2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
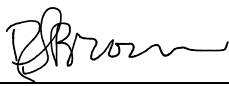Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Year: 2023-2024

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	05/30/2023	06/20/2023

Purpose

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

Hong Kingston Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, Homeless, Students with Disabilities (SWD), and Two or More Race student groups.

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

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

An SPSA Planning team was developed to discuss the site's needs last year on March 3, 2022. The needs of the site were discussed with the SSC on October 24th, November 28th, February 27, and March 27th. 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 27, 2022

- Academic conferences
- Focus:
- Data Growth from Fall to Winter
- Large paper for strategies. SBAC strategies, ELA strategies, Math strategies, SIPPS, VISUAL of on grade level, 1 below and 2+ below
- Reflect at a staff meeting.
- Class visitations after the AC for grade levels.

September 14, 2022

- Admin will go in, have 3 items to look at each time, and have a ½ sheet to leave with teachers.

- When visiting, the instructional coach looks at the class environment, planning, preparation, and instruction.

- Need Lesson training, classroom management training, and other training.

- Observation 7th math in i-Ready. Seeing lesson planning, engagement, and how to do an intervention on the fly. At Franklin. 6/7/8 IB classes. Grunsky does small groups on 6/7/8.

- Have 6th grade observe at a later date.

- 7th ELA grade observation at a later date.

- Dual observation will be doing observations within the dual groups.

- Grading policy needs to be consistent within grades.

November 4, 2022

- PLC Process
    - Identify essential standard
    - Align curriculum and what's being taught with standards
    - Focus on academic vocabulary
    - SBAC Blueprint
    - SBAC Peardeck lessons that align with standards
    - Use ICA's to target what grade level standards students do not know (assessed in the beginning of school)
- Stat with 6th-grade team
- Need three subs
- Dates- after Thanksgiving break
- K-2 Focus on foundational skills
- Walk Through- start date/ evidence
- Assign "things to do" to the team
- Data Walk (virtual?) to 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, 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.
- Need to work on vocab strategies: higher-level vocab needed to be used (animals/vs. predator and prey) pics needed as well

January 20, 2023

- Math Walkthroughs
    - Dates
    - Schedules
    - Grades
    - vertical articulation/walk-throughs for math with all teachers. Focus on grade level or two. Grade Levels K-2 or ½ Looking at intermediates looking at manipulative use. Focus on routine and manipulatives or the deficits from the i-Ready walk-through.

January 27, 2023

- Academic Conferences
- Dates: January 30-February 17
- please review schedules
- ½ day schedule

Focus:

- Data Growth from Fall to Winter
- Large paper for strategies. SBAC strategies, ELA strategies, Math strategies, SIPPS, VISUAL of on grade level, 1 below and 2+ below
- Reflect at a staff meeting.
- Develop a SMART goal for the school
- Math and ELA
- How do we help ACs
- Develop Intention/Learning Goals/ for Academic conferences

February 7, 2023

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 Guiding Coalition met numerous times to discuss and implement the following:

Guiding Coalition meets twice a month. Dates were 9/2, 9/16, 10/21, 11/4, 11/18, 12/2, 12/16, 1/6, 1/20, 2/3, 2/17, 3/3, 4/7, 4/21, 5/5, 5/19. During the meetings, we discussed yearly academic gains, structure, and procedures, among other important items.

Beginning of the year, meetings addressed the following:

- 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 the following:

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

During the winter leadership meeting, the discussion was focused on the following:

- 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 the following:

- 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 10/24, 11/28, 2/27, 3/27, 5/22, and 5/30 to discuss the implementation of the following:

During the fall meetings, we discussed the following:

- In Goal 1, Student Achievement, the school purchased the 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 help prepare students for college and/or career.
- Goal 3 Meaningful Partnership is difficult because we could not hire a parent community assist, making goal 3 of the SPSA challenging.
- We want to hire a full-time community assistant to help bridge the relationship between the school and parents.

