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:

Melissa Chin

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

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kennedy Elementary	39686766042667		

Purpose

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

The purpose of the plan is to inform Stakeholders Kennedy's goals, activities/strategies, and how funds are allocated to support the plan in the areas of Academic Achievement, School Climate, and Parent Involvement. It serves as a guide for Leadership/AVID Team and School Site Council to progress monitor it's implementation and to evaluate the effecitve of the plan.

Kennedy 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, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD), and Two or More Races 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.

Kennedy Elementary School will effectively meet the ESSA requirements in the following proposed plan of action.

GOAL #1: Student Achievement

By May of 2024, increase the percentage of students reaching proficiency in core content areas, Reading and Math, as measured by: ELA increase by 5% from 19.57% to 24%; Math by 5% from 14.96% to 19% ont he CAASPP.

Strategy/Activity:

This goal will be met in the following plan of action to target the following subgroups and programs: African American, Hispanic, Students with Disabilities, Social Economically Disadvantaged, Homeless, and Two or More Races.

Implement a Multi-Tiered System of Support (MTSS/RtI) in which the CARE Team who will meet twice a month and will use a proactive approach to the following steps: 1. Universal screening for all students early in each school year. 2. Increasing levels of targeted support for those who are struggling. 3. Integrated plans that address students' academic needs. 4. A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions. 5. Professional development so staff can provide interventions and monitor progress effectively. 6. Family involvement so parents and caregivers can understand the interventions and give support at home. 7. Frequent monitoring of students' progress to help decide if they need more interventions. 8. The use of evidence-based strategies at every tier of support.

Provide professional development through release time for teacher to plan and collaborate on schoolwide instruction targets:

- whole grade level release time to determine learning targets through SMART goals
- vertical articulation for alignment of standards
- grade level planning for process writing, alignment of standards to instruction, and differentiated for each grade level team

Fund 1.0 FTE Intensive Intervention Teacher who will work collaboratively with teachers to pull students to the Learning Center for intensive support in phonemic awareness, phonics, and fluency and comprehension who are at-risk and/or below grade level standards. Teacher will monitor student progress by administering pre/post assessments. The teacher will meet with administrative team, grade level teams, and/or CARE team to provide updated information on students progress in learning.

Fund 1.0 FTE Instructional Asssistant who will work under the direct supervision of the Intervention Teacher in the Learning Center to provide small group intensive instruction in early literacy foundational skills to students at-risk and/or below grade level standards.

Provide after school tutoring program to meet academic needs of students at-risk and/or below grade level standards. Teachers will focus on early literacy foundational skills and fluency and comprehenion. Teachers will monitor progress of students through pre/post assessments every 4-6 weeks.

GOAL#2: School Climate

This goal will be met in the following plan of action to target the following subgroups and programs: African American, Hispanic, Students with Disabilities, Social Economically Disadvantaged, Homeless, and Two or More Races.

Increase positive behavior structures, supports, and practices for all students and reduce the suspension incidents by 50% from 46 to 23 incidents as measured by the District's monthly discipline report and CAASPP.

Provide equitable instruction, intervention, SEL, and disciplinary practices to reduce suspension incidents from 49 to 23.

Strategy/Activity:

Implement a Multi-Tiered System of Support (MTSS/PBIS) in which the CARE Team who will meet twice a month and will use a proactive approach to the following steps: 1. Universal screening for all students early in each school year. 2. Increasing levels of targeted support for those who are struggling. 3. Integrated plans that address students' behavioral, social, and emotional needs. 4. A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions. 5. Professional development so staff can provide interventions and monitor progress effectively. 6. Family involvement so parents and caregivers can understand the interventions and give support at home. 7. Frequent monitoring of students' progress to help decide if they need more interventions. 8. The use of evidence-based strategies at every tier of support.

The elementary school counselor (K-8) works directly with students in promoting awareness of self and the world around them, supporting the faculty and staff in their works with students, and confers with parents, administrators and others as necessary to provide for the well-being of the students. Implement American School Counselor Association (ASCA) National Standards aligned school counseling curriculum in the areas of academic, college and careers, and personal/social development. Provide school counseling core curriculum lessons, parent education programs, assist families with school-related problems and issues, and make information available to parents and families. Counsel students individually and in small groups. Conduct structured, goal-oriented counseling sessions to meet the identified short-term need of individuals and groups of students. Provide the effective delivery and implementation of prevention and intervention services for students, such as conflict resolution, restorative practices and crisis intervention. Participate in Student Assistant Program, Student Success Team meetings, IEP, 504 meetings. Coordinate and implement a comprehensive program that links community resources with schools -utilizing the Student Assistance Program model, which provides procedures for the identification, intervention, and referral to specialized services for high-risk students. Identify eligible students for PLUS, plan, organize, and coordinate with PLUS in developing individual and school-wide goals for success.

