



# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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		12/17/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.



The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Hong Kingston's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

## Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Hong Kingston staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Hong Kingston's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 2nd, 2023
- October 30th, 2023
- January 12th, 2024
- January 29th, 2024
- February 26th, 2024
- March 25th, 2024
- April 22nd, 2024
- May 20th, 2024

- November 4, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting last year August 17, 2023
- Title 1 Parent Meeting this year August 1, 2024
- English Language Advisory Committee on October 23, 2023
- English Language Advisory Committee on December 21, 2023
- English Language Advisory Committee on March 12, 2024
- English Language Advisory Committee on May 23, 2024
- English Language Advisory Committee on October 31, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on August 24th, 2023
- Leadership Meeting on October 10th, 2023
- Leadership Meeting on November 14th, 2023
- Leadership Meeting on December 7th, 2023
- Leadership Meeting on January 16th, 2024
- Leadership Meeting on February 1st, 2024
- Leadership Meeting on April 29th, 2024
- Leadership Meeting on May 2nd, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Hong Kingston, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

<b>Student Group</b>	<b>ELA</b>	<b>Math</b>	<b>Suspension Rate</b>	<b>Absenteeism Rate (ELEM)</b>	<b>Graduation Rate (HS)</b>	<b>College Career (HS)</b>
<b>English Learner</b>	80.5 points below standard (red)	104.9 points below standard (red)	X	X	X	N/A
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
<b>Homeless Youth</b>	X	X	3.7% suspended at least one day (yellow)	X	X	N/A
<b>Students with Disabilities</b>	97 points below standard (orange)	124.6 points below standard (orange)	10.7% suspended at least one day (red)	X	N/A	N/A
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

The resource inequities at Hong Kingston are as follows:

- Staff require additional support to help student achieve at high levels. Due to the lack of training for teachers and support staff, students are not receiving high quality first instruction causing them to perform below grade level. Differentiation and Interventions are not being performed at high levels which makes them moderately effective resulting in inequities for students.
- Students come to school with trauma due to inequities in their community, causing education to be lower on the list of needs, leading to behavioral issues and lack of connections with the school and staff.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	56.5 points below standard (orange)		4.7% suspended at least one day (orange)			
Foster Youth						
English Learner	80.5 points below standard (red)	104.9 points below standard (red)	6.7% suspended at least one day (red)	39.5% chronically absent (orange)		
Long Term English Learner						
Homeless Youth				52.9% chronically absent (orange)		
Socioeconomically Disadvantaged	64.6 points below standard (orange)		5.8% suspended at least one day (orange)			
Student with Disabilities	97 points below standard (orange)	124.6 points below standard (orange)	10.7% suspended at least one day (red)	55.1% chronically absent (orange)		
African American	79.7 points below standard (red)	98.2 points below standard (red)	6.7% suspended at least one day (orange)	50% chronically absent (orange)		
American Indian/Alaskan Native						

<b>Asian</b>	41.1 points below standard (orange)			22.4% chronically absent (orange)		
<b>Filipino</b>						
<b>Hispanic</b>	62.9 points below standard (orange)		5% suspended at least one day (orange)			
<b>Two or More Races</b>			3.4% suspended at least one day (orange)	36.8% chronically absent (orange)		
<b>Pacific Islander/ Native Hawaiian</b>						
<b>White</b>						

Major gaps were observed in ELA and Math within EL students on the CA Dashboard Indicators for Hong Kingston School.

Trend data was also reviewed year over year which resulted in observing decrease in ELA and Math. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified EL A and Math within EL students as an area of focus for this 2024-2025 school year due to the lack of growth and progress on the CA Dashboard Indicator. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Teacher PD and Support for High Quality First Instruction
- Staff PD and Support to implement PLC to support Tier 1 and Tier 2 instruction and engagement
- PBIS strategies to celebrate individual and group achievement to support student engagement and inclusivity.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA SMART Goal: All students will increase the percentage of met/ on grade level or higher in ELA by 10%, from 42% to 52% or decrease the percentage of students performing two or more grade levels below in ELA by 10%, from 27% to 17% as measured by the D3 i-Ready results report. By EOY 2025, 55% of students will achieve annual typical growth goals, as measured by Diagnostic 3 i-Ready growth report.</p> <p>2023-2024 ELA iReady Data ELA: Fall to Spring growth: On Grade level/mid or above iReady Data: ELA D1: 21% ELA D2: 29% ELA D3: 42%</p> <p>Math SMART Goal: All students will increase the percentage of met/on grade level or higher in Math by 10%, from 35% to 45% or decrease the percentage of students performing two or more grade levels below in Math by 10%, from 25% to 15% as measured by the diagnostic 3 results report. By EOY 2025, 55% of students will achieve annual typical growth goals, as measured by Diagnostic 3 i-Ready growth report.</p> <p>2023-2024 Math iReady Data: Fall to Spring growth: On Grade level iReady Data: Math D1: 10% Math D2: 21% Math D3 : 35%</p> <p>EL SMART Goal: By June , 2025, per ELPAC HKV will increase the number of students moving up one level by 10%.</p> <p>ELPAC 2022-2023: RFEP: By the EOY 24-25, per the ELPAC results , HKV will relassify 15 students. 2023-2024: 10 students reclasssified 2022-2023: 12 students reclassified</p> <p>CAASPP 2024-2025: By June 2025, per CAASPPresults, scores at or above will increase in ELA by 10%, from 29%to 39% and scores below will decrease by 10% from 70% to 60%. Math at or above score will increase 10% , from 27% to 37%, and below scores will dcrease 10% , from 73% to 63%. At or above scores will increase or below score will decdreas by 10% in ELA and math for Afircan American students.</p> <p>ELA SBAC 2023-2024</p>

<p>At or above: 29% (134 students)  Below: 70% ( 326 students)  AA students: 72% Below (36/46students); 28% At or Above (10/46students)</p> <p>Math SBAC 2023-2024:  At or above: 27% (124 students)  Below: 73% ( 347 students)  AA students: 76% Below (37/46students) ; 24% At or Above (9/46 students)</p>
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## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students have not had access to priority standards, core curriculum, AVID and PLC implementation, and culturally relevant and responsive teaching in order to move the needle forward.

Staff Professional development in the PLC process is needed to build high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

Professional Development is needed for Hong Kingston's AVID site team to effectively lead AVID implementation

Ongoing professional development in adopted curriculum, SIPPS and Heggerty intervention is needed.

Ongoing professional development in PLC to address the mission and vision, expectations for staff and students, and evidence collection is needed.

Professional Development is needed for Hong Kingston's teachers to effectively implement school wide mathematics strategies.

Based on our CAASPP scores, 72% of our students are between one and three-grade levels below in ELA, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Based on our CAASPP scores, 79% of our students are between one and three-grade levels below in math, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Students continue to need intensive intervention support in reading, writing, and mathematics. More opportunities are needed for students to receive differentiated support and academic intervention. Students need a consistent instructional practices across grade level.

Hong Kingston needs new copy machines for teachers to print supplementary resources, create a print rich environments, and create assessments to support CORE curriculum, SIPPS, and Heggerty.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Percent of Students performing at or above grade level	ELA- 42% Math -35%	ELA-52% Math -45%
Percent of Students performing 2 or more grade levels below	ELA -27% Math -25%	ELA -17% Math -15%
Number of students reclassifying	11 students reclassified	15 students reclassified
Percent of students performing at or above on the CAASPP	ELA-29% Math- 27%	ELA- 39% Math- 37%
Percent of students performing below on the CAASPP	ELA- 70% Math- 73%	ELA- 60% Math- 63%
Percent of African American students performing at or above grade level on the CAASPP	ELA- 28% Math- 24%	ELA 38% Math- 34%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### **Strategies/Activities Table**

<b>Strategy/ Activity #</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Funding Source(s)</b>
1.1.1	Career & Technical Education  STEM and CTE  Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.  Provide students with hands on experiential learning opportunities to supplement	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$2,000  \$2,240  \$1,500	3010 - Title I  0100 - LCFF/S&C (site)  3010 - Title I

core instruction through field trips, guest speakers, traveling exhibits, and other programs that will help to provide that experiential learning. For example:

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

Seventh and Eight - LULAC Conference

Eighth - CSU Sacramento Visit, UC Merced, Great America Math and Science Day, Monterey Aquarium, UCMB, SF Exploratorium, Chabot Space and Science Center

#### NGSS Project-Based Learning

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.

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.

#### 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.

#### Title I Funding Allocation:

Substitute Teachers - \$2,000

PLTW Materials/Supplies - \$1,500

	LCAP 1.1 Career & Technical Education: Teacher Additional Comp - \$2,240			
1.1.2	College Readiness  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.			
1.1.3	A-G High School Courses  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.			

<p>1.1.4</p>	<p><b>Bilingual Instructional Support</b></p> <p>Bilingual Assistant (District Funded) support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Provide in-class, small group, and 1:1 instruction for EL students. 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.</p> <p>EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners</p>		
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1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p>			
1.1.6	<p>English Learner Programs and Supports</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day. The expanding learning activities will be inclusive of tutoring for Common Core standards mastery, enrichment activities, which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Provide extended support after school through small group instruction and tutoring opportunities for English Learners.</p> <p>Title I Funding Allocation: Classified/Paraprofessional Additional Comp - \$2,000</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$2,000	3010 - Title I

<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>To provide professional learning and support for classroom teachers. This will be accomplished through coaching and designated 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.</p> <p>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.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>The Program Specialist 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, SIPPS (K-4), PLC process, data cycle, teaching and learning cycle, writing across the curriculum, and any additional training needed - throughout the year once a month.</p> <p>Provide administrative staff with professional learning opportunities which further enhance the ability to provide a positive and growing learning/teaching environment. Program Specialist to support with program implementation, ELD, technology integration, professional development, monitor student programs, curriculum implementation, and progress monitoring of students.</p> <p>Conferences:  * PLC Conference/Institutes  * CAFE Conference  * ATDLE Conference  * AVID Conference/Institute  * PLTW/STEM Conferences/Symposium/Workshops.  * County Math and ELA Workshops  * ELD Institutes - County and district sponsored workshops  * NABE Conference - National Association Bilingual Educators Conference</p>	<p>English Learners, All Students, Low Income, Foster Youth, Students with Disabilities</p>	<p>\$80,000</p> <p>\$40,000</p> <p>\$26,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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	<ul style="list-style-type: none"> <li>-Release teachers during the day to engage in classroom walks/collaboration with other teachers/coaches/Program Specialist.</li> <li>-Additional Compensation for collaboration for PS.</li> <li>-Release teachers during the day to engage in instructional walks/collaboration with teams from other sites.</li> <li>-Release teachers to collaborate during academic conferences.</li> <li>-Students will receive mailings for progress reports/Report Cards</li> <li>-Coordinate substitute coverage for teachers to attend conferences/workshops.</li> </ul> <p>Title I Funding Allocation:  A-Z Consultant Services - \$80,000  Conference - \$40,000  Substitute Teachers to release teachers to attend conferences and/or Pull outs - \$26,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support  No additional site LCFF is being allocated for this strategy.</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Professional development for school site administrators focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Conferences:  * ACSA/CAAASA/CAPS  * ICEL  * School Culture and Climate Forum  * Learning Forward Annual Conference  * PLC Conference/Institutes  * AVID Conference/Institute  * PLTW/STEM Conferences/Symposium/Workshops</p> <p>Title I Funding Allocation:  Conference for Admin - \$5,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development  No additional site LCFF is being allocated for this strategy.</p>	English Learners, All Students, Foster Youth, Low Income, Students with Disabilities	\$5,000	3010 - Title I

1.1.9	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Provide teachers with professional learning opportunities and support core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), SkillsUSA, Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Title I Funding Allocation: Teachers Additional Comp - \$16,106</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$16,106	3010 - Title I
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>			

1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p>			
1.1.13	<p>Literacy and Library Supports</p> <p>Library media Assistant (Split funded .375 District Funded and .0625 site LCFF) 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.</p> <p>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.</p> <p>Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>(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.)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports Library Media Assistant Salary and Benefits - \$3,452</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$3,452</p>	<p>0100 - LCFF/S&amp;C (site)</p>

1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Goal 1 Strategy 1: Teacher Training during Staff Meetings included ELD, AVID, PBIS, REMS, Science and teaching and the learning cycle. Teachers are in the various stages of implementation of the ELA/Math curriculum. The instructional coach attended CABE. 4 admin/ps/teachers will attend AVID summer institute. Our Program Specialist/Coach has worked with our staff to analyze data during the three rounds of academic conferences, collaboration, and other additional collaboration with dual immersion program teachers. Strategy 2: -In-person tutoring occurred for grades 3-8th. 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 during -Students used AR, IXL, google classroom (4-8th) and Seesaw (K-1)consistently. -Coaches and the Program Specialist were instrumental in successful rounds of academic conferences where iReady growth was shown on D2. - Program Specialist was instrumental in our high percentage (98%) of ELPAC and iReady testing. -Bilingual and Instructional assistants continued supporting our students. Bilingual assists were trained in learning cycle and successfully used cycle in 3-6th grade classrooms. Bilingual assists were trained in phonics/ phonological awareness strategies and used strategies with K-3rd grades. -Coaches and Program Specialist supported and continued to provide support to Multi-language Learners and Dual immersion teachers.