During the Winter meetings, we discussed the following:

- Having a Parent Community Assistant full-time. The school currently has 1 full-time bilingual assistant for 15% of English Learners (EL).
- All the duties a Parent Community Assistant could do and how one would help get information out to parents were discussed.
- SSC member said that having a Parent Community Assistant is a good idea
- A bilingual Parent Community Assistant would be great in helping to translate information for 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 support and resources that empower 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- We have recruited only 5 for this year. The volunteers must be able to clear their backgrounds.
- Strategy #3 of Goal 3- Community Accountability Board partnership-We wanted to see more mentoring groups on the campus. We will have IYT starting in August of the 23-24 school year.
- The school has 32.49% chronic absenteeism.
- According to iReady data, students have grown in 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:

- The parent needs assessment survey
- The Overall iReady Data and What it means
- The fact the site will be losing a program specialist and the challenges it will create especially having a dual immersion program on the campus
- LCAP/LCFF information and sessions being held

- Differentiated Assistance and What it means and How the district qualifies
- ELAC finalized needs assessment recommendations with council members and guests.
- ELAC had no recommendations for the SPSA.
- The SSC approved the SPSA on the 5/30 meeting

Resource Inequities

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

See comprehensive needs assessment

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

CA Healthy Kids Survey, ELAC Parent Needs Survey

Classroom Observations

Data Walks

Analysis of Current Instructional Program

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, 2023, and March 8, 2023. The needs of the site were also discussed with the SSC on January 10, February 28, and March 7 of 2023 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 2022

- 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 2022- 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 2022

- 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 2023

- 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 2023

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.

Standards, Assessment, and Accountability

CAASP, iReady Diagnostic, CA Accountability Dashboard

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 2022-2023, there were 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.
Due to the teacher shortage 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

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 a teacher shortage, therefore creating a substitute shortage, we were unable to provide professional learning and professional development opportunities to teachers and staff in the focus areas.

Teaching and Learning

Teaching and Learning Summary

During the 22-23 school year, HKV's iReady data shows that for Diagnostic 1 for reading:

- 7%- mid or above:
- 11%- on Grade:
- 40%- one grade below:
- 21%- two grade levels below
- 21%-3 or more grade levels below

Diagnostic 2 Reading:

- 11%- mid or above
- 16%- on grade
- 38% one grade level below
- 16%- two grade levels below
- 19%- 3 or more grade levels below

Diagnostic 3 Reading:

- 23%- mid or above
- 19%- on grade
- 32% one grade level below
- 12%- two grade levels below
- 14%- 3 or more grade levels below

We show growth from D1 to D3:

- Mid or Above: +16%
- On Grade: +8%
- One Grade Below: -8%
- Two Grades Below: -8%
- Three or more Grade Levels Below: -7%

During the 22-23 school year, HKV's iReady data shows that for Diagnostic 1 for math:

- 2%- mid or above:
- 7%- on Grade:
- 48%- one grade below:
- 20%- two grade levels below
- 22%-3 or more grade levels below

And for Diagnostic 2:

- 7%- mid or above
- 13%- on grade
- 47% one grade level below
- 16%- two grade levels below
- 17%- 3 or more grade levels below

And for Diagnostic 3:
- 17%- mid or above
- 21%- on grade
- 37% one grade level below
- 12%- two grade levels below
- 13%- 3 or more grade levels below

We show growth from D1 to D3:
- Mid or Above: +15%
- On Grade: +14%
- One Grade Below: -9%
- Two Grades Below: -8%
- Three or more Grade Levels Below: -8%

Subgroup Data: ELA

African American	American Indian	Hispanic	White	Asian	SWD	SED	
41% Green 32% Yellow 28% Red	54% Green 23% Yellow 23% Red	38% Green 33% Yellow 29% Red	44% Green 30% Yellow 26% Red	46% Green 33% Yellow 21% Red	42% Green 32% Yellow 27% Red	15% Green 38% Yellow 37% Red	

Subgroup data: Math

African American	American Indian	Hispanic	White	Asian	SWD	SED	Overall EL	Current EL
28% Green 37% Yellow 36% Red	23% Green 38% Yellow 38% Red	37% Green 37% Yellow 26% Red	33% Green 39% Yellow 28% Red	41% Green 38% Yellow 18% Red	38% Green 37% Yellow 25% Red	26% Green 40% Yellow 34% Red		23% Green 48% Yellow 29% Red

ELPAC Data

Level 1 - Emerging	Level 2 - Bridging	Level 3 - Expanding	Level 4
29	41	45	16

HKV showed iReady growth from Diagnostic 1 to Diagnostic 3 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 who meet the standards by prioritizing ELD with 30 minutes of designated ELD scheduled for K-6 grade levels and 50 minutes of designated ELD with the middle school grades. Thirty to forty minutes are scheduled for strategic ELA & Math support/intervention so teachers can differentiate, group, and platoon students based on their individual needs.