Implementation of Tier 1 PBIS with fidelity.

PBIS Team will meet bi-monthly to analyze discipline, chronic absenteeism, and culture surveys and develop a plan of action to proactively improve school climate and culture. The team will develop an incentive plan and a plan of action to acknowledge, honor, and celebrate all successes.

Provide materials and supplies to support implementation of PBIs. Provide staff professional development when opportunities arise.

Attendance Team's goal is to reduce chronic absenteeism. The team will meet bi-monthly for updates/progress on cases, to review current data, identify students of concerns, and develop a plan of action.

Provide student body with quality and meaningful assemblies that promotes character development and a safe and healthy school environment where all students and thrive successfully.

GOAL #3 Meaningful Partnerships

This goal will be met in the following plan of action to target the following subgroups and programs: African American, Hispanic, Students with Disabilities, Social Economically Disadvantaged, Homeless, and Two or More Races.

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

All students will benefit from programs and services designed to inform and involve family and community partners. By May 2024, increase by 5-8% parent involvement from 1% to 5-8%.

Strategy/Activity:

Parent Meeting (43400) - $500 - 50647 - Title I: Light snacks and refreshments for parent meetings and training/workshops.

Provide materials and supplies to support parent meetings and training. Title 1: 43110 $2.249

Engaging Educational Partners

Kennedy consulted and involved parents of English Learners, parents/community, and staff as part of the planning process for the developmetn of the SPSA/ Annual Review and updates:

School Site Council Meetings: 9/19/22, 10/24/22, 12/12/22, 1/23/23, 2/27/23, 3/27/23, 4/24/23, 5/8/23

ELAC Meetings: 9/8/22, 1/26/23, 3/1/23, 4/24/23

Coffee Hour with the Principal Meetings: First Monday of every month

Leadership/AVID Team Meetings: 11/17/22, 12/8/22, 1/19/23, 2/16/23, 3/2/23, 4/6/23, 4/20/23, 5/4/23

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

Refer to the Comprehensive Needs Assessment

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

2022-23 Grade School Climate Surveys

Classroom Observations

Administration visits classrooms on a weekly basis to observe instruction. We look for the following things: agenda and learning targets posted; systematic, explicit, and direct instruction, student discourse, engagement strategies, Integrated ELD, and student assessment of learning (formal/informal). In addition, does the teacher have great management and discipline systems in place with opportunities for students to receive praise and incentives. Feedback is provided to teachers to address positives and negatives (concerns). Administration work with teachers of concern to help them improve their practices.

Analysis of Current Instructional Program

Kennedy teachers use the following instructional materials: Benchmark Advance, ELD from Benchmark Advance, iReady Math, HMH Science Dimensions, and McGraw Hill Impact daily to instruct students in grades K-8. All materials are aligned to CCSS. In 2022-23, the District adopted supplemental programs - Heggerty (TK) and SIPPS (grades 1-3) to enhance the the phonemic awareness and phonics in Benchmard Advance.

Standards, Assessment, and Accountability

Common Core State Standards are aligned in all the instructional materials utilized by teachers. Teachers administer lesson and unit assessments in accordance to the scope and sequence of the respective curriculum. In addition, teachers are expected to administer the following District and State assessments and meet the deadlines for administration so that reports can be generated for data analysis and planning to meet the academic needs of all students: iReady ELA & Math, Benchmark Advance, CORE, SBAC, and ELPAC.

Staffing and Professional Development

Staffing and Professional Development Summary

2023-2024

Kennedy Elementary has 24 classroom teachers, and of those, 1 are on probationary status and two long-term subs in the 1st and 6th grade classes. In addition, a half-time instructional assistant, half time Library Media Tech, RSP teacher, MHC, two counselors, psychologist, speech therapist, five Noon Duty staff, Campus Supervisor Assistant to provide support for students, parents, and staff. Administrators supervise classrooms by doing weekly visits and to provide feedback to teachers to improve instructional practices and model lessons for beginning teachers to observe. Teachers collaborate on the 2nd and 4th Tuesdays of every month to analyze student data, to plan lessons and activities, and intervention needs. Leadership Team meets the 1st and 3rd Thursdays of every month to review school-wide data, to progress monitor the SPSA plan, to address issues/concerns regarding the wide learning gap, chronic absenteeism concerns, and staff professional development needs, and improving instruction. The team worked hard and developed a clear understanding of our instructional vision and expectations, idenitified important initiatives to work on in 2023-24.