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

Strategy 1: Training on curriculum was not effective this year. Training is for the entire district and has a number of participant limits. We need strategic focused curriculum training for all grade levels. Due to shortage of substitutes, teachers were not released to engage in instructional walks. Conferences opened up near the end of the year but it was difficult getting participants for the summer trainings. Releasing teachers for Academic conferences was a challenge due to the sub shortage. Strategy 2: Tutoring not accessible to kinder and low teacher participation made tutoring difficult. We were unable to obtain a highly effective substitute/ retired teacher on a regular basis to support T2 and T3 student pull out Strategy 4: Release time for teachers was minimal due to the lack of subs. More in-depth focused science training is needed to support out teachers in the use of the new science curriculum.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy 1: Subs will be needed in groups of 2-3 for Academic conferences, consistent, paid and supported/ported by the district. Training needs to be calendared and planned so all school site teams are aware and ready to support. Strategy 2: We will need to Add IXL and seesaw program for next year. Coach did intervention strategies with 3rd grade students. Modification: will hire full-time sub/retired intervention teacher. If not able to get a sub/retired teacher, the coach will continue pulling students for intervention. Strategy 3: In the future, if we are still unable to have people on campus or unable to have field trips, we will need to find more virtual hands-on learning opportunities. Due to the opening of the school protocols, we are anticipating the ability to have field trips, guest speakers and traveling exhibits. Strategy 4: Teachers will need to agree to meet after school with pay or during collaboration time to use for extra collaboration. Year-round academic conferences to support teachers in implementation of strategies identified in academic conferences. Hire 1 full-time long term sub to support year-round Academic Conferences, release time, teacher walk-thrus among other sub duties. Strategy 5: As school has opened up for more platooning and other student

mixing activities, we should be able to move on with this strategy.

## Goal 2.1

Goal #	Description
Goal 2.1	<p>By the end of the 2024-2025 academic school year, Hong Kingston will decrease the overall suspensions to 15 or fewer suspended students, by partnering with organizations such as FIT, FACES, IYT, The Amelia Adams Whole Life Center, to support student needs behaviorally, socially, and emotionally and promote a safe and healthy learning environment.</p> <p>School Climate - School Climate data shows a low percentage of 6th-8th grade students who feel safe, according to the School Climate survey.</p> <p>During the 2024-2025 academic school year, Hong Kingston will increase the percentage of the 8th grade student population feeling safe while on campus to 80% by using survey results to implement strategies that engage and encourage students and promote healthy and safe school environments.</p> <p>School Goal for Attendance/Chronic Truancy: Overall 23-24 Attendance percentage rate: 28.41%</p> <p>By the end of the 2024-25 academic school year, Hong Kingston will decrease our chronic absenteeism rate by 10% and decrease the sub-group of chronically absent African American students by 10%.</p>

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on our CAASPP scores, 72% of our students are between one and three-grade levels below in ELA, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Based on our CAASPP scores, 79% of our students are between one and three-grade levels below in math, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Students continue to need intensive intervention support in reading, writing, and mathematics. More opportunities are needed for students to receive differentiated support and academic intervention. Students need a consistent instructional practices across grade level.

Hong Kingston needs new copy machines for teachers to print supplementary resources, create a print rich environments, and create assessments to support CORE curriculum, SIPPS, and Heggerty.

Our 7th and 8th graders have received support from IYT this year, but 4th-6th grade students are not getting adequate support services to deal with tier II and tier III social emotional needs.

Most of the offenses are occurring during unstructured time (recess and lunch time.). Students are in need of mentoring and active engagement during unstructured time in the common areas. Programs such as Playworks has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students to decrease behavior infractions that often leads to suspensions

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students suspended	20 total students suspended (unduplicated)	Decrease student suspensions by 5- no more than 15 suspension (unduplicated)
Increase 6th-8th grade EOY percentage of the student population feeling safe when on campus.	66%	Increase the percentage of 6th-8th grades feeling safe while on campus to 80%
Decrease the percentage of chronic absenteeism rate. Decrease the percentage of chronically absent AA students Decrease the percentage of chronically absent EL students	Schoolwide- 28.41% AA students- 34.88% EL students- 36.42%	Decrease chronic absenteeism by 10%. Schoolwide-18.41% AA- 24.88% ELs- 26.42%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No Additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			

2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>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.</p> <p>Provide mentoring (IYT, FACES, FIT, AAWLC, and other mentoring organizations) services for students to increase attendance, decrease chronic absenteeism and suspensions, and improve school climate using a board-approved organization.</p> <p>Activity Services include but are not limited to:</p> <ul style="list-style-type: none"> <li>* PBIS- Restorative circles</li> <li>* PBIS team</li> <li>* Conflict resolution</li> <li>* Structured student engagement- noon activities</li> <li>* Behavior Support Plan Monthly PBIS assembly to recognize and reward positive behavior traits with incentives.</li> </ul> <p>Title I Funding Allocation:  Teacher Substitutes - \$5,000  Teacher Additional Comp - \$5,000  Counselor Additional Comp - \$1,000  Consultant - \$20,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):  Consultant - \$20,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$20,000</p> <p>\$20,000</p> <p>\$5,000</p> <p>\$1,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
<p>2.1.6</p>	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP)  No additional site LCFF is being allocated for this strategy.</p>			

2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			

2.1.11	<p>Student Attendance and Truancy</p> <p>Restorative Practices and Attendance Support Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Hong Kingston will decrease overall absenteeism by 10%. Activities: Admin team and Counseling team will attend conferences and trainings on creating and implementing a positive culture and climate on the school site and to support the needs of students. * School Wide Incentives; dragon attendance rosters, dragon bucks, ice cream, student store 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 Counselors and administration will have contact with students and parents - Attendance teams</p> <p>Title I Funding Allocation: Duplicating - \$500 Non-Instructional Materials - \$15,000</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$500  \$15,000	3010 - Title I  0100 - LCFF/S&C (site)
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			

2.1.13	<p><b>Mental Health Resources and Supports for Students</b></p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Activity Services include but are not limited to:</p> <ul style="list-style-type: none"> <li>* 1:1 post-suspension conferences</li> <li>* Behavior expectations assemblies</li> <li>* Classroom Presentations by counselors/admin</li> <li>* CARE and SST Teams</li> <li>* Counseling- Mental Health</li> </ul> <p>Title I Funding Allocation: Counselor Additional Comp - \$2,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$2,000</p>	<p>3010 - Title I</p>
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2.1.15	<p>School Connectedness</p> <p>Preschool Transition to Kindergarten</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> <li>* Interact with their peers who will attend their kindergarten class promoting social skills,</li> <li>* Establish a connection between the kindergarten teacher and preschooler,</li> <li>* Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and</li> <li>* 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.</li> </ul> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Program Specialist (District Funded) will monitor ELs achievement, ELD, AR, STAR, SIPPS, 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. Program Specialist To meet the expectation of 2 hours per day in classrooms. 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 and PD-Teachers will 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 2024-2025 school year, site will use funds for other full-time personnel, such as full-time community assist, instructional materials, Consultants, such as A-Z, etc., or whatever is needed by the site. The site will also need to purchase new copy machines, since the other machines are obsolete.</p> <p>Program Specialist 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.</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Intervention teacher (District Funded) 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.</p> <p>Instructional Assistant to provide small group differentiated instruction and interventions.</p> <p>Title I Funding Allocation:</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$25,894</p> <p>\$6,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>Program Specialist Additional Comp - \$6,000 Instructional Assistant Salary and Benefits - \$25,894</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.20	<p><b>Instructional Technology</b></p> <p>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, &amp; other similar applications that will facilitate the implementation of Response To Intervention and help service our special needs and resource population.</p> <p>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, electronic tablets, , furniture to support our strategies, ink for all printers, small whiteboards, dividers, sentence strips, and other applicable supplemental materials/supplies.</p> <p>Classroom library books * Supplemental publisher workbooks * realia 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</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>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</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$30,000</p> <p>\$10,500</p> <p>\$40,297</p> <p>\$12,452</p> <p>\$22,684</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>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 &amp; Federal funds.****</p> <p>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.</p> <p>Title I Funding Allocation:  Non-Capital Equipment- \$10,500  Instructional Materials/Supplies- \$40,297  License Agreement- \$12,452</p> <p>LCAP 2.20 Instructional Technology:  Capital Equipment Copy Machine- \$30,000  Equipment Smart Boards - \$22,684</p>			
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing:  No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:  No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities  No additional site LCFF is being allocated for this strategy.</p>			

2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>			

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy 1: The Counseling and Mental Health team provides support on Behavior Support Plans, provide Professional Development for CSA's, noon duty staff, Administration, and teachers, participates in Students Support meetings that strengthen our SAP process including Tier 1, Tier 2, Tier 3 process, and where the teams discusses student behavior, attendance, students who have been referred to CARE, discussed SST's, IEP's and next steps. The team also plans activities such as monthly PBIS assemblies to recognize and reward positive behavior traits with incentives, provide classroom presentations to all grade levels, facilitate restorative circles and PLUS Forums. The counseling team also provided Services such as post-suspension conferences, PBIS- Restorative circles, behavior expectations assemblies. Strategy 2: Counselors and attendance team made phone calls and in person check in's as well as home visits. We were unable to start the African American students support committee, but will be embedding that committee into our Guiding Coalition/Leadership Team.

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

The site was unable to hire a Community Assistant that would help with home visits and to assist in contacting students and parents. We implemented many incentive strategies and our attendance rate decreased to 28%. The site needs a full time mental health clinician to ensure that the case load is being serviced. The site was also able to print PBIS posters to 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. Because the site does not have a poster makers, the site will need to figure out how to have posters displayed throughout the campus so students know the rules, mission, vision, and expectations to support both strategy 1 and strategy 2.

### Goal 3.1

Goal #	Description
Goal 3.1	...

#### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on our CAASPP scores, 72% of our students are between one and three-grade levels below in ELA, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Based on our CAASPP scores, 79% of our students are between one and three-grade levels below in math, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Students continue to need intensive intervention support in reading, writing, and mathematics. More opportunities are needed for students to receive differentiated support and academic intervention. Students need a consistent instructional practices across grade level.

Hong Kingston needs new copy machines for teachers to print supplementary resources, create a print rich environments, and create assessments to support CORE curriculum, SIPPS, and Heggerty.

Our 7th and 8th graders have received support fro IYT this year, but 4th-6th grade students are not getting adequate support services to deal with tier II and tier III social emotional needs.

Most of the offenses are occurring during unstructured time (recess and lunch time.). Students are in need of mentoring and active engagement during unstructured time in the common areas. Programs such as Playworks has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students to decrease behavior infractions that often leads to suspensions

#### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
...		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

#### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities Increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Activity Services include but are not limited to: -PLUS/Leadership -PLUS Forums</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p>			

<p>3.1.4</p>	<p><b>Expanded Learning and Enrichment Opportunities</b></p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 also unable to hire a community assist to help with coordinating school events help to identify community agencies and businesses available to share resources with families, however we were able to to have UOP, and Chase Bank come in and do trainings with our parents.

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: Re-establish and Increase PTSA membership Strategy 2: Retain a parent community assist to help increase number of parent volunteers Strategy 3: CAFE no longer exists. We will utilize other organizations for student mentoring services.

## Goal 4.1

Goal #	Description
Goal 4.1	<p>School Goal for Meaningful Partnerships:</p> <p>By May 2025 HKV will have two in-person Family Nights (Literacy, Science, Math). By May 2025 increase Family School Connectedness via Panorama Family Climate Survey from 26 responses 35 responses</p> <p>By May 2025 HKV Parent community assist, coupled with organizations such as PIQE and the like, 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.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

According to parent surveyed, parents would like to know about school safety procedures

Hong Kingston needs to hire a parent support staff to increase parent involvement and participation. Parents need support with accessing resources offered by the school, learn about ways to support their student, community outreach resources, parent trainings, coffee hour, and other outlets to bridge resources and build school connectivity.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of in-person family nights	0	2 family nights
Number of family/parent/community events/ trainings held throughout the year.	8 parent coffees	one parent coffee per month 3 Parent training classes
Increase family school connectedness via panorama survey	26 Responses	35 responses

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Mentoring Programs FIT, FACES, IYT, The Amelia Adams Whole Life Center, UOP, El Concilio, and other like organizations will partner with Hong Kingston / Valenzuela, Stockton City Police Probation Department, and parents to mentor at risk students.</p> <ul style="list-style-type: none"> <li>- Identify at risk students as recommended by teachers/staff</li> <li>- Hold meeting with parents/student and mentors (P.O. at Smart and Final or other stores for meeting snack)</li> <li>- Nominate at risk students to Board at monthly meeting</li> <li>- Pair at risk student with mentor - to meet as necessary</li> </ul> <p>Engaging Educational Partners Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>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</p> <p>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 using PIQE organization and the like that will educate, empower, and inspire families to take an active role in their child's</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$1,000</p> <p>\$2,000</p> <p>\$300</p> <p>\$311</p> <p>\$1,000</p> <p>\$15,000</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>0100 - LCFF/S&amp;C (site)</p>

	<p>education: 8 week program, once a week for 75 minutes each session</p> <p>Provide additional Hourly Staff Pay to support parent meetings/workshops/training by engaging their children during meetings: 40 hours</p> <p>Supplies and materials for parent outreach, Parent Coffee Hour, SSC, ELAC, orientations, back-to-school night, and Spring Open House , and Rosetta Stone type programs.</p> <p>Reach out to community members to share their experiences in the workforce with 8th-grade students to develop career awareness.</p> <p>Title I Funding Allocation:  Parent Meeting Expenses - \$1,000 Title I Parent  Books - \$300 Title I Parent  Materials and Supplies - \$2,000 Title I Parent  Duplicating - \$311 Title I Parent  Classified/Paraprofessional Additional Comp - \$1,000 Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:  PIQE Parent Organization Consultant - \$15,000</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication:  No additional site LCFF is being allocated for this strategy.</p>			

<p>4.1.3</p>	<p><b>Community Schools Supports and Resources</b></p> <p>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.</p> <p>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.</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>In the event these funds are not used on the community assist, they would be used for conferences, equipment, teacher additional comp, instructional materials , non- instructional materials, field trips, etc.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.</p>	<p>Low Income, Students with Disabilities, Foster Youth, English Learners, All Students</p>		
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4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>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</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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



## Goal 5.1

Goal #	Description
Goal 5.1	...

