -	\$ 190,329.00	
	Differential		-	-		-	
	2016-17 Carryover		35	50,706		50,741	
	Revised 2017-18 Allocation		3,746	135,842		139,588	
			3,781	186,548		190,329	

SCHOOL NAME: HONG KINGSTON ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030 Instructional-L-SC E/General	23031 Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		9,955		\$ 9,955.00	Goal 1 - 1
11700	Teacher Substitute		30,000		\$ 30,000.00	Goal 1 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist	0.50	67,002		\$ 67,002.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant	0.44	20,773		\$ 20,773.00	Goal 1 - 2
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant	0.44	35,902		\$ 35,902.00	Goal 1 - 2
24101	Library Media Clerk	0.44	17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 206,390.00	\$ -	\$ 206,390.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		10,000		\$ 10,000.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 10,000.00	\$ -	\$ 10,000.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement		5,000		\$ 5,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional		5,000		\$ 5,000.00	Goal 2 - 1
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 10,000.00	\$ -	\$ 10,000.00	
	Total		\$ 226,390.00	\$ -	\$ 226,390.00	
	Differential		-		-	
	Allocations		226,390		226,390	