Staff professional development focused on AVID 101 implementation, student discourse, PBIS, high quality first instruction, Crisis Prevention, Mandated Reporter training, MTSS/RtI, and the Building Blocks to Reading Proficiency.

2023-24 school year Needs:

- Learning Center Model equipped with a 1.0 FTE Intensive Intervention Teacher and 1.0 FTE Instructional Assistant to support students at-risk and/or below grade level standards
- 1.0 FTE Coach to support teachers in improving their practice, analyze student data, and develop a plan of action
- Implement AVID - need of teacher leader/coordinator to drive the work, attend District meetings and to keep staff informed
- Release time for certificated staff for data conferencing to identify students of concern and refer them to Learning Center for support
- Release Noon Duty Supervisors and CSA for reflection and ongoing improvements in PBIS structures, systems, procedures and protocols
- More parent involvement - how do we make fingerprinting more available to parents; mobile van to schools
- structured recess program to teach sports, discipline, respect, and responsiblity
- Intensive after school tutoring program to focus on phonics skills and reading fluency
- Professional development: Heggerty/SIPPS, development of SMART goals, common formative assessments, writing, ELD, PLC

Staffing and Professional Development Strengths

Staffing Strengths:

- 21 are fully credentialed with 11 of them CLAD/BCLAD certified to instruct Integrated and Designated ELD to English Learners
- full-time primary and intermediate counselors to support and meet the needs of students physically, socially, emotionally, mentally. In addition, provide individual and/or group counseling services, facilitate classroom presentations on topics such as bullying, kindness, etc., and communicate and connect with parents, staff, and admin team to update them.
- support staff (MHT, RSP, Psych, Speech) have collaborated with counselors and admin team to ensure education equity and to meet the needs of students at various levels of mental, physical, emotional, and social needs. In addition, provide data results at meetings to help CARE, SST, IEP teams make impactful decisions affecting students and families
- Campus Security Assistant to assist with students behaviors and supervision and monitorin of students. He has forged great relationships and trust with students, especially intermediate and middle school students.
- Child Welfare Assistant - provides support to Kennedy with student attendance, especially ones who are habitually chronic. She works with the school to address concerns and next steps. She makes home visits to try to meet and greet with parents and to offer support.
- Libray Media Tech is amazing in creating all the flyers the school needs to promote an activity/event. She keeps the school's website, marquee and other social media accounts up-to-date with the lastest news and announcements. She is contributing member of the PBIS Committee Team, offering ideas, suggestions, and recommendations for ongoing improvement in school climate and culture.

Professional Development Strengths:

Many Kennedy Staff members have participated in the AVID Pathway training throughout the 2023-24 school year in various cities that offer the training. All of the SpEd teachers participated in the Read 180 training on site and a couple new teachers are being trained on some assessments in prepartion for initial and triennial IEPs. Teachers were also trained in Math Discourse by the district program specialist and a walk through was schedule to observe student discourse in math classes. Grade 3-8 teachers were trained in CAST/CAA in preparation for the SBAC administration in April. Kennedy's teachers are eager to learn and to put in place research-based practices that has the greatest impact in student learning.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): The 2022 CAASPP report indicated 4.66% of students in grades 3-8 were Above Standard in Reading and 3.73% were Above Standard in Writing. Research shows that reading and writing, when taught together effectively, will have a greater impact on student learning. Kennedy School is in need of a program specialist and/or coaches to provide continuous support to teachers on a daily and/or weekly basis.   **Root Cause/Why:** Reading and writing curriculum lack a comprehensive program. Inconsistent implementation of small group instruction, various subgroups missing significant minutes due to social emotional and behavior issues, student collaboration/engagement, and struggles in differentiating instruction to meet the needs of students. We need support staff that will provide intervention and targeted supports.

Teaching and Learning

Teaching and Learning Summary

The administrative team visited classrooms weekly to observe and provide verbal and written feedback to teachers regarding teaching and learning in the classrooms. During the visits the following practices: agenda and standards are posted, student work on the walls, effective delivery of high quality first instruction that included student engagement and assessment, implementation of adopted core curriculum, and implementation of small group targeted instruction to meet the needs of all students at all levels of learning. The administrators attended grade level collaboration meetings to provide support, guidance, and answer questions for teams regarding SPSA goals, curriculum and instruction, intervention/small group support, data analysis, etc.   The admin team and program specialist provided demo lessons to teachers, seasoned and beginning teachers. Administration and Leadership Team worked diligently this school year to develop an instruction vision, instructional expectations, identify important initiatives to work on, and identifed areas of need for staff professional development. Leadership Team reviews and analzes most current sets of data such as iReady/CORE, chronic absenteeism and discipline, as well as student and staff culture surveys. The information is used identify site PD needs and to improve instructional practices. Categorical funds for staff development were allocated to provide teachers with the opportunities to attend workshops/training outside of the district such as AVID Pathway in various cities. Several teachers and the admin team will be attending the PLC @ Works in Las Vegas, June 5-9, 2023.