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
...		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

## Goal 6.1

Goal #	Description
Goal 6.1	...

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on our CAASPP scores, 72% of our students are between one and three-grade levels below in ELA, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Based on our CAASPP scores, 79% of our students are between one and three-grade levels below in math, therefore, monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations that need to be made clear.

Students continue to need intensive intervention support in reading, writing, and mathematics. More opportunities are needed for students to receive differentiated support and academic intervention. Students need a consistent instructional practices across grade level.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
...		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			

6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>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.</p> <p>30 teachers x 2 hours 1 Program Specialist x 2 half days</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: Teacher Additional Comp - \$4,800 Program Specialist Additional Comp - \$220</p>		<p>\$4,800</p> <p>\$220</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>			

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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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.

## Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$305,860.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$419,256.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$301,249.00
3010 - Title I - Parent	\$4,611.00

Subtotal of additional federal funds included for this school: \$305,860.00

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 (\$)
0100 - LCFF/S&C (site)	\$113,396.00

Subtotal of state or local funds included for this school: \$113,396.00

Total of federal, state, and/or local funds for this school: \$419,256.00

# Addendums

# 2024-25 School Plan for Student Achievement

## Recommendations and Assurances

Site Name: \_\_\_\_\_

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

\_\_\_\_\_  
Date of Meeting

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

English Learner Advisory Committee

\_\_\_\_\_  
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 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

Attested:

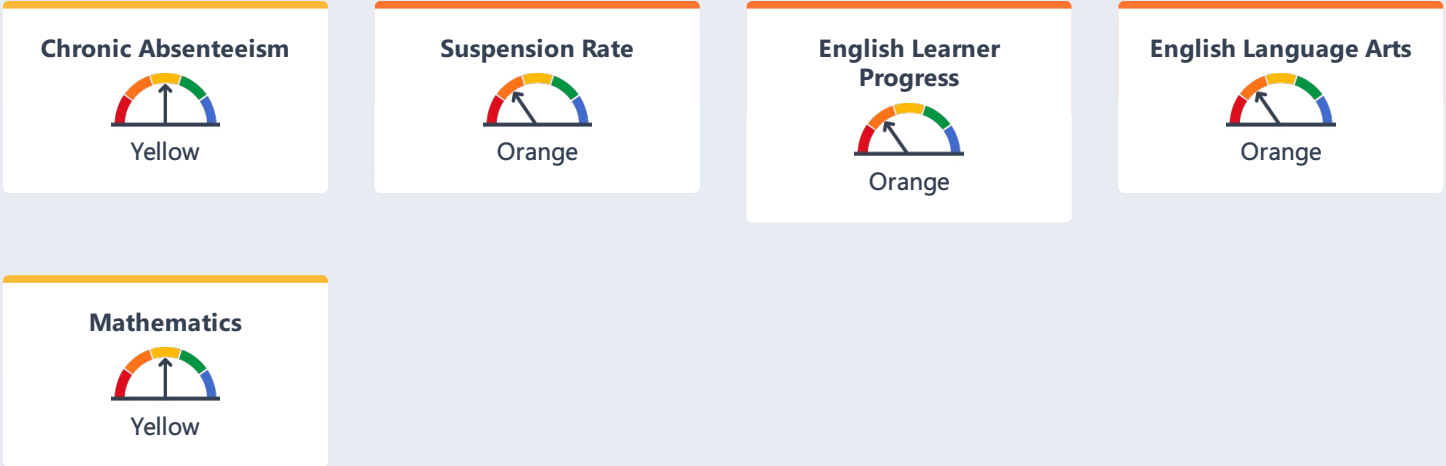
\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

# Maxine Hong Kingston Elementary

Explore the performance of Maxine Hong Kingston Elementary under California's Accountability System.

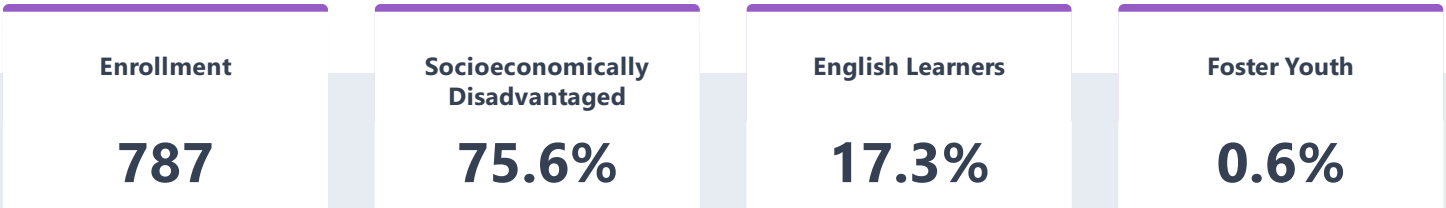


## School Details

<b>NAME</b> Maxine Hong Kingston Elementary	<b>ADDRESS</b> 6324 North Alturas Avenue Stockton, CA 95207-2846	<b>WEBSITE</b> <a href="http://www.stocktonusd...">http://www.stocktonusd...</a>	<b>GRADES SERVED</b> K-8
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

## Student Population

Explore information about this school's student population.




# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

56.5 points below standard


Maintained -1.6 Points

EQUITY REPORT  
Number of Student Groups in Each Level

2 Red	4 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Yellow

78.1 points below standard


Increased 7.2 Points ▲

EQUITY REPORT  
Number of Student Groups in Each Level

2 Red	1 Orange	3 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress



Orange

46.7% making progress


Declined 20.6% ▼

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



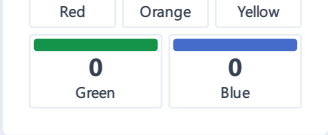
Yellow

37.6% chronically absent

Declined 15.5% ▼

EQUITY REPORT  
Number of Student Groups in Each Level

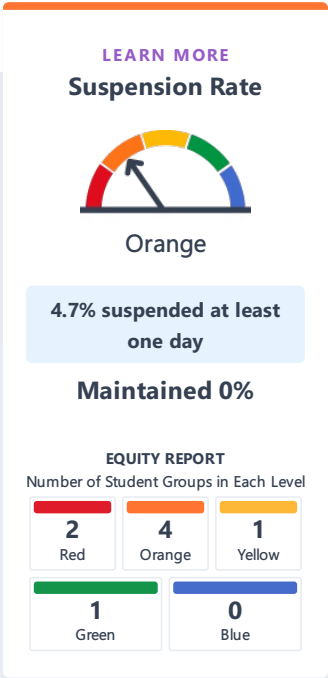
0	6	2
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MAXINE HONG KINGSTON ELEMENTARY

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



# Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

56.5 points below standard

Maintained -1.6 Points

Number of Students: 488

### Student Group Details

#### All Student Groups by Performance Level


13 Total Student Groups



Red

African American

English Learners




Orange

Asian

Hispanic


Socioeconomically Disadvantaged

Students with Disabilities




Yellow

No Student Groups




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

### American Indian

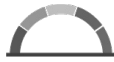


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

32.7 points above standard

Increased 38.8 Points ▲

Number of Students: 21

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Homeless



No Performance Color

105.1 points below standard

Declined 14.5 Points ▼

Number of Students: 35

### Two or More Races



No Performance Color

35.4 points below standard

Increased 23.3 Points ▲

Number of Students: 29

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### African American



Red

79.7 points below standard

Declined 3.9 Points ▼

Number of Students: 61

### English Learners



Red

80.5 points below standard

Declined 9.6 Points ▼

Number of Students: 106

### Asian



Orange

41.1 points below standard

Maintained 2.8 Points

Number of Students: 57

### Hispanic



Orange

62.9 points below standard

Declined 5.4 Points ▼

Number of Students: 309

### Socioeconomically Disadvantaged



Orange

64.6 points below standard

Declined 3.6 Points ▼

Number of Students: 371

### Students with Disabilities



Orange

97 points below standard

Increased 18 Points ▲

Number of Students: 63

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	54.9 points below standard	56.5 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
129.6 points below standard Maintained -1.3 Points Number of Students: 57	23.3 points below standard Declined 9.9 Points ▼ Number of Students: 49	57.9 points below standard Maintained 1.2 Points Number of Students: 326

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

78.1 points below standard

Increased 7.2 Points ▲

Number of Students: 488

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups

 Red	 Orange	 Yellow
--	---	---

African American

English Learners

Students with Disabilities

Asian

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

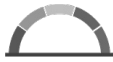
Homeless

Two or More Races

Pacific Islander

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

10.1 points above standard

Increased 39.7 Points ▲

Number of Students: 21

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Homeless



No Performance Color

114.5 points below standard

Increased 16.4 Points ▲

Number of Students: 35

### Two or More Races



No Performance Color

54.2 points below standard

Maintained -0.1 Points

Number of Students: 29

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### African American



Red

98.2 points below standard

Declined 4.3 Points ▼

Number of Students: 61

### English Learners



Red

104.9 points below standard

Declined 7.3 Points ▼

Number of Students: 106

### Students with Disabilities



Orange

124.6 points below standard

Increased 20.7 Points ▲

Number of Students: 63

### Asian



Yellow

58.7 points below standard

Increased 20.3 Points ▲

Number of Students: 57

### Hispanic



Yellow

87.3 points below standard

Increased 5.9 Points ▲

Number of Students: 309

### Socioeconomically Disadvantaged



Yellow

86.3 points below standard

Increased 6.5 Points ▲

Number of Students: 371

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	85.3 points below standard	78.1 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
126.5 points below standard Increased 9.1 Points ▲ Number of Students: 57	79.7 points below standard Declined 20.1 Points ▼ Number of Students: 49	75.1 points below standard Increased 11.8 Points ▲ Number of Students: 326

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

### English Learner Progress

Orange

46.7% making progress towards English language proficiency  
Declined 20.6% ▼  
Number of EL Students: 105

## Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

# Academic Engagement


View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760111328&year=2022-23>

All Students



Yellow

37.6% chronically absent

Declined 15.5% ▼

Number of Students: 836

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

African American

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino



No Performance Color

14.8% chronically absent

Declined 9.3% ▼

Number of Students: 27

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### White



No Performance Color

26.3% chronically absent

Declined 45.1% ▼

Number of Students: 19

### African American



Orange

50% chronically absent

Declined 10.2% ▼

Number of Students: 102

### Asian



Orange

22.4% chronically absent

Declined 19.2% ▼

Number of Students: 98

### English Learners



Orange

39.5% chronically absent

Declined 9.3% ▼

Number of Students: 147

### Homeless



Orange

52.9% chronically absent

Declined 16.8% ▼

Number of Students: 51

### Two or More Races



Orange

36.8% chronically absent

Declined 15.9% ▼

Number of Students: 57

### Students with Disabilities



Orange

55.1% chronically absent

Declined 9.9% ▼

Number of Students: 98

### Hispanic



Yellow

38.9% chronically absent

Declined 15.6% ▼

Number of Students: 524

### Socioeconomically Disadvantaged



Yellow

39.4% chronically absent

Declined 15.2% ▼

Number of Students: 648

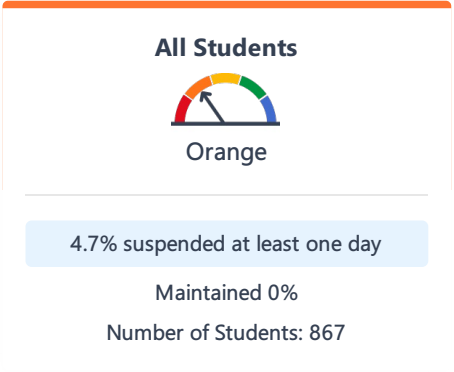
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

