

2022-2023 ESSER III PROJECT SUMMARY

General Information	
ESSER III Plan Project Name: Assessments - PSAT, AP	
ESSER III Plan Category/Location: Assessments	
ESSER III Allowability: <ul style="list-style-type: none"> Expanded Learning 	
Cabinet Level Point of Contact & Department: Susana Ramirez Education Services	
Responsible (Day-to-Day & Progress Reporting): Jason Murphy	
ESSER III Plan Category Total Funding Amount: \$6,250,000.00	
Org Key Project Title: ESSERIII-20% AssessmentsR	
ESSER III Project Funding Allocated: 80% - 20% - Other - \$2,000,000.00	Fund Account Code (Org Key):

District Mission
Our Mission is to graduate every student college, career, and community ready. In doing so we lift all youth out of circumstances of poverty and scarcity. https://www.stocktonusd.net/site/Default.aspx?PageID=356: Yes

Superintendent's Goals:
Superintendent's Goals: <ul style="list-style-type: none"> 10% decrease in student/staff chronic absenteeism; Total suspension reduction by 1,000; 10% increase in school connectedness

Instructional Goals:
Instructional Goals: https://www.stocktonusd.net/site/Default.aspx?PageID=356: <ul style="list-style-type: none"> Every child by the end of the 12th grade will graduate and be college or career ready.

Alignment to Other Plans:
Alignment to Other Plans: - SUSD LCAP 1.0 - Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready. -- Action 1.6 - To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students.

-- Action 1.7 - These additional services that are based on identified need are intended to increase and/or improve services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on increasing and/or improving services for unduplicated pupils.

- SUSD LCAP 2.0 - Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

-- Action 2.1 - These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils access to inclusionary equitable educational opportunities will be evaluated through the ongoing use of data to determine need and progress of targeted groups reflected in the community. Through the use of data-driven decision-making, these culturally inclusive and relevant practices will be implemented to provide targeted support to students, staff, and community through the increased support, services, and instructional resources that are inclusive and responsive to the diverse needs and populations reflected in the SUSD community.

-- Action 2.2 - These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community.

There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. The data-driven decision-making practices will identify the necessary resources required to assist students, schools and communities to achieve their academic goals, contributing to the attainment of graduating college and career ready.

-- Action 2.3 - Professional development, support, and training to support and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices to support student achievement.

- SUSD LCAP 3.0 Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

-- Action 3.1 - Provide services through staffing, training, regular communication modules and/or other resources designed to provide support, communication, and partnerships that target student and community needs throughout the city of Stockton and the San Joaquin County. The ability to grow and develop resources available to students, family and community will increase community and parent involvement, resulting in student success through access, awareness and connection between school and community.

-- Action 3.2 -

Project Description

Describe your project for the 2022-2023 School Year (SY) Implementation. (Brief, yet specific that includes the actions, implementation, purchases, etc.):

Acquire, train and deploy tools to support measuring, tracking and reporting on state identified and local metrics.

- Train, implement and deploy Illuminate Education (CAST item bank, Social Emotional inventory, Equity Screener, MTSS Screener etc...)
- Train, implement and deploy Power BI dashboards to support site PLC's; school site plans; and district strategic plans.
- Train, implement and deploy Illuminate Parent Portal to local priority III parent engagement and collaborative decision making.
- Host parent - community data socials to build data literacy with parent community to support learning acceleration and performance gap closure.
- Implement i-Ready Challenge
- Implement Plan Do Study Act Data Inquiry Cycles with community stakeholders, teachers in PLC as well as district teams during differentiated assistance.

Project Collaborative Partners

Identify the Collaborative Partners (Departments, Community Organizations, Businesses, Governmental Agencies, etc.):

- African American Black PAC
- Business Services
- Curriculum and Professional Development
- Educational Services
- Information Services
- Information Technology
- Mental Health and Behavioral Services

- Special Education
- State and Federal Programs
- SUSD PAC

Project Target Group(s)

Identify the Target Group(s) to be Served by Project (i.e. English Learners, 3rd grade, Pacific Islander):

Target Student Groups:

- All Student Group
- African American Student Group
- American Indian Student Group
- English Learner Student Group
- Foster Youth Student Group
- Homeless Student Group
- Students with Disability Student Group