 2023-24 Needs:

- 1.0 FTE Intensive Intervention Teacher
- 1.0 FTE Instructional Assistant
- After School Tutoring - target students not reading
- Summer Bridge Program in July 2023 for TK
- 1.0 FTE program specialist
- 1.0 FTE coach
- intensive training in Integrated and Designated ELD, writing, phonics, fluency and comprehension, running records, common formative assessments

Teaching and Learning Strengths

Strengths:

- All teachers are using adopted ELA, Math, Science, and Social Science curriculum to deliver instruction aligned to Common Core State Standards
- Teachers meet twice a month to collaborate and plan lessons and activities, analyze data, develop intervention plans, etc.
- Teachers attended and participated in district PDs throughout the year to enhance their knowledge and skills to improve their practices in the classroom
- Site PD is focused on climate and cultural practices to improve education equity, instruction and assessment, and provide interventions to meet the needs of all students
- MTSS/RtI Process - CARE Team referrals are an indication of students of concern with behavior and/or academic concerns. Referrals are screen by the team. Team communicates with teacher on next step. Sometimes it can go straight to a SST meeting with parent, teacher, other staff, and administration to developa plan of action to support student, teacher, and parent.
- Instructional Leadership Team's focus this year was to establish the following: Instructional Vision, Initiatives, Instructional Expectations, define PLC - what does it look like and feel like, and then identify Staff PD needs. In additional, the team analyzes multiple sets of data quarterly such as discipline and chronic absenteeism reports, iReady ELA and Math, CORE assessments, and culture survyes by students to make informed decisions on next steps in our ongoing improvement plan.
- Grade level teams meet twice a month to PLC and answer the following question: What do we want students to learn? When will we know they learned it? What extended activity will be implemented for the ones who met the learning?

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Building high-performing collaborative teams that focus on learning requires members to work interdependently to achieve a common goal for which each team member is mutually accountable. Not all teams operate in this capacity to ensure high levels of learning and continuous improvement. Staff has had little professional development around teaching and learning (PLC process).   **Root Cause/Why:** Kennedy has had a revolving door of administrators in and out with inconsistent leadership in creating a professional learning community, focus on learning rather than teaching, work collaboratively, and hold oneself accountable for results. In addition, lack support in the form of a program specialist and/or coaches to support teachers in teaching and learning.

Needs Statement 2 (Prioritized): Kennedy has been targeted for Additional Targeted Support and Improvement (ASTI) for the following subgroups: African American, Hispanic, Homeless, Socio-economically Disadvantages, Students with Disabilities, and Two or More Races.   **Root Cause/Why:** Need for supplemental curriculum and other resources to support early literacy and CCSS mastery. Support staff for intensive intervention and progress monitoring of ATSI subgroups.

Parental Engagement

Parental Engagement Summary

Kennedy Elementary has made every effort to provide ample opportunities for parents to participate in the education of their children. We use the school's website, mobile apps, flyers, marquee, email, Class Dojo, and newsletters to notify parents in advance about school events such as parent-teacher conferences, trimester awards assemblies, site spelling bee, winter performances, and student assemblies via Zoom. For these types of events, we had approximately 15-25 parents participating. For school meetings such as Coffee Hour with the counselors and/or Principal, School Site Council, and ELAC, parent participation was very low. For ELAC and School Site Council, Kennedy notified parents to solicit nominations and then held an election. We had no parents interested in ELAC, but fortunately we had parents willing to serve on the School Site. Due to COVID restrictions, parents were not able to physically be present on campus for workshops/training. Workshops were offered via Zoom, however, 1-2 parents participated. There maybe many factors for low participation such as parents not having the skills to navigate devices to Zoom or to create email accounts, work schedules conflict with meetings/events, absence of an interpreter, and maybe parents' perception of the school's ineffectiveness due to the many principals the school has had in the last several years, maybe they do not feel welcome, etc.