Teachers also administer assessments 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 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 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, and assessment and data analysis for TK-3rd grade students far below grade level. The Bilingual assistant facilitates student ELPAC testing and assists with group pull-out/push-in for EL student support. 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 59% of our students in reading and 62% of our students in math are one or more grade levels below. Furthermore, our subgroup data shows that our students with disabilities (SWD), English Learners (EL), and African American (AA) students 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 have not reclassified 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 62% of the students between one and three grade levels below due to the following:

- Students lack foundational math skills

- Teacher 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

- 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): 59% 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): 62% 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): 22% 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

Needs Statement 4 (Prioritized): 27% of African American studnts are two or more grade level below in ELA and 33% in math **Root Cause/Why:** Teachers need training in culturally relevant and responsive teaching. Attendance continues to be an ongoing issue with delivering instruction and student progress. Students were already behind pre-pandemic. Focused vertical and grade-level articulation/collaboration, PLC training, and implementation Training and professional development on standards alignment and priority standards.

Parental Engagement

Parental Engagement Summary

Parents and community members participate in SSC, ELAC, and Pastries for Parents to provide feedback to the school and complete surveys.

Teachers hold parent-teacher conferences after the Fall I-Ready assessment result. Teachers contact parents via phone, class dojo, google classroom, and email to schedule meetings and discuss student progress and 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 school's website. We also communicate through staff by arranging parent meetings and direct phone calls home by counselors and the administration team.

The leadership, SSC, and SPSA planning teams met and agreed that a Parent Community Assist was needed full-time to provide parents with support and resources that empower them to be engaged in their student's learning, such as parent conferences, communication, training, and classes. We want a Parent Community Assist to help support the site in coordinating parent meetings, increasing the number of parents attending the parent's meetings and training, helping develop and strengthen the community/parent outreach program, developing and maintaining 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 in coordinating training and classes based on the following results:

Survey Data: See Plan Addendums

Parental Engagement Strengths

School personnel plays a significant role in family and community involvement success. Events such as:

Back to School Night

Parent Teacher Conferences

Attending IEP and SST meetings

Parents at HKV have done an excellent job of 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 program's requirements and have meetings throughout the year for recruitment. The middle school team has also done an excellent job communicating with parents about middle school activities and transitioning to high school.

The PLUS team has also created a website for parents and families to communicate with students and families about the club and the events that happen on campus.

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 them with what they need when needed. We will teach the students we have, not the students we want.

As of May 2023:

Total Cumulative days of in and out of school suspension (duplicated): 124 days, including Special education students.

Total days of suspension (unduplicated): 42

Location for May:

17 playground

19 classroom

13 restroom

7 cafeteria

7 other outside area

3 other inside area

YTD-Grade:

19- 8th grade

6-7th grade

6- 6th grade

5- 5th grade

4- 4thgrade

1- 3rd grade

According to our PLUS survey:

61% of 6th-8th graders feel a part of the school, 52% feel safe at school, and 84% feel a teacher or other adult cares about them.

In the 4th - 8th grade, 65% of students feel safe at school, and 75% feel like they are a part of the school.

The Counselors and the mental health clinician provide students with social and emotional support resources such as restorative circles, PBIS strategies, PLUS program activities, and structured student engagement activities that positively impact student learning and behavior. For the 23-24 school year, Improve Your Tomorrow is working with our 7th and 8th-grade male students.

The site would like other organizations such as F.I.T, FACES, The Amelia Adams Whole Life Center, and CAB to provide services to our students to help improve culture and climate and students' social-emotional well-being, which will then help to improve those behaviors occurring on the playgrounds during unstructured time, and other targeted areas.

School Culture and Climate Strengths

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

Add SAP chart: See addendum.