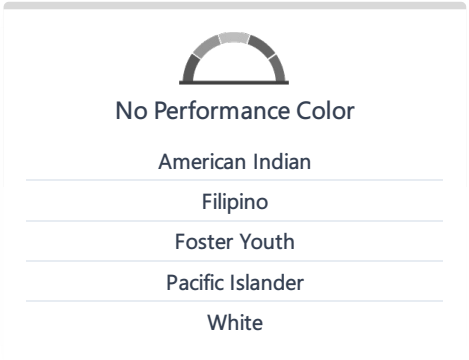
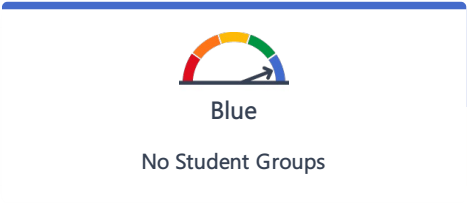
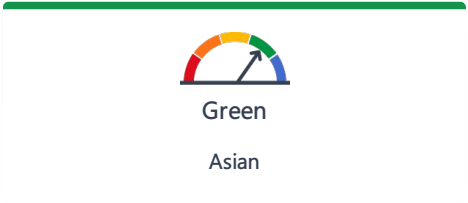
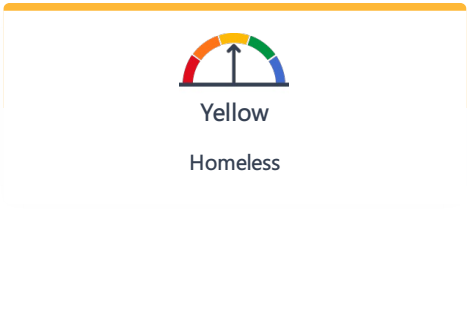
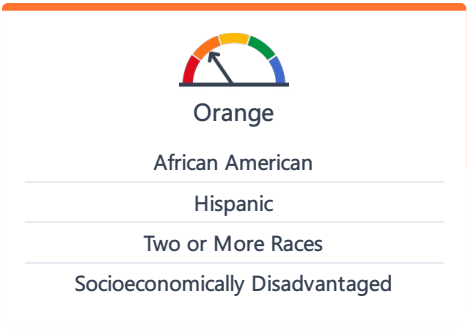
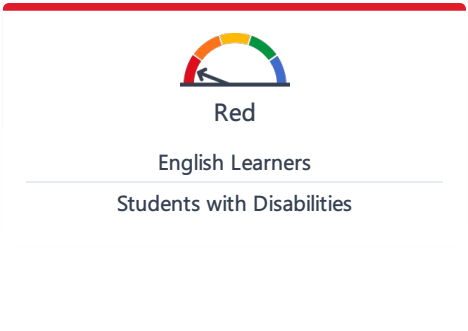
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



### American Indian

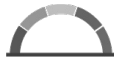


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino



No Performance Color

3.4% suspended at least one day

Maintained 0.1%

Number of Students: 29

### Foster Youth



No Performance Color

0% suspended at least one day

Declined 18.2% ▼

Number of Students: 11

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### White



No Performance Color

4.5% suspended at least one day

Increased 4.5% ▲

Number of Students: 22

### English Learners



Red

6.7% suspended at least one day

Increased 3.7% ▲

Number of Students: 150

### Students with Disabilities



Red

10.7% suspended at least one day

Increased 1.9% ▲

Number of Students: 103

### African American



Orange

6.7% suspended at least one day

Declined 4.6% ▼

Number of Students: 105

### Hispanic



Orange

5% suspended at least one day

Increased 1.6% ▲

Number of Students: 539

### Two or More Races



Orange

3.4% suspended at least one day

Increased 1.6% ▲

Number of Students: 59

### Socioeconomically Disadvantaged



Orange

5.8% suspended at least one day

Increased 0.7% ▲

Number of Students: 675

### Homeless



Yellow

3.7% suspended at least one day

Declined 0.7% ▼

Number of Students: 54

### Asian



Green

1.9% suspended at least one day

Declined 6.1% ▼

Number of Students: 103

# Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	4.7%	4.7%

# Hong Kingston Data Review

April 2024

# Summary



Research and Accountability Department

**Empowering with data.**

## Accountability

- Current ESSA Status is ATSI for the most current year, for the subgroup English Learners ([slide 10](#))
- State Indicators improved from prior year were Math and Absenteeism, while ELA and Math remained the same ([slide 10](#))
- All State Indicators were the same as the district with the exception of Math which was higher ([slide 12](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 37.6% ([slides 13](#))

## Demographics

- Demographics are majority **Hispanic** at 63.5% of the student population ([slide 5](#))
- 17.3% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

## State Assessments

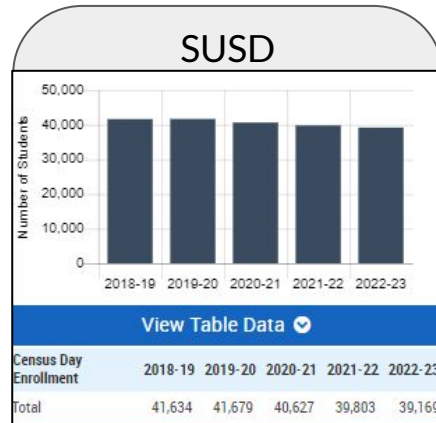
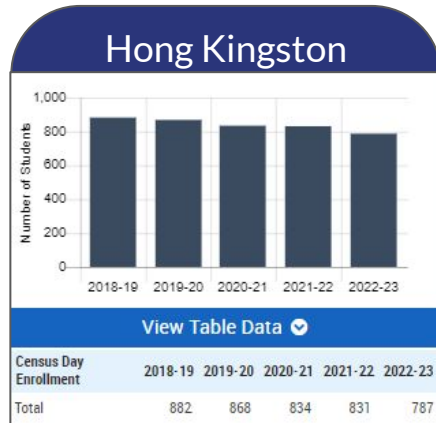
- Percent of students meeting or exceeding standards on **ELA** increased 1% from prior year to 28.57% ([slide 15](#))
- Percent of students meeting or exceeding standards on **Math** increased 1% from prior year to 21.04% ([slide 17](#))
- Number of **students tested with ELPAC** decreased from 2022 to 2023 by 7 students to 138 ([slide 19](#))
- Percent of students scoring at **Level 4** decreased by 8% ([slide 19](#))

## Local Assessments

- i-Ready (starting on [slide 22](#)): At the end of 2022-23, **Reading on grade level** increased to 42% and **Math** increased to 38%
- i-Ready Lessons: Students have spent on average 27 minutes in reading and 29 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels (starting on [slide 28](#))

# Demographics

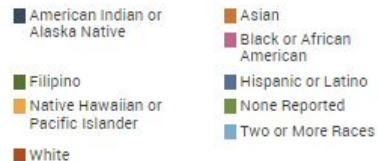
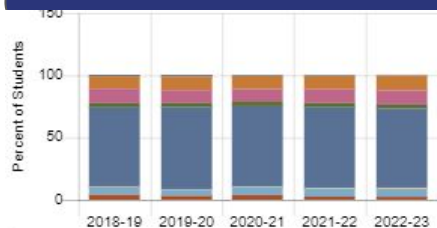
# Enrollment



- Hong Kingston's enrollment declined by 44 students from 2021-22 to 2022-23
- Enrollment for 2023-2024 is **752** students (CALPADS)
- Hong Kingston's **stability rate** (percent of students who start and end the school year at the school) is 86.4%, near the district at 87%

# Demographics

## Hong Kingston

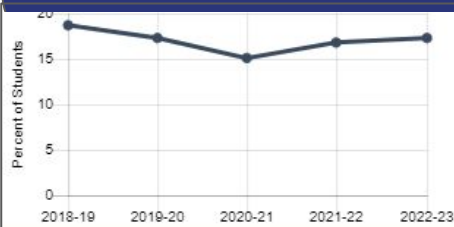


Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	1 %	1.2 %	0.8 %	0.7 %	0.4 %	0.7 %
Asian	9.8 %	10.7 %	10.3 %	10.6 %	11.8 %	8.8 %
Black or African American	11.8 %	10.6 %	10.3 %	11.1 %	11.6 %	9.2 %
Filipino	3.5 %	3.3 %	3.5 %	3.5 %	3.2 %	3.3 %
Hispanic or Latino	63.7 %	65.8 %	64.6 %	64.7 %	63.5 %	69.6 %
Native Hawaiian or Pacific Islander	0.5 %	0.3 %	0.4 %	0.5 %	0.8 %	0.5 %
None Reported	0 %	0 %	0 %	0.1 %	0.1 %	0.3 %
Two or More Races	5.9 %	5 %	6.4 %	6.4 %	6.4 %	3.5 %
White	3.9 %	3.1 %	3.7 %	2.4 %	2.3 %	4.1 %

- Hong Kingston's population is majority **Hispanic**, with 63.5% of the student population followed by 11.8% Asian and 11.6% Black or African American

# English Learners

## Hong Kingston



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	18.7 %	17.3 %	15.1 %	16.8 %	17.3 %
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	165	150	126	140	136

## SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

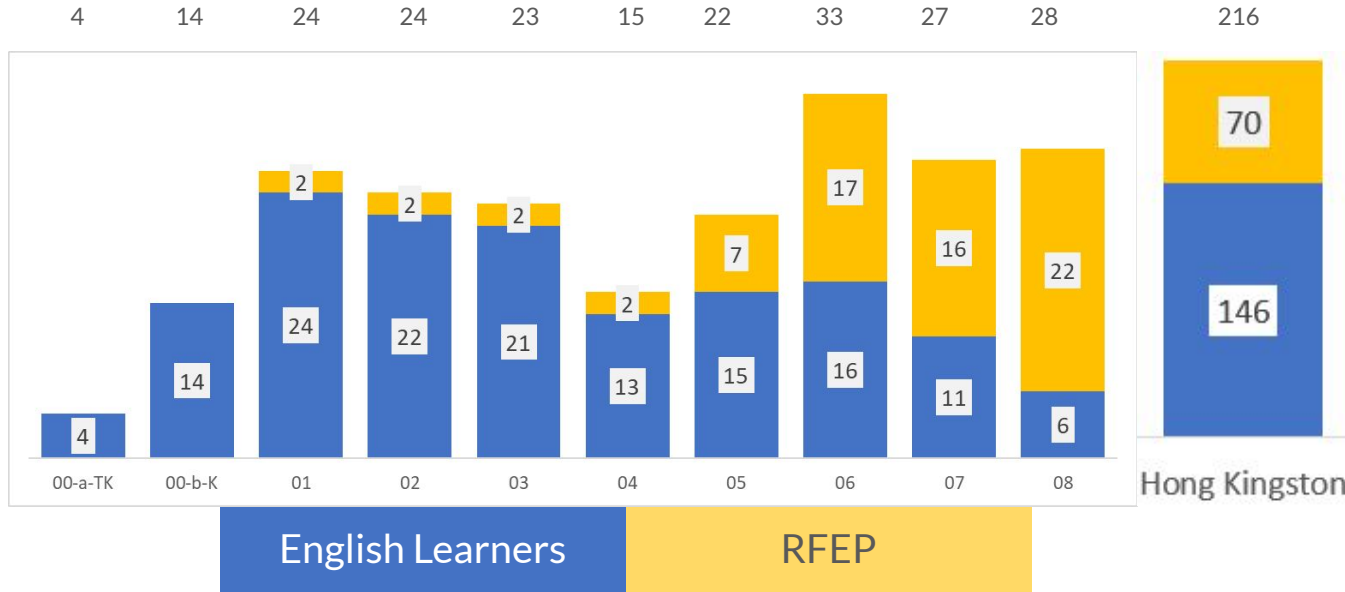
- Hong Kingston averaged 17.03% English Learners over the last 5 years
- Most current data is **17.3%** of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

# English Learners' Language

Hong Kingston						SUSD					
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23	Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.8 %	0.8 %	0.7 %	0.5 %	0.3 %	All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Filipino (Pilipino or Tagalog)	0.5 %	0.7 %	0.6 %	0.4 %		Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Hindi	0.3 %					Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.8 %	0.3 %	0.6 %	0.2 %	0.6 %	Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Ilocano		0.1 %				Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Khmer (Cambodian)	1.2 %	1.3 %	0.7 %	0.7 %	0.6 %	Punjabi					0.2 %
Khmu				0.2 %	0.3 %	Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %
Mandarin (Putonghua)					0.3 %						
Russian			0.1 %								
Spanish	15.1 %	14.1 %	12.4 %	14.8 %	15.2 %						

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

# Current ELs and RFEPs by Grade Level



- Hong Kingston has 146 English Learners and 70 RFEP students\*
- 4th grade has the highest number of English Learners at 21
- Average of 15 ELs per grade level

*\*Source: Synergy, local data as of 4/10/24*

# State Assistance & Indicators

# 2023 ESSA Support



Research and Accountability Department  
**Empowering with data.**

- Hong Kingston's current status is **ATSI**, remaining the same as prior year (subgroup information on next slide)
- Hong Kingston **improved**:
  - Math
  - Absenteeism
- ELA and Suspension **remained** unchanged at Orange
- ELPI **declined** from Blue to Orange

Year	Status	Area	Current Indicator	Previous Indicator
<b>Current (2023)</b>	<b>ATSI</b>	ELA	2 - Orange	2 - Orange
2022	ATSI	Math	3 - Yellow	2 - Orange
2021	No Status	Absenteeism	3 - Yellow	1 - Red
2020	No Status	Suspension	2 - Orange	2 - Orange
2019	No Status	ELPI	2 - Orange	5 - Blue
2018	No Status			