2023-24 Needs:

- parent liaison
- ESL classes for parents on site (parents requested)
- incentives and prizes to increase parent participation in meetings and events
- recruiting parents for ELAC
- mobile van for fingerprinting on site
- PTO/PTA or some parent group to assist with parent recruitment to volunteer at school for various activities and events

Parental Engagement Strengths

- Parents attended Back-to-School Night, parent-teacher conferences, their child's IEP/SST/504 meeting, other school-wide events such as awards assemblies, band/orchestra and music assemblies, Talent Show, Spelling Bee
- Kennedy has an established ELAC and SSC that members and parent guests attend
- Parents attend the monthly Coffee Hour with the Principal

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parents are eager to volunteer at school in the classrooms and help with planning and organizing activities and events for students. However, what is getting in the way is the process of getting fingerprinted and clearance to volunteer.   **Root Cause/Why:** Many Kennedy parents have to travel to the other side of town to get fingerprinted and many of them do not have a car to get there. Many are not able to go online to apply because they do not read English. Coordinate with district resources to meet requirements. Kennedy will provide parent training in early literacy and math and materials and supplies are needed to support learning.

School Culture and Climate

School Culture and Climate Summary

The 2022-23 school year, Kennedy focused on fostering the success of all students and adults by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders by the following actions:

- full implementation of PBIS Tier 1: developing and establishing the 3 Big Rules, behavior expectations and lessons for all common areas, STAR ticket award system with other incentives and prizes
- system-wide changes in the discipline process with the establishment of a behavior flowchart, citation and office referral forms to be used by all staff members
- Counselors provide a myriad of services to support students with social, emotional, physical, and behavioral individually and with small groups. They also provide classroom presentations on bullying/cyberbullying, prevention of drugs, kindness/respect, Second Steps lessons, etc. They meet with parents to inform them of any issues/concerns. The intermediate counselor established the PLUS team, a group of seventh and eight graders leaders that support a healthy, safe and respectful environment. They also plan for special events such as Fun Fridays and assemblies.
- Other resource staff such as the MHC and psych, all provide support at the Tier 3 level for students who may need more support.
- CARE Team meets twice a month to review and screen referrals from teachers regarding concerns with students' behavior and academics. Team develops a plan of action to support students and staff.
- SST meets twice a month to hold meetings with parents to go over concerns and to develop a plan of action for support.
- Student will have two assemblies this school year that focused on the Three Big Rules, character traits, and anti-bullying.
- PBIS Committee was established to implement Tier 1, to discuss ways to bring to Kennedy a sense of pride and spirit, celebrations with incentives and prizes for students, parents, and staff.
- We added two big events this year to promote school spirit and pride - school dance and the Talent Show
- PLUS students have participated in two leadership fieldtrips and bring back what they learned to make Kennedy stronger in our climate and culture
-

2023-24 Needs:

- Structured recess program to teach sports skills, discipline, and develop character traits
- parent liaison
- Meaningful and quality student assemblies that focus on anti-bullying, character traits, and respect
- Student Leadership Team
- PBIS signage all over campus
- AVID sign all over campus, including college banners
- Board Games for recesses
- 0.5 FTE Campus Security Assistant

School Culture and Climate Strengths

- Systems such as the MTSS/RtI are in place to ensure equity in learning and services to students who really need it.
- Employees at all levels catch students doing something positive/good deed and they issue "STARS" tickets to students. Students can earn prizes and treats if their name is picked on Monday Morning Announcements by the principal.
- Staff members cknowledging their colleagues by giving one another STARS tickets for the good deeds they do and getting a special treat.
- Team building activities at staff meetings such as breaker activities
- Monthly CSA and Noon Duty meetings to address issues and concerns with safety and supervision of students and to hear their concerns. The collaboration helps to improve systems, processes, and procedures
- Attendance Team meets twice a month to review attendance and chronic absenteeism data and develops a plan of action.
- Caring, loving, determined, committed, and compassionate staff members/community who care for all students.
- Spirit rallies promote school spirit and pride with friendly Minute to Win It games between student and staff; acknowledge and honor students for character trait of the month in which they receive a Kennedy spirit shirt.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Ninety students took the 6th - 8th Grade School Climate Survey 2022-23 (EOY). Question #20 - 57% said "I feel like my voice matters to adults at my school." Question #21 - 38% said "The staff at my school treats students fairly."   **Root Cause/Why:** Unqualified professionals to facilitate tiered behavior interventions and support to address the social emotional well-being of students. Inadequate social emotional supports from highly skilled and motivated teachers who are culturally responsive, inclusionary and make classrooms and school a safe space for taking risks.