Performance/Outcome Measures

Identify the Outcome(s) of the Project/Activity (Example: Decrease the number of students sharing devices.):

- Improvement in components of an effective district system at least one performance level (Level 1 Laying the Foundation, Installing, Implementing Level 4 Continuous Improvement and Sustainability) (Source LEA Self-Assessment - CCSESA.ORG)
 - Shared Beliefs, Vision, Mission
 - Teaching, Learning & Assessment
 - Leadership & Governance
 - Professional Development For All
 - Infrastructure Alignment
 - Clear & Collaborative Relationships
- Closing performance gaps on state indicators between persistently underperforming target groups and all group.
 - African American Student Group
 - American Indian Student Group
 - English Learner Student Group
 - Foster Youth Student Group
 - Homeless Student Group
 - Students with Disability Student Group
- All group and all subgroups make progress to improving a performance level on all state indicators.

Metrics/Performance Measures:

1 | Basic Services

Local Basic Services Data Indicators:

- o Number/percentage of new teachers enrolled in an Induction Program
- o Number/percentage of new administrators enrolled in an Induction Program

2 | CCSS Implementation

Possible Local Common Core Data Indicators:

Professional Learning

- o Number/percentage of teachers and administrators trained in CCSS modules for ELA and Math, including the shifts in CCSS.
- o Number/percentage of teachers and administrators trained in the CCSS ELA learning progressions of reading and how expository reading and text complexity develop by grade level and across content areas.
- o Number/percentage of teachers and administrators trained in the CCSS ELA modes of writing.
- o Number/percentage of teachers and administrators who have an understanding of disciplinary reading and writing strategies.
- o Number/percentage of teachers who have implemented disciplinary reading and writing strategies.
- o Number/percentage of grade levels/courses who have prioritized literacy strategies for use in all classrooms of that grade level/course.
- o Percentage of classrooms where school-prioritized literacy practices are in use to increase students' literacy skills across the curriculum.
- o Number/percentage of teachers and administrators trained in the CCSS Math Practice Standards.
- o Number/percentage of teachers and administrators trained in the CCSS Math Progressions.

- o Number/percentage of teachers trained in the CCSS Math Content Domains for their grade level/course.
- o Number/percentage of teachers incorporating the CCSS Math Practice Standards in daily lessons.
- o Number/percentage of teachers incorporating digital learning experiences that assist students in making meaning and/or communicating understanding.
- o Number/percentage of teachers and administrators who understand the construction, formats, and student demands of the SBAC.
- o Number/percentage of teachers and administrators who understand the SBAC achievement Level Descriptors for their grade level or grade span.
- o Number/percentage of teachers and administrators who understand the claims, targets, standards, and Depth of Knowledge ratings for performance tasks.
- Classroom Instruction/Instructional Strategies
- o Number/percentage of teachers using performance tasks with students.
- o Number/percentage of teachers implementing changes in classroom instruction that reflect the shifts within the CCSS.
- o Number/percentage of teachers incorporating expository writing on a daily basis.
- o Number/percentage of grade levels/courses that have agreed to common writing expectations.
- o Number/percentage of grade levels/courses where students are given feedback toward the improvement of a writing assignment or performance task.
- o Number/percentage of grade levels/courses where formative assessment is used to monitor student progress.
- o Number/percentage of grade levels/courses where CCSS-identified digital skills are being taught to students.
- o Number/percentage of grade levels/courses where varied Depth of Knowledge levels are incorporated.
- o Number/percentage of grade levels/courses where discourse is included on a regular (to be defined) basis.
- o Number/percentage of grade levels/courses where teachers are involved in Lesson Study.
- o Number/percentage of grade levels/courses where teachers are collaboratively scoring student work (i.e., writing assignments, lab reports, performance tasks, etc.).
- o Number/percentage of classrooms where students are engaged in speaking, small group discussions, problems, etc. at least 50% of the class time.
- Curricular Resources & Instructional Materials
- o Number/percentage of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS.
- o Number/percentage of grade levels/courses where units have been developed that align to the CCSS in ELA, Math, and Literacy in the Content Areas.
- o Number/percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA, Math, and Literacy in the Content Areas.
- o Number/percentage of grade levels/courses where success criteria (rubrics, student exemplars, writing samples, etc.) has been created to share with students as assignments, writing, and performance tasks are given.
- o Number/percentage of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA and Math have been purchased.
- Administrators
- o Number/percentage of administrators who recognize the shifts in teaching practice that reflect CCSS ELA, Math, and Literacy in the Content Areas.
- o Number/percentage of administrators who understand the changes in the student learning experience as a result of the CCSS.
- o Number/percentage of administrators who are able to provide effective feedback to teachers about observations of student learning that assist teachers in the transition to full implementation of the CCSS.
- Student Learning
- o Number/percentage of schools who have developed a process for monitoring and assessing student learning.
- o Number/percentage of grade levels/courses that have developed rubrics and student exemplars that show learning/mastery and reflect the Depth of Knowledge and Achievement Level Descriptors.
- o Number/percentage of grade levels/courses that have developed grading practices that show students'™ progression toward mastery of the CCSS.
- o Number/percentage of grade levels/courses that have developed/refined standards-based report cards.
- o Number/percentage of grade levels/courses that have developed a process for continuous monitoring of student growth and achievement that includes end-of-year targets.
- o Number/percentage of students who use technology tools as an ongoing part of instruction.
- o Number/percentage of grade levels/courses that have agreed to common tools for students to track their learning progress and growth.
- o Number/percentage of grade levels/courses that have developed/determined supports for English Learners.