Note: These are the color indicators on the  
California School Dashboard

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)



Stockton Unified School District  
Since 1852

2023-24 ESSA SUBGROUPS		African American / Black		American Indian		Asian		English Learner		Filipino		Foster		Hispanic		Homeless		Multiple Races		Pacific Islander		SED		SWD		White		
		0		0		0		1		0		0		0		0		0		0		0		0		0		
Subgroups	ALL	African American / Black		American Indian		Asian		English Learner		Filipino		Foster		Hispanic		Homeless		Multiple Races		Pacific Islander		SED		SWD		White		
		If you are CSI, check the ALL subgroups. If you are ATSI, review the change from last year to this year for each subgroup.																										
Indicator	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022		
ELA	2	2	1	1	0	0	2	2	1	1	0	2	0	0	2	2	0	1	0	2	0	0	2	2	2	1	0	0
Math	3	2	1	2	0	0	3	2	1	1	0	2	0	0	3	2	0	1	0	2	0	0	3	2	2	1	0	0
Absenteeism	3	1	2	1	0	0	2	1	2	1	0	1	0	0	3	1	2	1	2	1	0	0	3	1	2	1	0	1
Suspension	2	2	2	1	0	0	4	1	1	3	0	2	0	1	2	2	3	2	2	3	0	0	2	2	1	1	0	5
ELPI	2	5							2	5																		

# California School Dashboard

Stockton Unified



Hong Kingston



- All indicators were the same as the district, with the exception of Math which was higher
- Chronic Absenteeism and Math were the highest indicators, both at Yellow

Source: [California School Dashboard](#)



Higher than the district

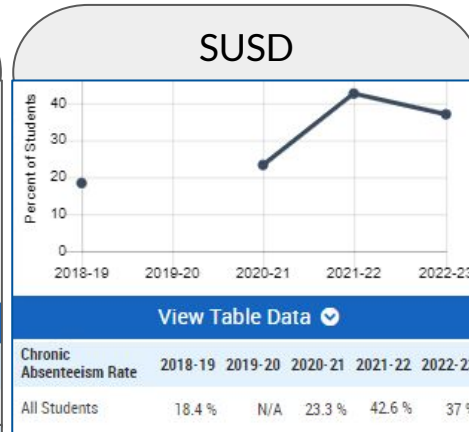
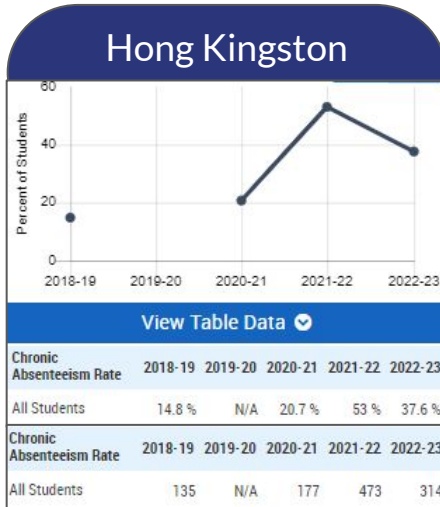


Lower than the district



Same as the district

# Chronic Absenteeism Historical



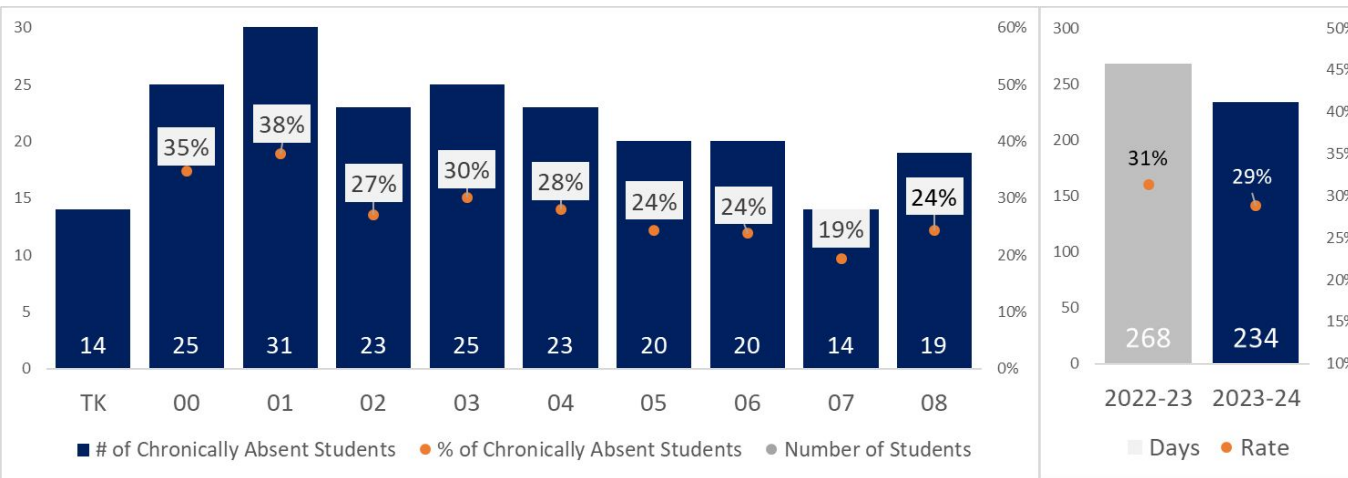
- Last year, Hong Kingston decreased the percent of Chronic Absenteeism from 53% to 37.6%
- This was comparable to the district's absenteeism rate at 37%

# Chronic Absenteeism

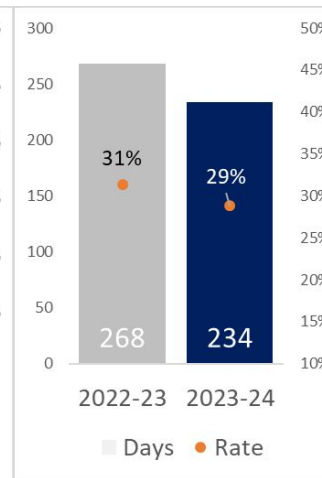
## Current Year

### Hong Kingston Chronic Absenteeism through March

2023-24 Percent of Chronically Absent Students by Grade Level  
(# of students Chronically Abs / Total Students)



### Days Absent



- The number of days absent decreased from 268 to 234 and percent of days decreased by 2% (through March)
- 1st grade had the highest percent absent at 38%, 31 students

Source: Synergy, local data provided by Student Support services, March

Chronic Absenteeism



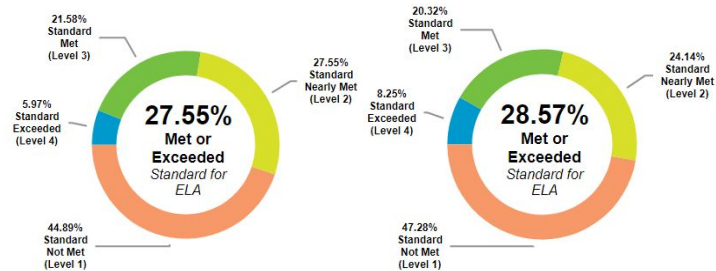
# CAASPP ELA 2 years

2021-2022

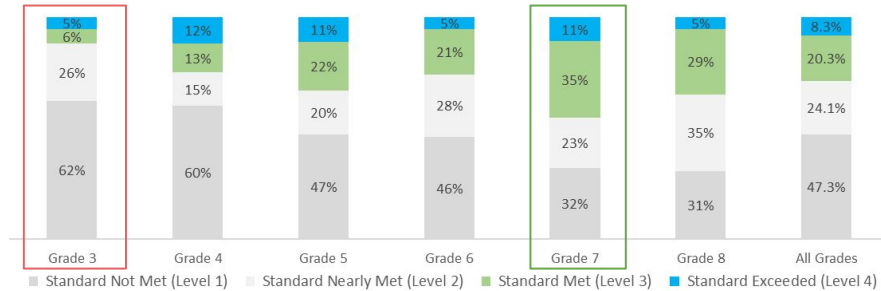
2022-2023

Percent of students within each achievement level

Percent of students within each achievement level

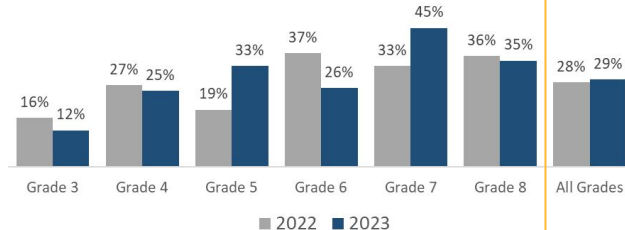


Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	62%	60%	47%	46%	32%	31%	47.3%
Standard Nearly Met (Level 2)	26%	15%	20%	28%	23%	35%	24.1%
Standard Met (Level 3)	6%	13%	22%	21%	35%	29%	20.3%
Standard Exceeded (Level 4)	5%	12%	11%	5%	11%	5%	8.3%
Number of Students With Scores	93	85	91	78	75	75	497

CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



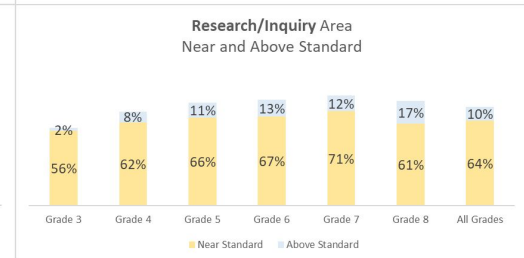
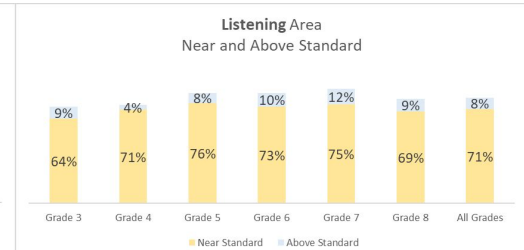
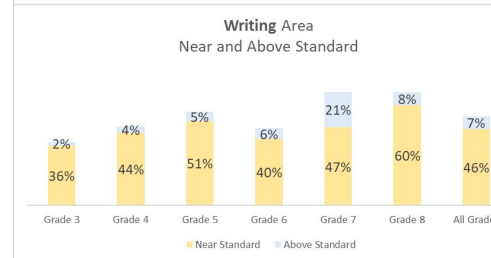
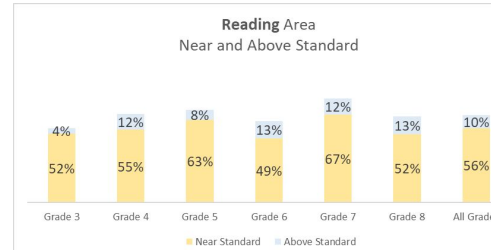
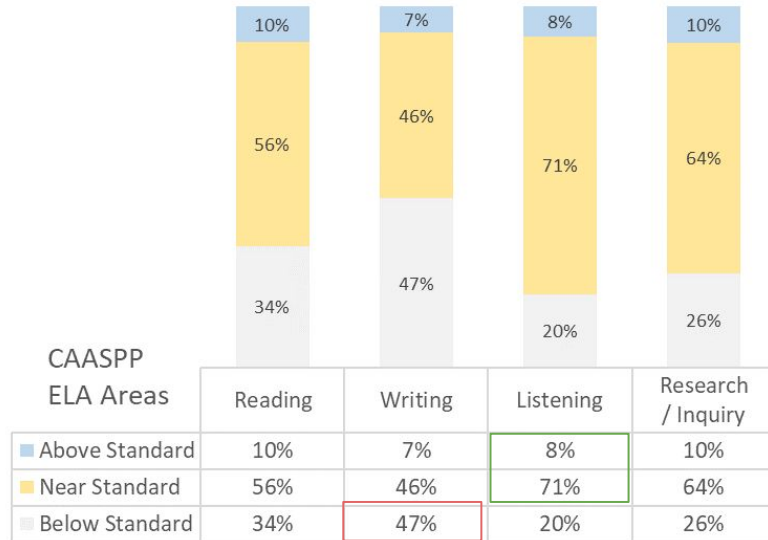
- **28.57%** of students met or exceeded ELA standards (1% higher than the district at 27.78%)
- This was a 1% increase from the prior year
- **7th grade** had the highest percent met or exceeded standards (45%)
- **3rd grade** had the lowest percent met or exceeded standards (12%)

English Language Arts



# CAASPP ELA 2022-2023

## By Area



- **Writing** was the lowest area on CAASPP, with 47% of students below standard
- **Listening** was the highest with 79% near or above standard