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 Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

By the end of May 2023, increase the percentage of students reaching proficiency Reading and Math, as measured by: ELA increase by 5% from 19.57% to 24%; Math increase by 5% from 14.96% to 19% on the CAASPP.

Identified Need

The 2022 CAASPP report indicated 4.66% of students in grades 3-8 were Above Standard in Reading and 3.73% were Above Standard in Writing. Research shows that reading and writing, when taught together effectively, will have a greater impact on student learning. Kennedy School is in need of a program specialist and/or coaches to provide continuous support to teachers on a daily and/or weekly basis.

Building high-performing collaborative teams that focus on learning requires members to work interdependently to achieve a common goal for which each team member is mutually accountable. Not all teams operate in this capacity to ensure high levels of learning and continuous improvement. Staff has had little professional development around teaching and learning (PLC process).

Kennedy has been targeted for Additional Targeted Support and Improvement (ASTI) for the following subgroups: African American, Hispanic, Homeless, Socio-economically Disadvantages, Students with Disabilities, and Two or More Races.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Reading: 19.57% Math: 14.96%	Reading: 24% Math: 19%

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)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

The following strategies/activities will be implemented to meet the ATSI subgroups: African American, Hispanic, Homeless, Students with Disabilities, Socio-Economically Disadvantages, and Two or More Races. Provide opportunities for professional development through release time and additional comp for teachers to plan and collaborate on schoolwide instructional targets - Individual and/or whole grade level release time to determine learning targets through SMART goals; vertical articulation for alignment of standards; grade-level planning and training for process writing (Step-Up-Writing), alignment of standards for instruction, and differentiation for each grade level team; planning and implementation of AVID school-wide; workshops, conferences, seminars, training to enhance teacher learning and practices. LCFF 23030- Conferences 52150 $10,000 Title 1 50643 - Consultant Agreement -58100 $12,948 Title 1 50643 - 11700 Teacher Salaries - Subs $6,000 Title 1 50643 - 11500 Teacher Salaries - Add Comp $1000 School-wide implementation of AVID Systems, Leadership, Instruction, and Culture. Develop school-wide goals to support students to be college and career ready. Fund 0.4375 FTE Library Media Tech to support: 1) classroom visits to the library to check out books and to listen to stories being read to them; 2) to order, inventory, and provide all the necessary teacher and student textbooks and materials as well as classroom technology devices needed for learning and instruction; 3) school website, marquee, and all social media accounts, keeping the community updated on informed; 4) plan, organize, set up twice a year the Scholastic Bookfair fundraiser for Kennedy. LCFF 23030: Library Media Tech 22061 $33,033 SUSD will fund 1.0 FTE Bilingual Instructional Assistant to support school-wide instruction, assessment, and programs and services to meet bilingual students' diverse academic needs. SUSD will fund a 1.0 FTE Coach who will work collaboratively and provide support to individual and/or grade level teams, focusing on the instructional and assessment needs of teachers to enhance their knowledge and to better their practice in delivering high quality first instruction . Provide materials and supplies to support the following: 1) Support English Learners in their acquisition of the English Language in the classrooms; 2) Support classroom instruction and activities; 3) Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices; 4) AVID and PBIS implementation; 6) Arts and Writing. LCFF 23030 - 43110 Instructional Materials/Supplies $12,292 Grade level teams will operate as high functioning collaborative teams to regularly and frequently analyze student data and to use the information to plan high quality first instruction and assessment, while embedding research-based strategies to meet the needs of all students across the learning spectrum. Maintenance Agreement for all copiers in the office and Staff Lounge so that teachers are provided with the tools to make necessary copies of classroom sets of materials for instruction. LCFF 23030 - 56590 Maintenance Agreement $3,000 Metrics for Progress Monitoring: AVID walkthroughs, Number of teachers participating in Collaboration, Collaboration agendas, ELPAC, CORE Screeners, and Number of ELs receiving supplemental intervention.

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)
$6,000	50643 - Title I
$10,000	23030 - LCFF (Site)
$33,033	23030 - LCFF (Site)
$3,000	50643 - Title I
$12,292	23030 - LCFF (Site)
$12,948	50643 - Title I
$1,000	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 1.1.2