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 2024, we will increase the percentage of students performing on grade level or higher in ELA by 3 percent, from 42% to 45%, or decrease the percentage of students performing two or more grade levels below in ELA by 3 percent, from 27% to 24%, as measured by the diagnostic 3 growth results report. 2022-2023 ELA iReady Data ELA: Fall to Spring growth: 24% On Grade level/mid or above iReady Data: ELA D1: 18% ELA D2: 27% ELA D3: 42% Math SMART Goal: By EOY 2024, we will increase the the percentage of students performing on grade level or higher in Math by 3 percent, from 38% to 41%, or decrease the percentage of students performing two or more grade levels below in Math by 3 percent, from 24% to 21%, as measured by the diagnostic 3 growth results report. 2022-2023 Math iReady Data: Fall to Spring growth: 29% On Grade level iReady Data: Math D1: 9% Math D2: 20% Math D3 : 38% EL SMART Goal: By EOY 2024, We will classify a total of 10 EL students ELPAC 2022-2023: RFEP: 2022-2023: 12 students reclassified 2021-2022: 23 students reclassified ELA SBAC 2021-2022: Met Achievement Standard: 28% - 107 students Not Met Achievement Standard: 72% - 281 Math SBAC 2021-2022: Met Achievement Standard: 19% - 72 Students Not Met Achievement Standard: 81%- 317 Students

Identified Need

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

59% of our students are between one and three-grade levels below in ELA.

62% of our students are between one and three-grade levels below in math.

22% of EL students are 3 or more grade levels below in ELA and are not reclassifying at high rates.

27% of African American studnts are two or more grade level below in ELA and 33% in math

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
Number of students reclassifying	12 students reclassified	Total of 10 students reclassifying for 23-24
Percent of Students performing 2 or more grade levels below	ELA 27% Math 24%	ELA 24% Math 21%
Percent of Students performing at or above grade level	ELA 42% Math 38%	ELA 45% Math 41%

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 using an outside consultant such as A-Z consulting, 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/EDI, GLAD, PLC process, data cycle, teaching and learning cycle, writing across the curriculum, and any additional training needed - 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. (If personnel are vacant for any portion of the school

year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) Conferences: * ACSA/CAAASA/CAPS 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. * CABE Conference: administrator, program specialist, instructional coaches, and teachers. * ATDLE Conference: administrator, program specialist, instructional coaches, and teachers. * AVID Conference/Institute: administrator, program specialist, instructional coaches, counselors, and teachers. * PLTW/STEM Conferences/Symposium/Workshops: Administrator, Program Specialist and teachers. * County Math and ELA Workshops - throughout school year - All teachers *ELD Institutes - County and district sponsored workshops - all teachers *NABE Conference - National Association Bilingual Educators Conference - Administrators, Program Specialist, and teachers. -Release teachers during the day to engage in classroom walks/collaboration with other teachers/coaches/Program Specialist. -Additional Compensation for collaboration for PS. Release teachers during the day to engage in instructional walks/collaboration with teams from other sites. -Release teachers to collaborate during academic conferences. -Students will receive mailings for progress reports/Report Cards -Coordinate substitute coverage for teachers to attend conferences/workshops. 50 days X $200 rate of pay = $10,000 total cost - Substitutes to release teachers to attend conferences and/or Pull out PD. (Title I) 1 staff (PS) will engage in additional collaboration to support activities such as PD, AVID coordination, PLC support, Academic conferences support, extended day tutoring and other instructional strategies/activities. 1 staff (PS) X 128 hours X$60= $7,736 (Title I) Conference Cost for attendees: $25,294 (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)
$10,000	50643 - Title I
$7,736	50643 - Title I
$25,294	50643 - Title I