# CAASPP Math

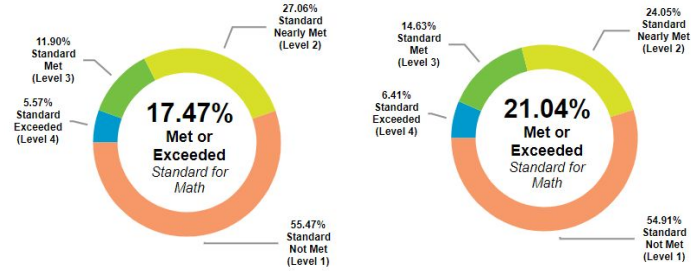
## 2 years

2021-2022

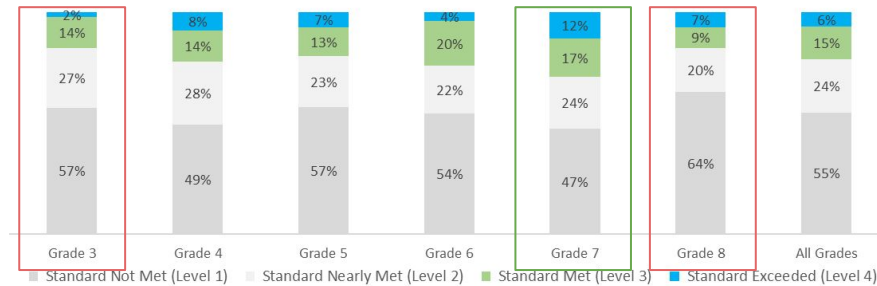
2022-2023

Percent of students within each achievement level

Percent of students within each achievement level

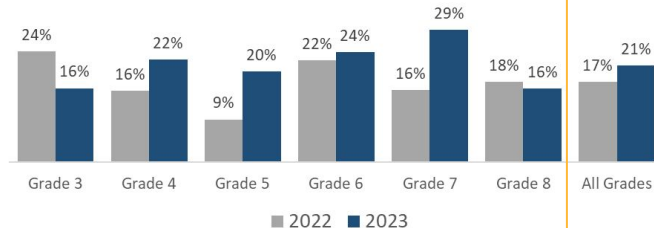


Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	57%	49%	57%	54%	47%	64%	55%
Standard Nearly Met (Level 2)	27%	28%	23%	22%	24%	20%	24%
Standard Met (Level 3)	14%	14%	13%	20%	17%	9%	15%
Standard Exceeded (Level 4)	2%	8%	7%	4%	12%	7%	6%
Number of Students With Scores	93	85	91	79	76	75	499

CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



- **21.04%** of students met or exceeded Math standards (4.28% higher than the district at 16.76%)
- This was an increase of 3.6% from prior year
- **7th grade** was the highest at 29% met or exceeded standards
- **3rd and 8th grades** were the lowest at 16% met or exceeded standards

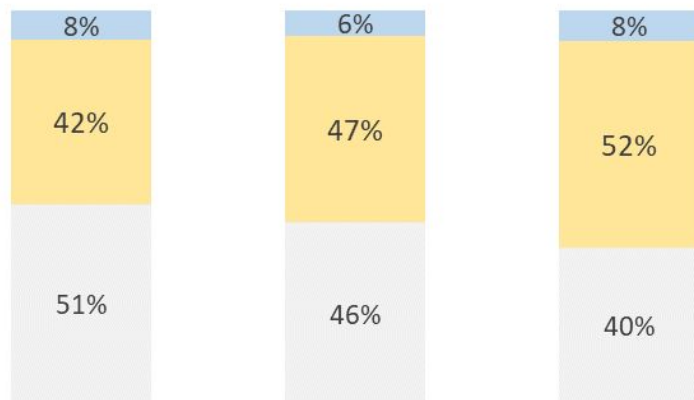
Mathematics



Yellow

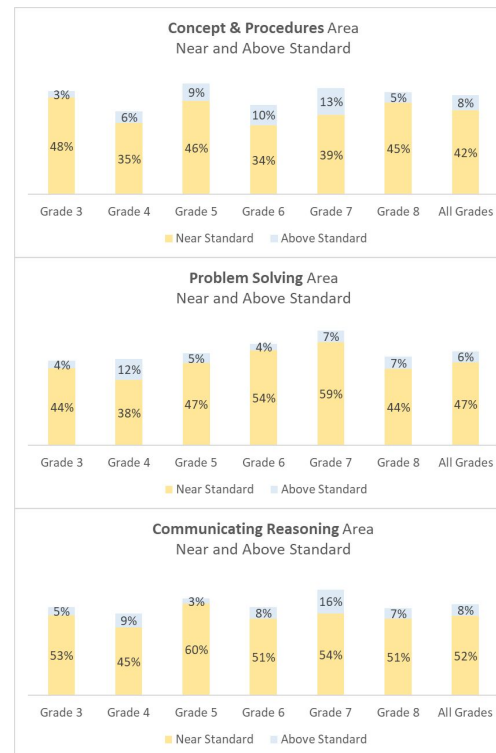
# CAASPP Math 2022-2023

## By Area



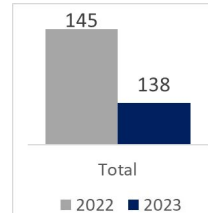
	Concepts & Procedures	Problem Solving	Communicate Reasoning
Above Standard	8%	6%	8%
Near Standard	42%	47%	52%
Below Standard	51%	46%	40%

- **Concepts & Procedures** was the lowest math area in CAASPP at 51% of students below grade level
- **Communicate Reasoning** was the highest area at 60% of students near or above grade level

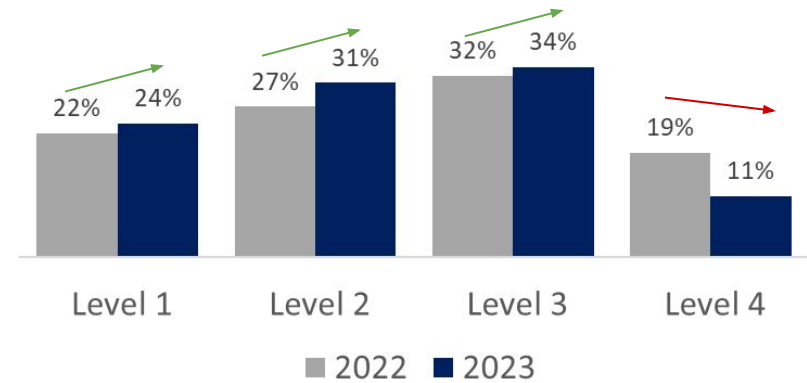


# ELPAC 2 Years Overview

Number of Students Tested With ELPAC  
2022 and 2023

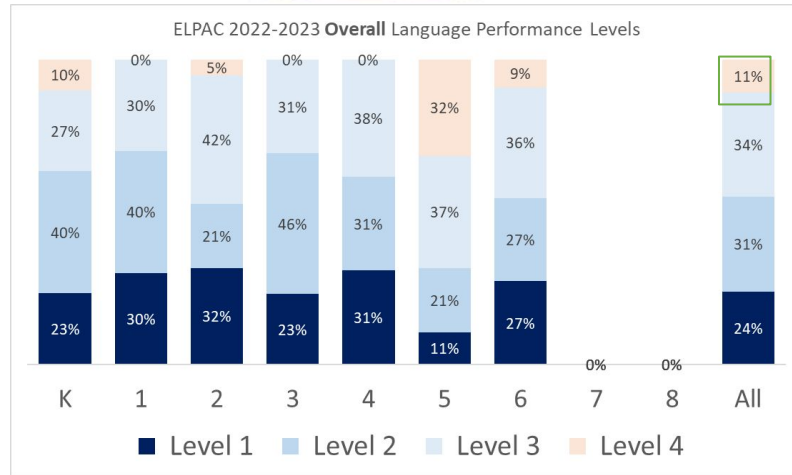


Percent of ELPAC Levels  
2022 and 2023

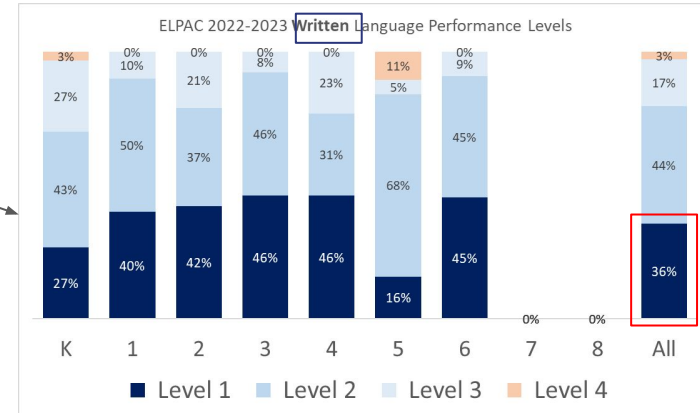
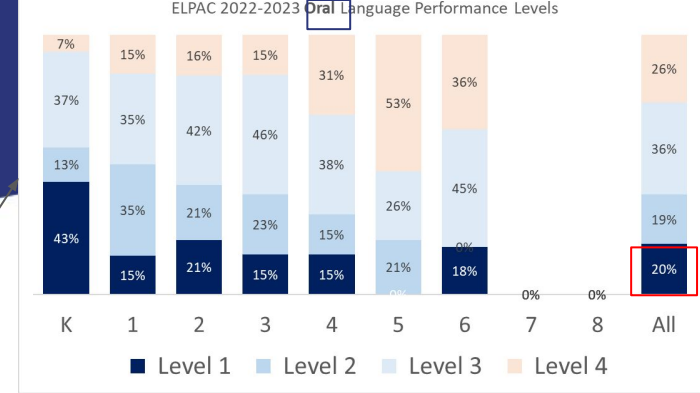


- Number of students taking the ELPAC **decreased by 7** from 145 to 138
- The number of students increased the most in 5th (+6)
- Percent of students scoring level 4 decreased by 8%

# ELPAC 2022-2023 Overall Results



PL	K	1	2	3	4	5	6	7	8	All
Level 1	7	6	6	3	4	2	3	*	*	33
Level 2	12	8	4	6	4	4	3	*	*	43
Level 3	8	6	8	4	5	7	4	*	*	47
Level 4	3	0	1	0	0	6	1	*	*	15
Total	30	20	19	13	13	19	11	6	7	138



- 138 students took the ELPAC in 2022-2023
- 11% of students received a 4 (considered “proficient”)
- 36% of students received a 1 in **Written** Language versus 20% received a 1 in **Oral** Language

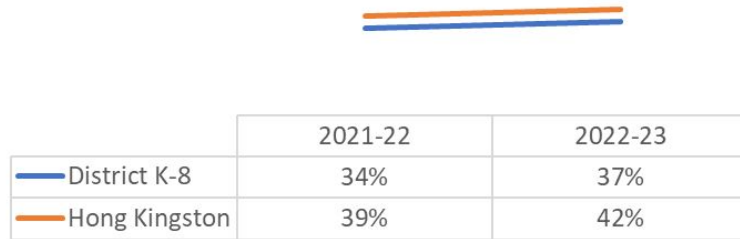


Research and Accountability Department  
**Empowering with data.**

# i-Ready

# i-Ready Reading

% on Grade Level Diagnostic 3



## Diagnostic 3 - End of Year

- Hong Kingston increased the percent of students on grade level by 3% with 42% of students on grade level at the end of last year

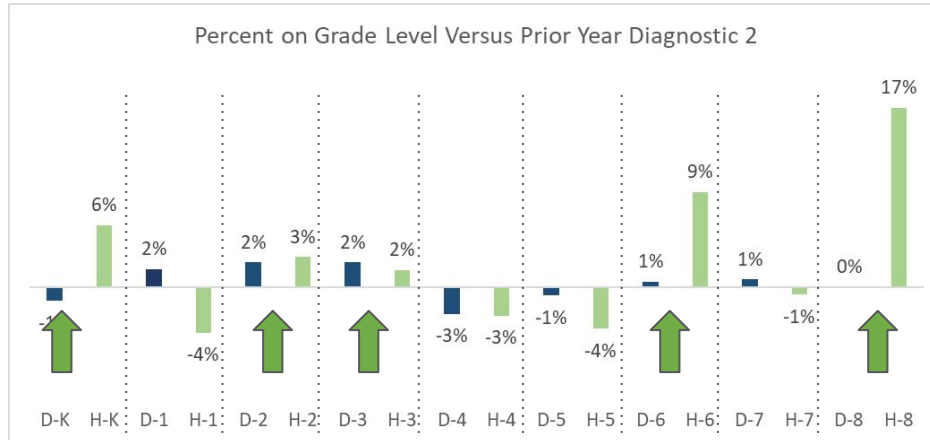
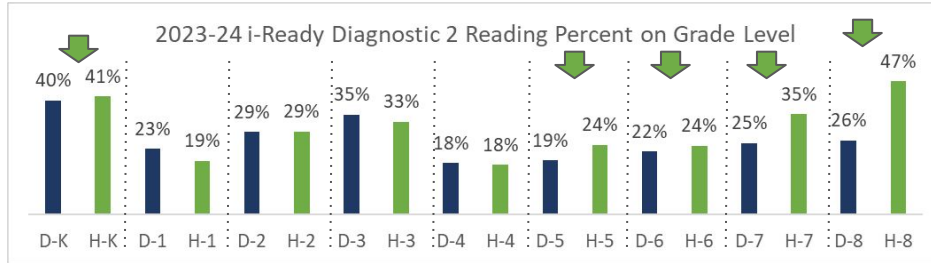
% on Grade Level Diagnostic 2



## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 30% of students were on grade level, up 3% from prior year

# i-Ready Diagnostic 2 Reading On Grade Level



## Strengths

- Kinder, 5th, 6th, 7th, and 8th grades have a higher percent on grade level than the district
- Kinder, 2nd, 3rd, 6th, and 8th increased the percent of students on grade level from prior year
- 8th grade increased exceptionally higher than the district