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

The following strategies/activities will be implemented to meet the ATSI subgroups: African American, Hispanic, Homeless, Students with Disabilities, Socio-Economically Disadvantages, and Two or More Races. Implement a Multi-Tiered System of Support (MTSS/RtI) in which the CARE Team who will meet twice a month and will use a proactive approach to the following steps: 1. Universal screening for all students early in each school year. 2. Increasing levels of targeted support for those who are struggling. 3. Integrated plans that address students' academic needs. 4. A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions. 5. Professional development so staff can provide interventions and monitor progress effectively. 6. Family involvement so parents and caregivers can understand the interventions and give support at home. 7. Frequent monitoring of students' progress to help decide if they need more interventions. 8. The use of evidence-based strategies at every tier of support. Fund 1.0 FTE Intensive Intervention Teacher to lead the Learning Center. Such person will work collaboratively with teachers and administrators to identify students at-risk and below grade level standards for small group learning to target phonemic awareness, phonics, and fluency and comprehension instruction and administer assessments to monitor performances. Such person will monitor, supervise, and provide direct support to a full-time instructional assistant working with small groups. Title 1 50643: Intervention Teacher $125,977. For the 2023-24 year, there will be a change in focus from 1.31 FTE instructional assistants to one 1.0 FTE Instructional Assistant who will work under the direct supervision of the Intervention Teacher in a Learning Center Model. Such an aide will provide small group instruction for students identified as needing additional support in learning and to target specific skills for mastery. LCFF 50643 - 21101 $72,904 (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.) Provide after school tutoring services to students who need additional support in mastering essential skills in reading and writing. Metrics for progress monitoring: walkthrough observations, MTSS/RtI referrals, common formative assessments, iReady and CORE assessments, Number of students referred to Learning Center for interventions

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)
$125,977	50643 - Title I
$72,904	23030 - LCFF (Site)
$9,706	50643 - Title I Salary Contingency
$6,491	23030 - LCFF Salary Contingency

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.

All of the strategies/activities were fully implement, except for the following: *Release time for teachers to collaborate - the root cause in the failure to implement this strategy was because district-wide there is shortage of substitutes to release teachers to plan. *Funding for teacher professional development was partially implement because of lack of substitutes to release teachers during the day to attend workshops/training. *The implementation of AVID school-wide was not implemented because many new teachers had not had the beginning training and neither did the principal who is responsible for the implementation. The principal is new to the school and district and has some knowledge of AVID, but not enough to fully implement the program. *The Summer Bridge Program for incoming TK/K students was not implemented. The application was submitted at the end of the school year in 2022-23.

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

There were no major differences between the intended implementation and/or the budgeted expenditures. Kennedy implemented and followed the plan the way it was developed and designed to meet the three goals.

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.

There will be a transfer of funds allocated for teacher release time to materials and supplies to purchase Step Up to Writing and Guided Reading materials to supplement the ELA core reading program. In addition, a transfer of funds allocated for parent workshop/training to non-instructional materials for incentive purposed to increase parent involvement in meetings such as SSC.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Provide equitable instruction, intervention, SEL, and disciplinary practices to reduce suspension incidents from 49 to 23.

Identified Need

Ninety students took the 6th - 8th Grade School Climate Survey 2022-23 (EOY). Question #20 - 57% said "I feel like my voice matters to adults at my school." Question #21 - 38% said "The staff at my school treats students fairly."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly District Discipline and Chronic Absenteeism Reports Staff and Student Culture Surveys	Total # Days of Suspension: 46 Chronic Absenteeism Rate: March 34.9%	Suspension: decrease to 23 days. Chronic Absenteeism: decrease to 30