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 1.1.2

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

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, Moby Max, IXL, INQUISITIVE, & other similar applications that will facilitate the implementation of Response To Intervention and help service our special needs and resource population. License Agreements - $12,452 - Title I Instructional Materials - $35, 000- 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 whiteboards, 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 accessible to all students. Purchase book sets and dual language books/multicultural books. Library Media Assistant - $36, 896 (site LCFF) Provide in-class, 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 collaborate with the classroom teachers to move students toward reclassification. Bilingual Assist will work on targeted EL interventions based on student needs/data in small groups. Our English Learners' students have decreased in ELA and Math. Bilingual Assistant including benefits - $81, 599 (Centralized Services) Instructional Assistant - $39, 961 (site LCFF) Through the ELOP program, teachers will provide tutoring/extended learning to T2/T3 students before/after school. Provide mailings to notify parents and provide at-home academic support (packets) - Coaching model to continue focusing on AVID and Dual Immersion Program, instructional practices, and language development through Instructional Coaches. 7 teachers x 12 hours x $60 rate of pay = $5, 040 $76, 028 - 50% - LCFF - Program Specialist will monitor ELs achievement, ELD, AR, STAR, Dual, and other programs. Maintain Program Specialist/EL Coordinator Full time to support with program implementation, ELD, technology integration, student programs, curriculum implementation, and progress monitoring of students. Program Specialist-to provide support to teachers in analyzing and interpreting data. Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources. $76, 028 - 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. If site is unable to retain a Program Specialist for the 2023-2024 school year, site will use funds for other full-time personnel, such as full-time community assist. I 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 the 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)
$12,452	50643 - Title I
$35,000	50643 - Title I
$8,000	50643 - Title I
$10,400	50643 - Title I
$36,896	23030 - LCFF (Site)
$0	23030 - LCFF (Site)
$39,961	23030 - LCFF (Site)
$5,040	23030 - LCFF (Site)
$76,028	23030 - LCFF (Site)
$76,028	50643 - Title I
$2,800	23030 - LCFF (Site)
$8,400	50643 - Title I Salary Contingency
$19,432	23030 - LCFF Salary Contingency

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 1.1.3

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

Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, and other programs that will help to provide that experiential learning. 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)
$10,000	50643 - Title I

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 1.1.4

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/Arts Mathematics (STEM/STEAM) projects to include PLTW/STEM/STEAM & INQUISITIVE project materials. Appropriate 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/Training: * PLTW Conference; Math Science Institute; STEM/STEAM training; INQUISITIVE training - grade level representation - teachers, Program Specialist, Admin. Coordinate substitute coverage for teachers to attend conferences/workshops and trainings. 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, and 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 = $423 - 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)
$3,000	50643 - Title I
$2,000	50643 - Title I
$423	23030 - LCFF (Site)
$1,680	23030 - LCFF (Site)
$1,425	50643 - Title I

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 1.1.5

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 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]

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 1.1.6

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

Strategy/Activity

The African American student support committee will create an African American Student Achievement plan to monitor our African American students who are not on or above grade level. The committee will consist of teachers from each grade level, program specialists, instructional coaches, counselors, and the admin team, with support and input from the mental health clinician and school psychologist. The team will create a form that will monitor health, attendance, specifically chronic absenteeism, behavior, academic data, and any other data the team believes is necessary for developing a comprehensive achievement plan for each student. Teachers will use this form to monitor and document the progress of each African American student not performing at or above grade level, as well as those chronically absent students with chronic health issues that may be causing attendance and behavior issues. The team will meet monthly to review the data, the monitoring form, and student progress and develop life-level strategies after reviewing student work, prioritizing standards, and establishing benchmark goals. The team will create SMART Goals that align with our school and district goals and develop strategies on how to meet those SMART goals. 9 teachers x 10 days x $60 rate of pay = $5400 (Title 1) 1 PS x 10 days x $60 rate of pay= $600 1 IC x 10 days x $60 rate of pay= $600

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)
$5,400	50643 - Title I
$600	50643 - Title I
$600	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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 ELA/Math curriculum implementation. Teachers were not provided with adequate training on the ELA/Math training after being out for a year and a half Teachers are in the beginning stages of our new science curriculum and need more comprehensive training instead of an overview. The instructional coach, assistant principal, and four teachers attended CABE. 1 Admin and five teachers will attend AVID summer institute. Three admin and six teachers will attend the PLC conference in June. Two admin, the instructional coach, and 4 teachers will attend UnboundED in June. 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. SiPPS 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. -Students used AR, IXL, google classroom (4-8th) and Seesaw (K-1)consistently. -The coach and the Program Specialist were instrumental in successful rounds of academic conferences where iReady growth was shown on D2 and D3. -Program Specialist was instrumental in our high percentage (98%) of ELPAC,iReady testing, and CAASPP. -The Bilingual and Instructional assistants continued supporting our students. The Bilingual assist were trained in the learning cycle and successfully used the cycle in 3-6th grade classrooms. The Bilingual assist were trained in phonics/phonological awareness, using the SIPPS curriculum strategies and strategies with K-3rd grades. -Coach and Program Specialist supported and continued supporting Els and ELD/Dual immersion teachers. Strategy 3: Due to transportation restrictions, many of these activities could not take place. Strategy 4: PLTW/STEM training was not offered throughout the year; however, the 8th-grade math/science teacher will be going to training provided by the county office during the summer.