## Opportunities

- 1st grade decreased percent of students on grade level where the district increased

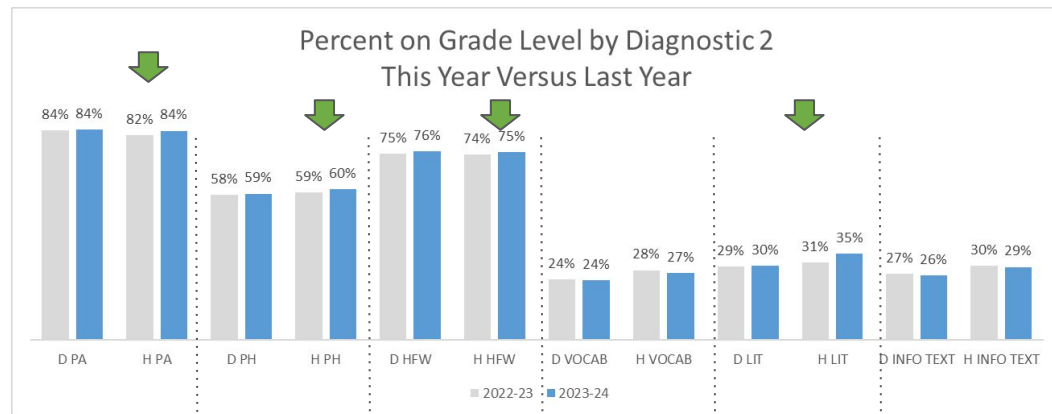
D = District

H = Hong Kingston

# i-Ready Reading Domains Percent on Grade Level

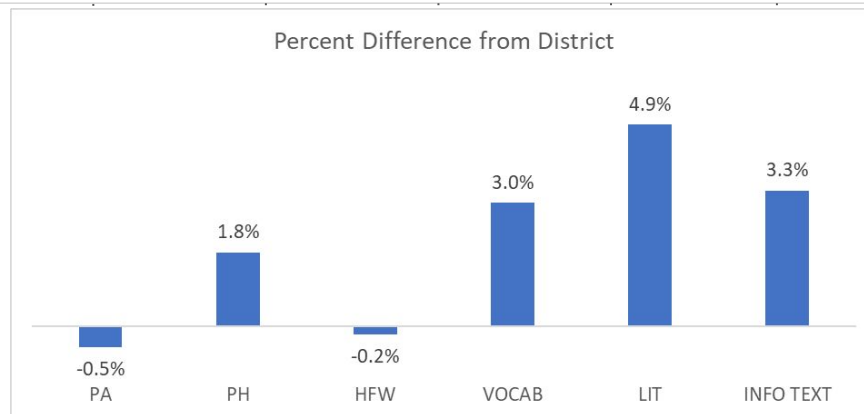
## Strengths

- Most domains increased the percent on grade level versus prior year, with the exception of Vocabulary and Informational Text
- Phonics, Vocabulary, Literature, and Informational text have a higher percent on grade level than the district



## Opportunities

- Vocabulary had a slight decrease of percent of students on grade level versus prior year



D = District  
H = Hong Kingston  
PA = Phonological Awareness  
PH = Phonics  
HFW = High-Frequency Words  
VOCAB = Vocabulary  
LIT = Literature  
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



	2021-22	2022-23
District K-8	30%	32%
Hong Kingston	35%	38%

% on Grade Level Diagnostic 2



	2021-22	2022-23	2023-24
District K-8	16%	18%	17%
Hong Kingston	20%	19%	21%

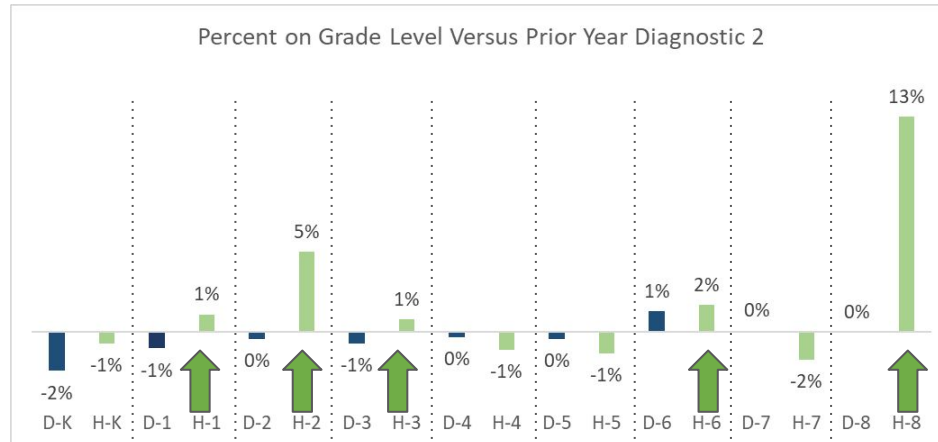
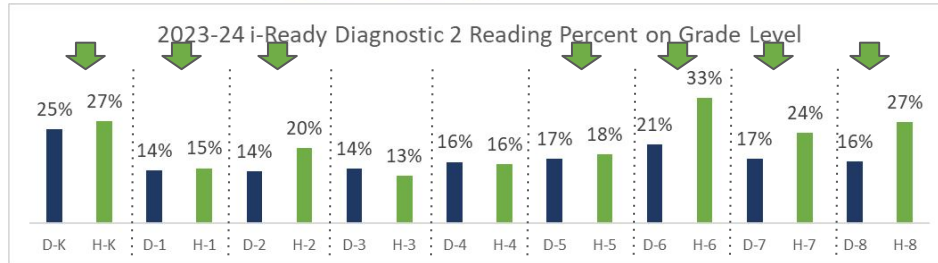
## Diagnostic 3 - End of Year

- At the end of 2022-2023, Hong Kingston increased the percent of students on grade level by 3% to 38%

## Diagnostic 2 - Most Current

- For the most recent diagnostic, 21% of students were on grade level, increasing 2% from prior year

# i-Ready Diagnostic 2 Math On Grade Level



## Strengths

- All grade levels have a higher percent on grade level than the district with the exception of 3rd and 4th
- 1st, 2nd, 3rd, 6th, and 8th grades increased the percent of students on grade level from prior year

## Opportunities

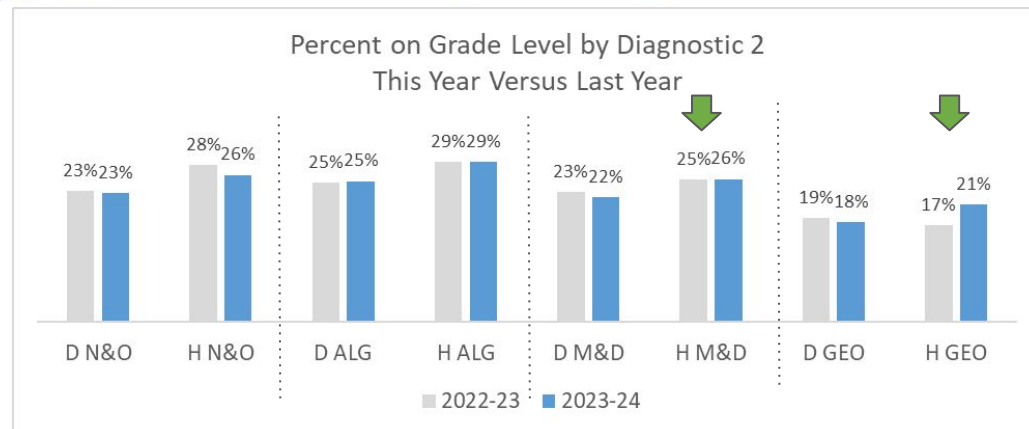
- Kinder, 4th, 5th, and 7th had slight declines in the percent of students on grade level

*D = District*  
*H = Hong Kingston*

# i-Ready Math Domains Percent on Grade Level

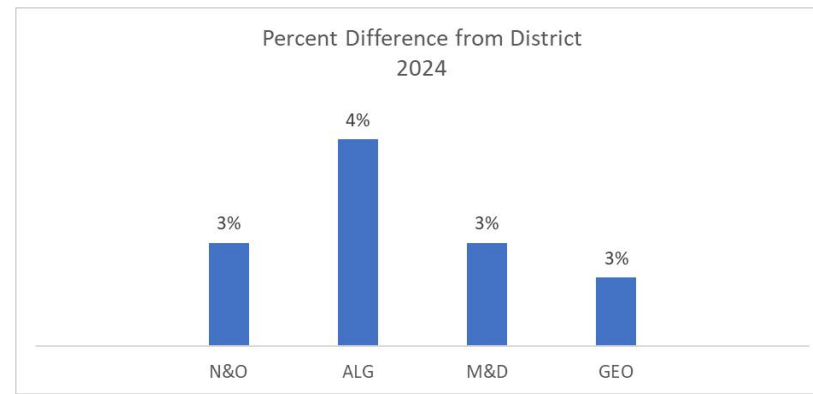
## Strengths

- Measurement & Data and Geometry increased the percent of students on grade level from prior year
- All domains have a higher percent of students on grade level than the district



## Opportunities

- Geometry had the lowest percent on grade level at 21%
- Numbers & Operations decreased percent of students on grade level by 2%



D = District  
H = Hong Kingston  
N&O = Numbers and Operations  
ALG = Algebra and Algebraic Thinking  
M&D = Measurement & Data  
GEO = Geometry

# Curriculum Engagement and Results

## Benchmark

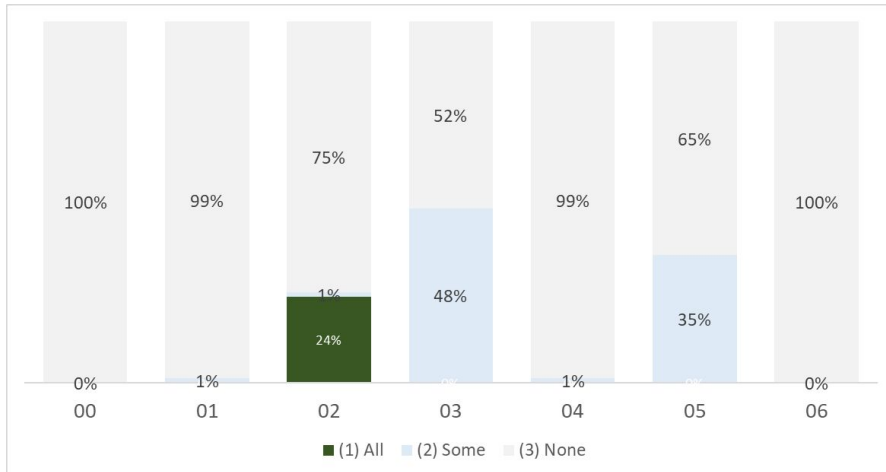
# Benchmark Engagement

## K-6 ELA Curriculum



Research and Accountability Department  
**Empowering with data.**

Hong Kingston  
Percent of Benchmark Unit Assessments Administered  
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low**:
  - ➔ **High Engagement**
    - None
  - ➔ **Some Engagement**
    - 2nd, 3rd, 5th
  - ➔ **No Engagement**
    - Kinder, 1st, 4th, 6th

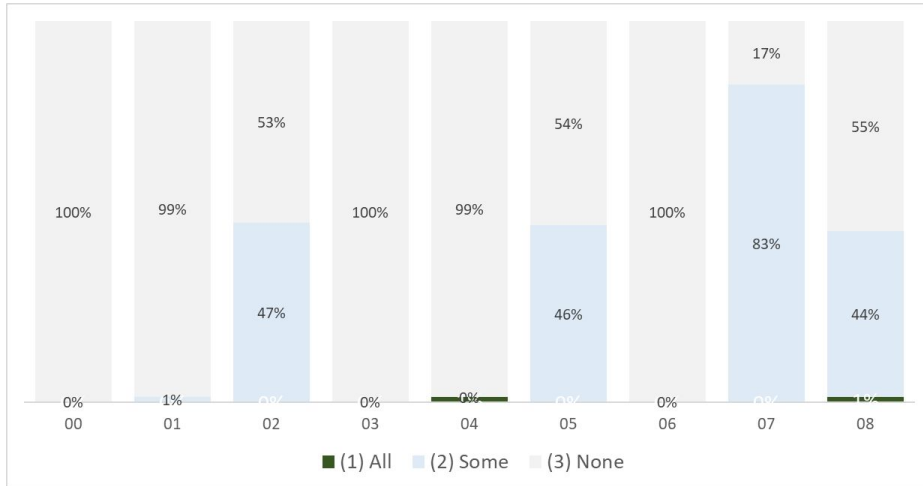
*\*Data included is for online administered assessments*