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

Strategy/Activity 2.1.1

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

The following strategies/activities will be implemented to meet the ATSI subgroups: African American, Hispanic, Homeless, Students with Disabilities, Socio-Economically Disadvantages, and Two or More Races. Implement a Multi-Tiered System of Support (MTSS/PBIS) in which the CARE Team who will meet twice a month and will use a proactive approach to the following steps: 1. Universal screening for all students early in each school year. 2. Increasing levels of targeted support for those who are struggling. 3. Integrated plans that address students' behavioral, social, and emotional needs. 4. A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions. 5. Professional development so staff can provide interventions and monitor progress effectively. 6. Family involvement so parents and caregivers can understand the interventions and give support at home. 7. Frequent monitoring of students' progress to help decide if they need more interventions. 8. The use of evidence-based strategies at every tier of support. The elementary school counselor (K-8) works directly with students in promoting awareness of self and the world around them, supporting the faculty and staff in their works with students, and confers with parents, administrators and others as necessary to provide for the well-being of the students. Implement American School Counselor Association (ASCA) National Standards aligned school counseling curriculum in the areas of academic, college and careers, and personal/social development. Provide school counseling core curriculum lessons, parent education programs, assist families with school-related problems and issues, and make information available to parents and families. Counsel students individually and in small groups. Conduct structured, goal-oriented counseling sessions to meet the identified short-term need of individuals and groups of students. Provide the effective delivery and implementation of prevention and intervention services for students, such as conflict resolution, restorative practices and crisis intervention. Participate in Student Assistant Program, Student Success Team meetings, IEP, 504 meetings. Coordinate and implement a comprehensive program that links community resources with schools -utilizing the Student Assistance Program model, which provides procedures for the identification, intervention, and referral to specialized services for high-risk students. Identify eligible students for PLUS, plan, organize, and coordinate with PLUS in developing individual and school-wide goals for success. Implementation of PBIS with fidelity. PBIS Team will meet bi-monthly to analyze discipline, chronic absenteeism, and culture surveys and develop a plan of action to proactively improve school climate and culture. The team will develop an incentive plan and a plan of action to acknowledge, honor, and celebrate all successes. Provide materials and supplies to support implementation of PBIs. Provide staff professional development when opportunities arise. Attendance Team's goal is to reduce chronic absenteeism. The team will meet bi-monthly for updates/progress on cases, to review current data, identify students of concerns, and develop a plan of action. Provide Other Class-Add Comp (noon duty assistants and CSA) for meetings and/or training to help improve school climate and culture when funding is available. Provide student body with quality and meaningful assemblies that promotes character development and a safe and healthy school environment where all students and thrive successfully. Title 1 50643 - Consultants Non Instructional 58320 $5,294 Metrics for progress monitoring: TFI PBIS, District Monthly Attendance Reports, student surveys on assemblies, Number of Students referred for behaviors via MTSS process, and anecdotal observations of counselors.

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)
$5,294	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.

All the strategies/activities were fully implemented. The counselors were effective in establishing a PLUS team of student leaders to support in implementing PBIS Tier 1 and sports activities during lunch. They have successfully provided individual and group services to students for emotional and behavioral support. They facilitated implementation of the district's social/emotional curriculum for grades TK -8. They have been a big support with student attendance by addressing chronic absenteeism at Attendance Team meetings with our CWA. Home visits are often done by the CWA that involve students with major chronic absenteeism problems. Students with major chronic absenteeism issues are often PBIS Tier 1 was fully implemented school-wide. There are still areas to improve for next year. The funds to release classified staff to participate in CARE, PBIS, and/or Noon Duty meetings was partially spent. Assemblies were a great hit with all students. They focused on respect, kindness, and setting goals for success.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet articulated goal.

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.

The amount of funding for assemblies was over budgeted. Half of it will be transferred to materials and supplies to purchase supplemental materials to support existing reading program.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

All students will benefit from programs and services designed to inform and involve family and community partners. By May 2024, increase by 5-8% parent involvement from 1% to 5-8%.

Identified Need

Parents are eager to volunteer at school in the classrooms and help with planning and organizing activities and events for students. However, what is getting in the way is the process of getting fingerprinted and clearance to volunteer.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent surveys Sign-In Sheets	1%	5-8%

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

Strategy/Activity 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

Parent Meeting (43400) - $500 - 50647 - Title I: Light snacks and refreshments for parent meetings and training/workshops. Provide materials and supplies to support parent meetings and training. Title 1: 43110 $2.249 Increase effective communication between school and home through various modes school website, marquee, newsletters, email, text, flyers/banners, etc. Translate materials in the two languages of the school.

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)
$500	50647 - Title I - Parent
$2,249	50647 - Title I - Parent

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.

Due to COVID restrictions, parents were not permitted on campus, therefore, onsite workshops/trainings with light light snacks were not implemented. In addition, Kennedy had very low parent participation at meetings such as SSC and Coffee Hour training/Q&A sessions with counselors and a separate one with the Principal.

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 intended implementation of the strategies/activities were not met, therefore, the funds allocation were not expended.

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.

The funds to allocated for light snacks will be transferred to non-instructional materials to materials and/or supplies for parents to support their child/ren with success in learning at home.

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	$166,674.00
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	$301,394.00

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	$154,219.00
50647 - Title I - Parent	$2,749.00
50643 - Title I Salary Contingency	$9,706.00

Subtotal of additional federal funds included for this school: $166,674.00

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)	$128,229.00
23030 - LCFF Salary Contingency	$6,491.00

Subtotal of state or local funds included for this school: $134,720.00

Total of federal, state, and/or local funds for this school: $301,394.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Melissa Chin	SSC
Gabriela Aranda	SSC
Jennifer Naasz-Grames	SSC
Lilia Aranda	SSC

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. 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 (No date indicated.)

Attested:

Principal, Melissa Chin on (No date indicated.)
SSC Chairperson, Gabriela Aranda on (No date indicated.)

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

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