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 at the site. Due to shortage of substitutes, teachers were not released to engage in instructional walks. Releasing teachers for Academic conferences was a challenge due to the sub shortage. Strategy 2: We were unable to obtain a highly effective substitute/retired teacher regularly 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 our 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 3-4 for Academic conferences, consistent, paid, and supported by the district. Training needs to be scheduled so all school site teams are aware and ready to support. Strategy 2: The coach did intervention strategies with 3rd-grade students. Modification: will hire a full-time sub/retired intervention teacher. If unable to get a sub/retired teacher, the coach will continue pulling students for intervention. Strategy 3: In the future, if we continue to have transportation issues, we will need to schedule charter buses for students to participate in field trip activities. 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 the implementation of strategies identified in academic conferences. Hire 1 full-time long-term sub to support year-round Academic Conferences, release time, and 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 2023-2024 academic school year, Hong Kingston will decrease the overall suspensions to 37 or fewer suspended students by partnering with organizations such as FIT, FACES, IYT, The Amelia Adams Whole Life Center, and CAB to support student needs behaviorally, socially, and emotionally and promote a safe and healthy learning environment. School Climate - School Climate data shows a low percentage of students who feel safe, according to the Healthy Kids Survey. During the 2023-24 academic school year, Hong Kingston will increase the percentage of the entire student population feeling safe while on campus to 80% by creating and distributing a school survey for the entire school. School Goal for Attendance/Chronic Truancy: Overall 22-23 Attendance percentage rate: 33% By the end of the 2023-24 academic school year, Hong Kingston will decrease our chronic absenteeism rate by 5% and decrease the sub-group of chronically absent African American students by 5%.

Identified Need

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

59% of our students are between one and three-grade levels below in ELA.

62% of our students are between one and three-grade levels below in math.

22% of EL students are 3 or more grade levels below in ELA and are not reclassifying at high rates.

27% of African American studnts are two or more grade level below in ELA and 33% in math

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- 33% AA students- 43%	School-wide- 28% AA students- 38%
Decrease the number of students suspended	42 students suspended (unduplicated)	Decrease by 5- no more than 37 students suspended (unduplicated)
Increase EOY percentage of the student population feeling safe when on campus.	65% of 4th-5th grade population 52% of 6th-8th grade population	Increase to 80% of the student population, 4th -8th grade, feeling safe on campus.

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)

English Learners
Low Income
Foster Youth
All Students

Strategy/Activity

Provide students with social and emotional support resources that positively impact student learning through PBIS, PLUS, IYT, The Amelia Adams Whole Life Center, F.I.T, and FACES 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 daily and ready to learn. Additional compensation is allocated for counselors to organize student-centered activities and attend training 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 -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 Provide mentoring services for students to increase attendance, decrease chronic absenteeism and suspensions, and improve school climate using a board-approved organization- $ 8900

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)
$2,000	50643 - Title I
$2,000	50643 - Title I
$8,900	50643 - Title I

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 2.1.2

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 implementimg 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