# Curriculum Engagement and Results

Ready Math

# Ready Math Engagement

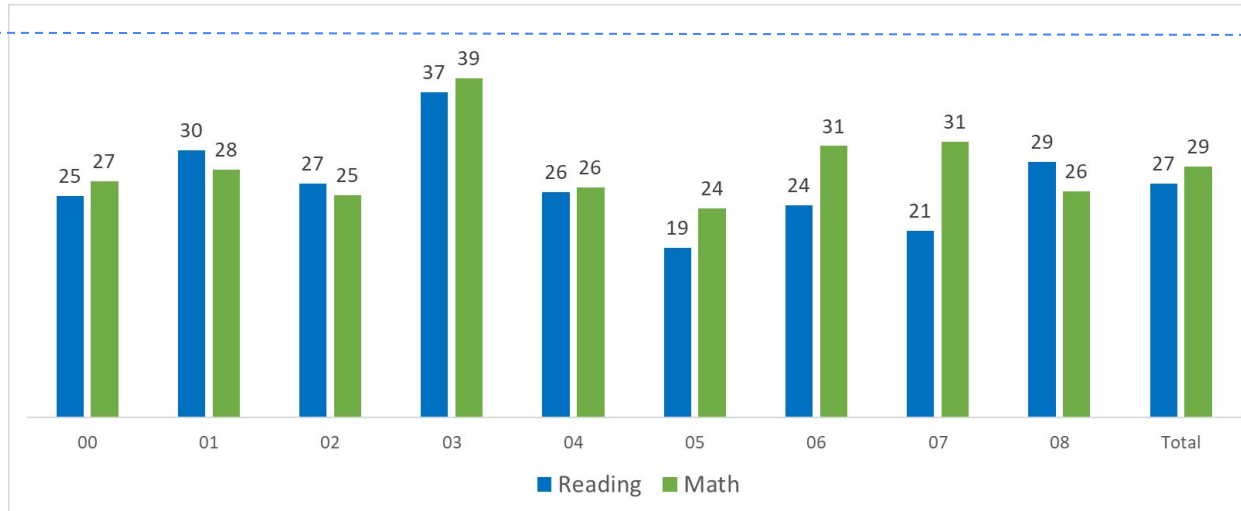
Hong Kingston  
Percent of Ready Math Unit Assessments Administered  
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
  - ➔ **High Engagement**
    - None
  - ➔ **Some Engagement**
    - 2nd, 5th, 7th, 8th
  - ➔ **No Engagement**
    - Kinder, 1st, 3rd, 6th

# i-Ready Lessons

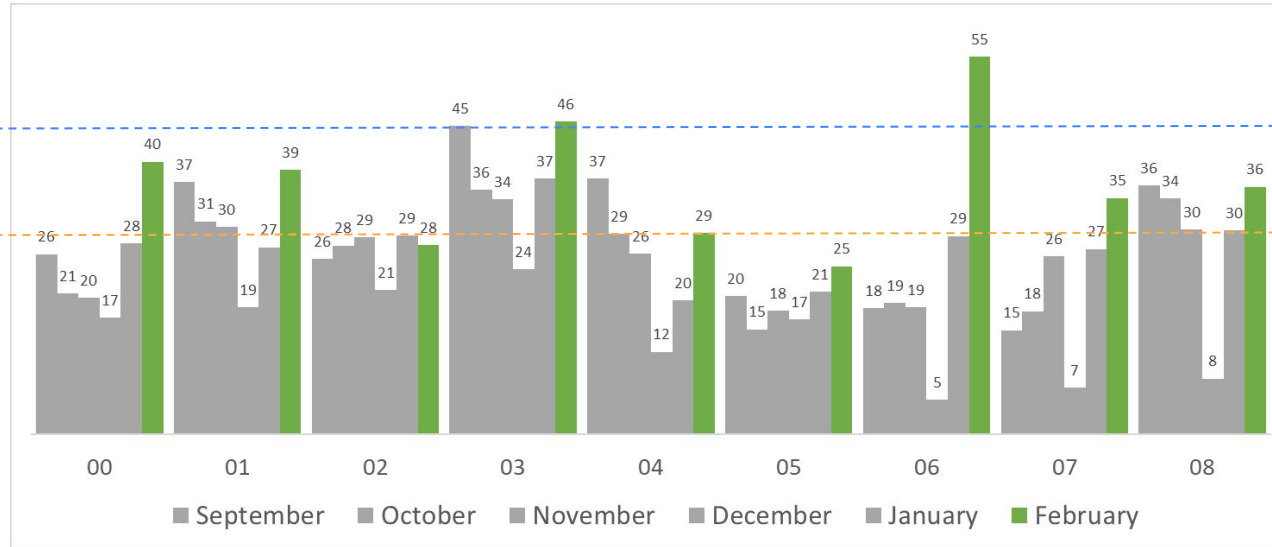
# Average Minutes - i-Ready Lessons



**\*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)**

- **Overall**, the average year-to-date minutes 27 for reading and 29 for math
- 3rd grade had the highest average at 76 total minutes (37 for reading, 39 for math)

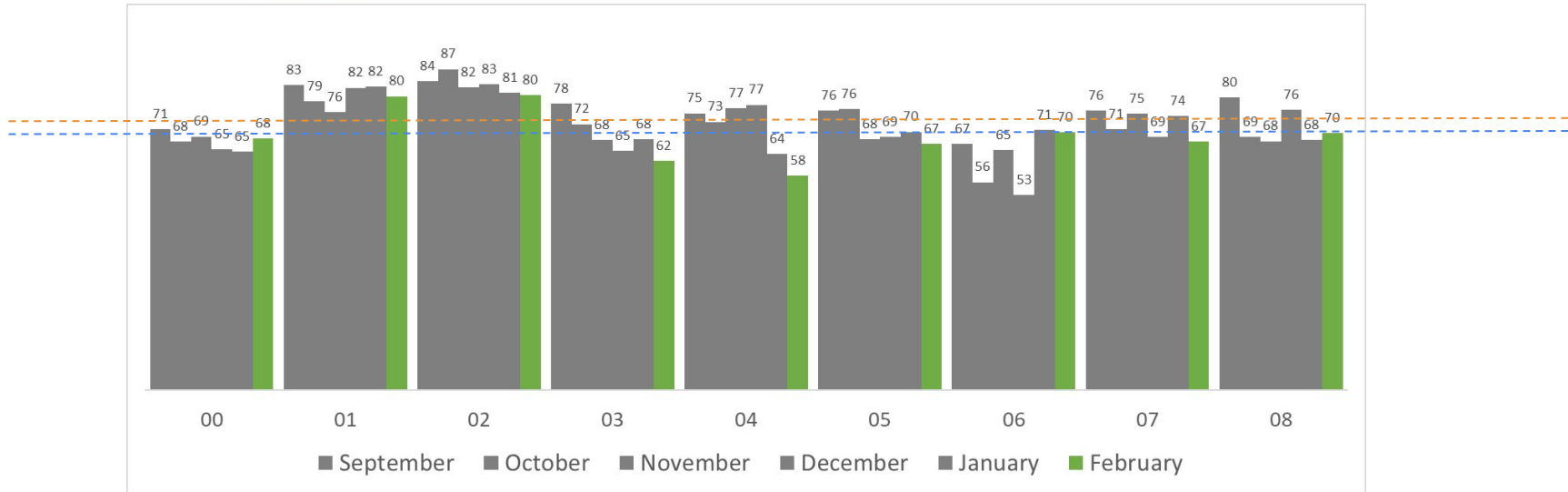
# i-Ready Pathway Data- Avg Minutes Reading



*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Hong Kingston, **27 minutes** were spent on average in i-Ready **Reading** (orange line)
- No grades met the recommended 45 minutes per week for Reading

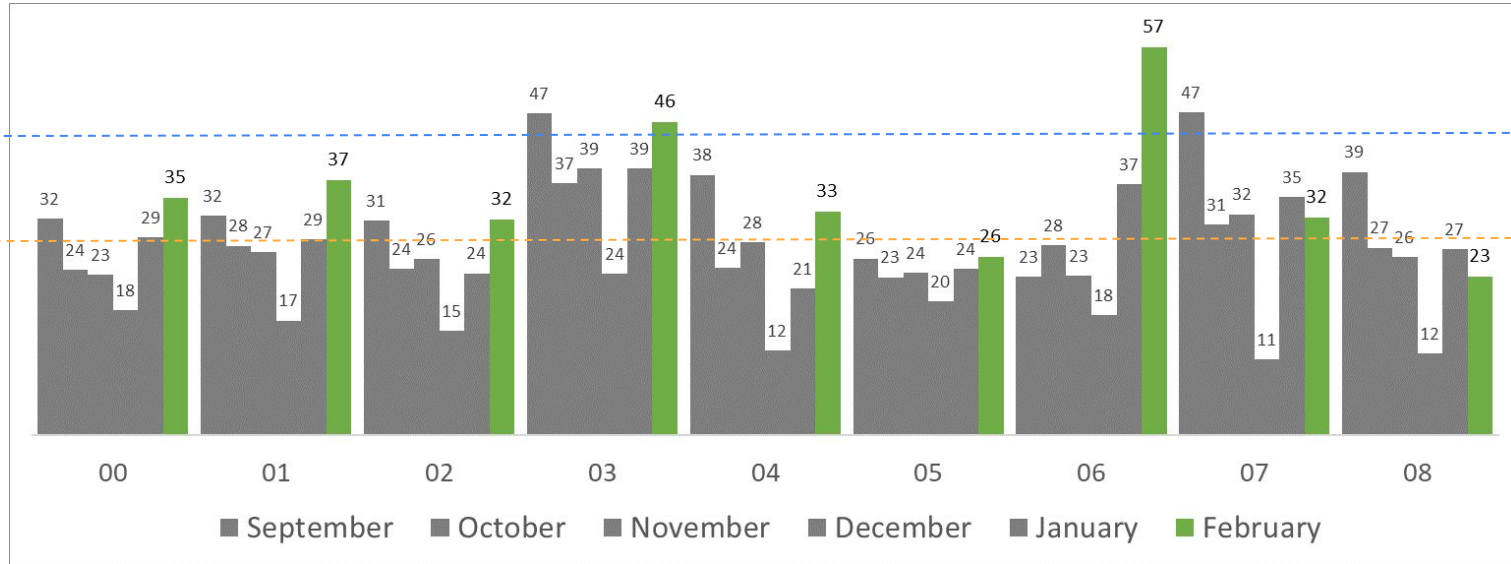
# i-Ready Pathway Data- % Correct Reading



*\*i-Ready recommends 70% for passing lessons (blue line)*

- For Hong Kingston, **average was 73%, above the target**
- All grades met the recommended passing rate with the exception of 2nd, 3rd, and 5th

# i-Ready Pathway Data- Avg Minutes Math



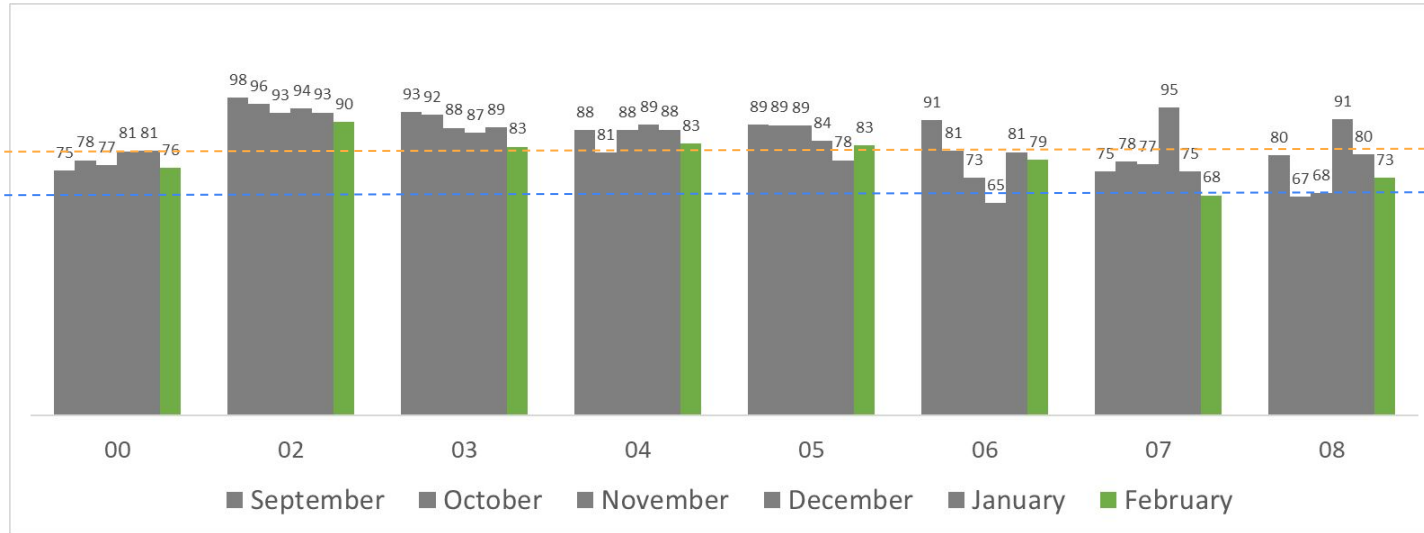
*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Hong Kingston, **29 minutes** were spent on average in i-Ready **Math** (orange line)
- No grade levels met the recommended minutes for Math

# i-Ready Pathway Data- % Correct Math



Research and Accountability Department  
**Empowering with data.**



*\*i-Ready recommends 70% for passing lessons (blue line)*

- For Hong Kingston, average was 84% (orange line)
- On average, all grades met the 70% target

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

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

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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

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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
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## K

Acronym	Description
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## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
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	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)