- o Number/percentage of grade levels/courses that have developed/determined supports for Students with Disabilities.

Communication

- o Number/percentage of students who understand the changes in expectations with the CCSS.

- o Number/percentage of parents who have participated in opportunities to learn about the CCSS and the changes in expectations for students.

- o Various types of communication resources and tools are provided to help clarify the CCSS to various stakeholder groups.

3 | Parental Involvement

Efforts to seek parent input

- o Possible data sources include district and school surveys related to WASC

Promotion of parent participation

- o Possible data sources include parent involvement in district/school activities (e.g., committees, student clubs, after school enrichment, fundraisers, carnivals, promotion activities, PTO membership)

Other Local Parent Participation Data Indicators:

- o Number/percentage of unduplicated parents participating in parent informational nights (i.e., Math night, reading night, college preparedness, college/career information, Kindergarten preparedness, helping your child at home, parenting classes, etc.)

- o Number/percentage of parents involved in school/district opportunities (i.e., Parent Club, Booster Club, library, etc.).

- o Number/percentage of schools with proper use and formation of School Site Councils.

4 | Student Achievement

Performance on Smarter Balanced Assessments

Share of students that are college- and career- and community ready

- o Graduation Rate

- o Graduates Completing UC/CSU Required Courses

Share of ELs that become English proficient

- o Students Redesignated Fluent English Proficient

- o Title III Report (see AMAO 2)

EL reclassification rate

- o Students redesignated Fluent English Proficient

- o Share of students that pass AP exams with 3 or higher

- o AP Exam Results

- o College Board Online Reports

Share of students determined to be prepared for college by the EAP

- o Early Assessment Program (EAP) Test Results

Other Local Student Achievement Data Indicators:

- o Number/percentage of students by grade level who have mastered the technology skills identified within the CCSS.

- o Number/percentage of students by grade level who have given an oral presentation as identified in the CCSS ELA standards.

- o Number/percentage of students who are able to complete Depth of Knowledge 4 performance tasks at proficient levels.

Existing Evidence:

- o School Quality Snapshots

- o Single Plan for Student Achievement

- o FPM Results

- o Program Improvement Corrective Action Plans

5 | Student Engagement

- o School attendance rates

- o Chronic absenteeism rates

- o Middle school dropout rates

Districts and schools can use their student information systems to find information for these areas (e.g., Aeries, Illuminate, School Wise, Power School)

- o High school dropout rates

- o High school graduation rates

Districts and schools can use their student information systems to find information for these areas (e.g., Aeries, Illuminate, School Wise, Power School)

Other Local Student Engagement Data Indicators:

- o Number/percentage of students by subgroup that are receiving support (i.e., peer mentoring, peer tutoring, after school tutoring, adult mentoring, etc.)
- o Number/percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., WEB, Link Crew, Student Council, Student Leadership, Friday Nigh Live, Character Ed, etc.)
- o Number/percentage of students by grade level/course and subgroup that consistently respond in complete sentences.
- o District definitions and observations of student engagement, student and teacher surveys, promotion of grit, tenacity, perseverance

6 | School Climate

- o Student suspension rates
- o Student expulsion rates
- o Truancy Rates
- o California Healthy Kids Survey Report

Other Local School Climate Data Indicators:

- o Possible data sources include such sources as LEA plans, School Site Council activities, and English Learner Advisory Council materials
- o Survey results from parents, students, teachers, and staff on sense of safety and school connectedness.
- o Number/percentage of students by subgroup involved in clubs or sports.
- o Number/percentage of students by subgroup who are receiving counseling services (i.e., anger management, Boys/Girls Circle, etc.)
- o Consolidated Application

7 | Course Access

Student access and enrollment in all required areas of study – possible data sources include student information systems (e.g., Aeries, Illuminate, School Wise, Power School)

8 | Other Local Student Outcomes

Other indicators of student performance in required areas of study

Possible data sources include 1) National Merit Scholars, California Scholarship Federation members, Doyle Scholarship awards, etc., 2) Career Technical Education enrollment, 3) concurrent community college class enrollments, 4) participation in county or statewide academic events or challenges

Other Local Student Outcomes Data Indicators:

- o Number/percentage of students by subgroup meeting the district goal (end-of-year target) for English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.
- o Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Mathematics, including concepts, operational skills, and problem solving.
- o Number/percentage of students by subgroup meeting the district goal (end-of-year target) for History/Social science.
- o Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.
- o Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
- o Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Physical education.
- o K-6 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Health, including instruction in the principles and practices of individual, family, and community health.
- o 7-12 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Foreign Language.
- o 7-12 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Applied Arts.
- o 7-12 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Career Technical Education.
- o WASC Report data.

Data Collection Method(s)/Tool(s):

- Data Collection,
- Data Extraction Synergy
- Survey
- Focus Group

- Data Storage, Warehousing, Retrieval & Reporting
- Extraction from SIS (Synergy)
 - Data Warehousing in Illuminate and Microsoft DataVerse
- Reporting
- Microsoft Power Bi
 - Google Data Studio
 - Esri ArcGIS
 - Infographics
 - Microsoft Power Pages

Project Timeline

Identify the Timeline of Project Implementation (Monthly or Quarterly or other Frequency of Milestones):

- Milestone will be tracked
- Monthly
 - Mid-year
 - Annual review of progress.

Project Implementation Location

Identify the Location(s) of Project Implementation:

- Locations
- School Sites
 - Parent Resource Cener
 - Coleman Complex
 - Parent Resource Cener
 - Virtual and Asynchronous collaboration

Budget Allocation

	\$ Allocated	Description of Expense
1000 Series Certificated Salaries	\$	Teacher Hourly: - AP Data Collab - PLC Data Collab - IB Data Collab - CAST Data Collab - CAASSPP Data Collab - i-Ready Data Collab Total Allocation = \$299,258.40
2000 Series Classified Salaries	\$	Classified Data - Harvard SDP Data Fellowship - Extra Help Data Meetings and Trainings Total Allocation \$514,000.00
3000 Series Certificated and Classified Fringe Benefits	\$	Adjust from 1000 and 2000 as necessary to cover.
4000 Series Books and Supplies	\$	SPSS Renewal Year i-Ready Challenge Udemy EBSCO Education Resources I-PADS for Research Team - Set of 8 National Student Clearing House Data Socials with Community Student Think Tank Project Assessment Network Illuminate Add On (CAST, Parent Portal, Social Emotional Screener, MTSS Screener) Total Allocation \$723,531.60
5000 Series	\$	Harvard Business Analytics Certification

Services and Other Operating Expenditures, Travel (excluding 5100 and 5800)		Illuminate Conference Synergy Conference AERA Conference Power BI Training Power Platform Conference Ed Data Summit Illuminate in person training (6 hours) Carnegie Foundation Improvement in Education American Education Research Association Esri Conference EduData Summit Leading Educational Innovation and Improvement Micromasters® Program edX Gartner Data Analytics Summit 2023 Total Allocation \$463,210.00
5100 Series Subagreements for Services	\$	
5800 Series Professional/Consulting Services and Operating Expenses	\$	
6000 Series Capital Outlay	\$	0
Reserved for Allocation:	\$	