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 2.1.3

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

Strategy/Activity

The African American student support committee will be formed to create an African American Student Achievement plan that will monitor our African American students who are not on or above grade level. The committee will consist of teachers from each grade level, program specialist, instructional coach, counselors, and the admin team, with support and input from the mental health clinician and school psychologist. The team will create a form that will monitor health, attendance, specifically chronic absenteeism, behavior, and academic data, as well as any other data the team believes is necessary for developing a comprehensive achievement plan for each student. Teachers will use this form to monitor and document the progress of each African American student not performing at or above grade level, as well as those students chronically absent, who have chronic health issues that may be causing attendance issues, and behavior issues. The team will meet once a month to review the data, the monitoring form, and student progress and develop life level strategies after reviewing student work, prioritizing standards, and establishing benchmark goals. The team will create SMART Goals that align with our school and district goals and develop strategies on how to meet those SMART goals. 9 teachers x 10 days x $60 rate of pay = 5400 (Title 1) 1 PS x 10 days x $60 rate of pay= $600 1 IC x 10 days x $60 rate of pay= $600

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: 2022-2023 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 and provide Professional Development for CSA's, noon duty staff, and teachers. Administration, counselors, the mental health clinician, the school psychologist, special education teachers, and the CWA liaison participate in Student Support meetings that strengthen our SAP process, including the Tier 1, Tier 2, and Tier 3 processes. The teams discuss student behavior, attendance, students who have been referred to CARE, SSTs, IEPs, and the next steps. The team also plans monthly PBIS assemblies to recognize and reward positive behavior traits with incentives, provide classroom presentations to all grade levels, and facilitate restorative circles and PLUS Forums. The counseling team also provided post-suspension conferences, PBIS- Restorative circles, and behavior expectations assemblies. Strategy 2: Counselors and the attendance team made phone calls, in-person check-ins, and 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 could not hire a Community Assistant ($14,456 + $1,708 benefits). The site would benefit from a full-time Community Assist that would help with home visits and assist in contacting students and parents. Many of the strategies were able to be completed, and our attendance rate decreased to 32.49%. However, the site needs a full-time mental health clinician to ensure the caseload is being serviced. The site was able to purchase a poster printer; however, we were unable to get training and supplies in a timely manner to print PBIS posters, which would help create a positive school environment by posting rules in specific areas.

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 coffee meetings and 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: By the end of the 2023-2024 academic school year, Hong Kingston School will have a total of 10 parents cleared to volunteer. By 2024 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.

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
Number of family/parent/community events/ trainings held throughout the year.	5 parent coffees for 22-23	8 Parent coffee meetings 1 Community Fair 3 Parent training classes
Number of parents signing up and cleared for volunteering.	5 parents	10 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/training by engaging their children during meetings: 30 hours X $50 = $1,800 (Title I - 50647) Supplies and materials for parent outreach, Parent Coffee Hour, SSC, ELAC, orientations, back-to-school night, and Spring Open House $764 Books (Title I - 50647) $1,494 Instructional Materials (Title I - 50647) Reach out to community members to share their experiences in the workforce with 8th-grade students to develop career awareness. $250 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. $25, 500 Community Assist (LCFF - 23030) Community Assist will also help bridge school-to-home relationships by visiting homes on referrals by teachers, parents, and administrators to become acquainted with families. they will also maintain an open and congenial atmosphere in the working area to encourage parents' visits, share their concerns, initiate contact with new families, and orient them to the school and its program $25, 500 (Title I-50643)

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)
$1,800	50647 - Title I - Parent
$1,494	50647 - Title I - Parent

$200	50643 - Title I
$764	50647 - Title I - Parent
$250	50647 - Title I - Parent
$0	23030 - LCFF (Site)
$27,250	50643 - Title I

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 3.1.2

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

Parent Volunteers: Have a 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 plaques/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]

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 3.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

FIT, FACES, IYT, The Amelia Adams Whole Life Center, and other like organizations will partner 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: 2022-2023 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.

The site was unable to hire a community assist to help with coordinating school events that help to identify community agencies and businesses available to share resources with families.

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 the number of parent volunteers Strategy 3: Retain IYT, FACES, F.I.T, The Amelia Adams Whole Life Center, and CAB for mentoring services.

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	$261,193.00
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	$443,753.00

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	$248,485.00
50647 - Title I - Parent	$4,308.00
50643 - Title I Salary Contingency	$8,400.00

Subtotal of additional federal funds included for this school: $261,193.00

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)	$163,128.00
23030 - LCFF Salary Contingency	$19,432.00

Subtotal of state or local funds included for this school: $182,560.00

Total of federal, state, and/or local funds for this school: $443,753.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

Acronym	Description
MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov