



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
Kennedy Elementary	39686766042667		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 Kennedy'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

Kennedy staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, 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 Kennedy's goals and strategies would be for the coming year.

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

- September 18, 2023
- November 27, 2023
- January 29, 2024
- March 4, 2024
- April 1, 2024
- April 29, 2024
- May 24, 2024
- September 30, 2024
- October 28, 2024

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

- Title 1 Parent Meeting August 15, 2024
- Monthly Coffee Hour on October 10, 2023
- Monthly Coffee Hour on November 7, 2023
- Monthly Coffee Hour on December 5, 2023
- Monthly Coffee Hour on February 19, 2024
- Monthly Coffee Hour on March 11, 2024

- Monthly Coffee Hour on April 9, 2024
- Monthly Coffee Hour on May 7, 2024
- Monthly Coffee Hour on October 2, 2024
- English Language Advisory Committee on October 30, 2023
- English Language Advisory Committee on December 4, 2023
- English Language Advisory Committee on January 8, 2024
- English Language Advisory Committee on March 4, 2024
- English Language Advisory Committee on September 30, 2024
- English Language Advisory Committee on October 28, 2024

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

- Faculty Meeting on December 5, 2023
- Faculty Meeting on January 30, 2024
- Faculty Meeting on February 27, 2024
- Faculty Meeting on March 12, 2024
- Faculty Meeting on April 16, 2024
- Faculty Meeting on May 14, 2024
- Faculty Meeting on October 15, 2024
- Faculty Meeting on October 29, 2024
- Leadership Meeting on November 9, 2023
- Leadership Meeting on December 14, 2023
- Leadership Meeting on January 11, 2024
- Leadership Meeting on January 25, 2024
- Leadership Meeting on February 8, 2024
- Leadership Meeting on February 22, 2024
- Leadership Meeting on March 7, 2024
- Leadership Meeting on April 11, 2024
- Leadership Meeting on April 25, 2024
- Leadership Meeting on May 9, 2024
- Leadership Meeting on May 23, 2024
- Leadership Meeting on October 17, 2024
- Leadership Meeting on October 31, 2024

PBIS Committee: 11/16/23, 11/30/24, 12/7/23, 12/21/23, 1/1/24, 2/15/24, 2/29/24, 3/14/24, 3/28/24, 4/18/24, 5/16/24, 9/16/24, 9/24/24

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

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	100.3 points below standard (red)	117 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	10% suspended at least one day (orange)	X	X	N/A
Students with Disabilities	153.1 points below standard (orange)	173.6 points below standard (orange)	7.8% suspended at least one day (orange)	X	N/A	N/A
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

All students receive Tier 1 Core. Students who exhibit additional support receive assistance depending upon area of need. Tier 2 Supplemental Assistance includes SIPPS grades K-3 and new for 24-25, grades 4-6 PLUS during WIN time. EL learners receives additional support via after school tutoring. All students are offered after school tutoring through the ELOP program and Extended Year Program. Students in need of Tier III support receive an SST referral through the CARE Team which provide interventions\strategies to be monitored for 4-6 weeks. If strategies are not effective a Follow-Up SST will occur which may include a referral for pyschological consult.

Students who demonstrate chronic absentee rates are referred to the CARE Team along with support staff such as CWA and school counselors who make home visits to find solutions to improve attendance. This may include reimbursement for transportation costs, administrative\CWA conferences, bus passes for older students and referral to Students in Transition.

Behavior supports to decrease suspension rates include student mentoring, PBIS, CARE Team, home visits, on-site counseling services in both guidance and mental health, afterschool activities to motivate positive behavior, and awards assemblies for Character Trait recognition. School Plan for Student Achievement (SPSA) 4 of 5

One resource inequity found at Kennedy School is that every student does not have access to a highly qualifed, credentialed teacher providing effective instruction daily.

8/24 teachers have 1-3 years experience in teaching and do not have enough experience and expertise to directly meet students' behavior and academic needs. Ideallly, every student should have an excellent teacher. Kennedy is in need of a program specialist and/or coach and an Intervention Teacher to provide continuous support to teachers on a daily/weekly basis.

The 2023 State test scores show that 290/462 students are 82.5 points below standard and 289/460 students are 113.5 points below standard in Math in grades 3-8. Kennedy is in need of a program specialist and/or coach and an Intervention Teacher to provide continuous support to teachers on a daily/weekly basis. Reading and Math lack a comprehensive program. Inconsistent implementation of small group targeted instruction, various subgroups missing significant minutes due to social emotional and behavior issues, student collaboration/engagement, and struggles in differentiating instruction to meet the needsof students. Kennedy needs support staff that will provide intervention and targeted supports.

Parent involvement goal to increase from 1% to 5% was not met. Some factors were lanaguage barriers, transportation, and multiple jobs. Kennedy is in need of a parent liaison/community assistant to bridge the communication from school to home and vice versa, to interpret at meetings, to do training/workshops, and to do out-reach with parents.

Student suspensions in mid-April in 2024 totaled 64.5 days, an increase of 15.5 days in 2022-23 school year. Special Education students make up the majority of the total suspension thus far. Kennedy is in need of an additional 0.3475 FTE CSA to support the Special Ed programs, which there are three of, SDC, AUT, and RSP.

Kennedy School needs a robust arts and enrichment course offerings, especially in middle school.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership 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	82.5 points below standard (red)	113.5 points below standard (red)	4.6% suspended at least one day (orange)			
Foster Youth						
English Learner	100.3 points below standard (red)	117 points below standard (red)	2.8% suspended at least one day (orange)	30.5% chronically absent (orange)		
Long Term English Learner						
Homeless Youth			10% suspended at least one day (orange)			
Socioeconomically Disadvantaged	87.3 points below standard (red)	114.4 points below standard (orange)				
Student with Disabilities	153.1 points below standard (orange)	173.6 points below standard (orange)	7.8% suspended at least one day	44.9% chronically absent (orange)		
African American	95.1 points below standard (red)	127.1 points below standard (red)	9.6% suspended at least one day (orange)	40.9% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian				29.4% chronically absent (orange)		
Filipino						
Hispanic	93 points below standard (red)	119.8 points below standard (orange)				

Two or More Races			10% suspended at least one day (red)	36.7% chronically absent (orange)		
Pacific Islander/ Native Hawaiian						
White						

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 the following data to identify needs:

- Based on continuous survey data focusing on how to make improvements to student academic achievement, student attendance, and student behavior. The surveys were used as a component to complete the needs assessment for Sown to Grow as well. The top needs for parents were: lack of childcare, lack of transportation, parents who work graveyard shifts and are unable to supervise their children, parent attitude towards the importance of school attendance, and mental health/depression. The top needs for staff were: program specialist to support English Learners and the English Learner Program or a coach to support new teachers as well as the needs of grade levels with data analysis, curriculum planning, and development of common formative assessments, Instructional Assists to serve students in grades K-6, hiring an intervention teacher, increase student opportunities for hands-on learning experiences, technology that included SMART boards, projectors mounted, PD in curriculum for Math and Reading intervention Upon classroom observations, many students were absent on a regular basis and required the CARE team which included the CWA representative. The highest rates of absenteeism occurred in Students with Disabilities, African American, and Two or More Races.
- When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement: All teachers deliver the district adopted SBE core curriculum Intensive intervention included referral to the CARE Team, and based upon suggested methods for additional support may lead to an SST and follow-up SST. Provide professional development directly tied to conceptual learning

Kennedy's school plan is reviewed annually and updated throughout the year, with input and feedback.

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	By the end of May 2025, decrease the points below standard in Reading and Math, as measured by: ELA decrease by 10 points below standard from 82.5 to 72.5 and in Math 10 points below standards from 113.5 to 103.5 in the CAASPP.

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.

6/24 teachers have temporary and/or probationary status. They have 1-3 years of teaching experience. The majority of them have mentor teachers that they meet with on a weekly basis for support. However, the support is insufficient to help them thrive and be successful with teaching and learning.

Year-long staff professional development plan was interrupted/cancelled to support other initiative needs by SUSD. With 50 plus schools in the district, curriculum specialists were unavailable to provide valuable PD in SIPPS, Heggerty, Designated and Integrated ELD, I-Ready, etc.

According to the 2023-24 SUSD's English Learner Dashboard a low number of English Learners, 31/115, were Re-Designated Fluent English Proficient and 168 were designated as Ever- ELs.

Students are missing significant amount of instructional minutes and lack constructive connection to school and academics.

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
CAASPP	Reading: 82.5 points below standards Math: 113.5	Reading: 72.5 points below standards Math: 103.5 points below standards
Number of English Learners Reclassified	13/115 RFEPs (11%) 168 Ever-ELs	3-5% increase in RFEP students 3-5% decrease in Ever-ELs

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)
1.1.1	<p>Career & Technical Education</p> <p>Students will be exposed to career and technical education opportunities through counseling whole class presentations. This will include XELLO, and a wide variety of career interest inventories that provide students with college and career discovery, self-exploration, and planning programs that help people of all ages achieve their potential in career and life.</p> <p>Students will attend experiential trips to local farms and other hands-on Science opportunities to build knowledge and skills as well as career exploration opportunities for students. Educational presentations will be brought to school to support STEM, Social Studies, and additional hands-on experiential learning activities.</p> <p>Students will have the opportunity to participate in classes that support technology careers such as culinary arts, digital technology, health careers and technology, robotics, graphic design and engineering. Equipment, Instructional Materials and Supplies.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>	All Students		
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			

1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Instructional Assistant (1.0 FTE Centralized Funding) shall be familiar with the cultural heritage of pupils of limited English proficiency in the bilingual classes to which he or she is assigned, reinforce learning concepts using the student's primary language at the teacher's or specialist's direction, assist in the supervision of the students' activities, assist in the preparation of instructional materials and study aids to be used by students in classrooms or individual study situations; perform photo-copying and duplication duties as necessary, assist in the implantation of instructional activities such as assisting limited English speaking students in the development of English language, and reinforce concepts taught by teacher using the students' primary language as directed by the certificated instructor, assist students in understanding instructional assignments under teachers' directions, report any unusual student behavior, including suspected child abuse to the instructor, translate for assigned teachers, students and parents on the phone, in the parent conferences and at other times as required, assist teachers with monitoring individual progress of students and discuss problems and improvements, operate instructional equipment, may assist in administering of tests and examinations, assist the teacher with explaining and clarifying work assignments to students, including translating into another language as necessary, assist the assigned teacher with the supervision of students' classroom, refer discipline problems to instructor as necessary, assist the teacher with supervision of children in the library, may accompany class on field trips.</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>	English Learners		
1.1.5	<p>English Learner Professional Development</p> <p>Collaborate with LDO to provide staff in-service in the areas of ELD Standards, Designated and Integrated ELD, and making Content Comprehensible to English Learners and Newcomers.</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>	English Learners		

1.1.6	<p>English Learner Programs and Supports</p> <p>Daily implementation of Designated and Integrated ELD with fidelity, integrity, and with purpose and intent to increase the number of students designated Fluent English Proficient. Provide staff development training in ELD Standards and Designated and Integrated ELD.</p> <p>EL Site Coordinator will administer local assessment & 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>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</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>Professional Development / Teacher Collaboration: Teachers will engage in professional learning opportunities through the following:</p> <ul style="list-style-type: none"> * Coaching opportunities on curriculum implementation, instructional strategies, standard-based instruction, AVID, PLC, and classroom management. Collegial collaboration opportunities and support to support core grade level instruction Collaboration time to create, analyze, and lesson plan around common formative assessments aligned with ELA, Math & ELD objectives. * Conferences and collaboration that focus on the exchange of best practices and implementation of best strategies in the areas of AVID, ELD, MTSS, PLC, SIPPS, and SUTW. Use of substitutes to release teachers for academic conferences, professional development with Solution Tree, lesson demonstrations, peer observations, and for planning purposes. <p>Provide additional compensation time after contract hours for the purpose of analyzing data, planning curriculum/lessons, and developing action plans to meet the needs of all students.</p> <p>Conferences designed to build teacher capacity such as: AVID, Restorative Practices, SIPPS, Heggerty, Unbound, CAFE, PLCs, & any other conference focusing on MTSS, Pedagogy Pull Out PD: AVID, Foundational literacy training, Coaching, PLC - throughout the year. Tutoring and literacy interventions.</p> <p>Title I Funding Allocation: Additional Substitute Teacher Compensation: \$10,000 Additional Teacher Compensation: \$10,000 Conferences: \$60,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development & Academic Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$60,000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Professional development for school site administrators, teachers, and instructional staff to focus 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>Both the Principal and Assistant Principal will attend all district professional development opportunities including those offered during STA PD non-student contact days. Administrators will participate with teachers in the following professional learning conferences: UnBound Education, CAFE, AVID Summer Institute and Regional Pathways, etc.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</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 Solution Tree Consultant will work with all teachers from Hoover and another Elementary School to provide professional development in the establishment and monitoring of a Professional Learning Community. The consultant provides 4 days with funding from our district to work with the PLC Coalition and others (when available) to create a collaborative culture, with a focus on learning and results, creating common formative assessments, and analyzing progress through self-reflection and next steps.</p> <p>Staff meetings are held every other Tuesday each month and will provide professional development opportunities and shared leadership. Teacher understanding and application of research based instructional strategies will be shared/demonstrated by teachers to teachers.</p> <p>Additional Comp is also used for collaboration in planning and analyzing data, setting short- and long-term goals around Professional Development (AVID, PLC/Solution Tree, Restorative Practices, Equity, ELD, Science, NGSS, etc.) that requires hours beyond the contractual day. This includes additional compensation for collaboration outside of contractual workdays.</p> <p>Teachers will engage in grade level and vertical collaboration around best practices for instruction through the implementation of AVID strategies in Math and ELA/ELD focusing on key shifts in Math (focus, coherence, and level of rigor) and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction). Teachers will create SMART Goals, Identify Essential Standards (CCSS), Create Formative Assessments, and Identify Content to be delivered through research-based strategies (Writing Across the Curriculum, Reading Across Text Types, Use of Rubrics, DOK, Progress Monitoring, etc.). Teachers will identify essential standards by grade level and set classroom monthly and trimester goals to monitor achievement of essential standards. The monthly and trimester classroom goals will be posted in the classroom. Students will have a planner with Essential Standards they will be working on throughout the school year. Teachers will regularly analyze strategies set during collaboration to</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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	<p>determine whether these strategies will support the Mission and Vision of the school.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.10	<p>Data Analysis and Evaluation</p> <p>Data Analysis and Goal Setting based on I-Ready, ELPAC, & SBAC: 1) Teacher Pull-Out Academic Conferences - During pull out, administration meets with teachers to review I-Ready, ELPAC, SBAC, and Curriculum Assessment data and set goals for their class and individual students (twice a year, grades Kindergarten - 8th) Adaptive learning environment resources that address the learning characteristics (cultural & linguistic) of students in the planning and delivery of instruction PD focused on increasing student participation, active engagement, and application / demonstration within learning activities of standards-based grade level content; 2) Teacher & Student Academic Goal Setting Conferences - Teachers meet with students in small group setting to review current data and set student goals (twice a year); and 3) Teacher, Parent, & Student Conferences - Teachers meet with parents and students to review data and set student goals - new virtual option will be used to reach more families.</p> <p>Substitutes to release teachers for academic conferences.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Students at Kennedy participate in the Summer Bridge Program as well as Transitional Kindergarten during the school year to assist with teaching students about the school structures and how to navigate campus environments such as the playground, cafeteria, and other 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 & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			
1.1.12	<p>Acceleration of Learning</p> <p>Supplemental Programs will be used to provide students with targeted support to improve learning and acquisition of skills for all students at their individual learning speed and level. These programs include focuses on fine motor skills, reading comprehension and fluency, and other strategic focus areas. Possible programs are Reading A-Z, Accelerated Reader, etc.</p> <p>Capital Equipment - New Duplo is needed for teachers/staff to make copies of necessary instructional materials for learning in all subject areas.</p> <p>Title I Funding Allocation: Equipment: \$11,582</p> <p>LCAP 1.12 Acceleration of Learning: Duplicating: \$1,487</p>	All Students	<p>\$11,582</p> <p>\$1,487</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>

1.1.13	<p>Literacy and Library Supports</p> <p>Provide the school library and/or classrooms with culturally responsive books.</p> <p>Library Media Assistant (0.4375 FTE - 0.375 FTE Centralized Funding, 0.0625 FTE Site Funding) to 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>Supplemental programs will be used to provide students with targeted support to improve learning and acquisition of skills for all students at their individual learning speed and level. These programs include focuses on fine motor skills, reading comprehension and fluency, and other strategic focus areas. Possible programs are Reading A-Z, Accelerated Reader, etc.</p> <p>Instructional Materials and Supplies - Grades TK-8, for the support of AVID, PBIS, SIPPS, Step Up to Writing, ELD, and all core subjects.</p> <p>Title I Funding Allocation: License Agreements: \$25,000</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces Library Media Assistant Salary and Benefits (0.0625 FTE): \$2,084</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,084</p> <p>\$25,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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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>Kennedy will implement the supplemental program Advancement Via Individual Determination (AVID). To support the implementation, an AVID Leadership Team will meet once a month or more as needed to discuss and analyze student data and the instructional strategies and activities that support and extend student learning through AVID implementation. The team will determine the effectiveness of AVID instructional strategies through AVID walks and evaluation of student work.</p> <p>Supplemental instructional materials and resources to support the implementation of AVID curriculum. Instructional materials to support executive functioning and organizational instructional strategies both of materials and thought processes. AVID materials support students in identifying text structure, writing methods, inquiry, and collaboration. Duplicating of instructional materials for students to use such as graphic organizers and other learning tools.</p> <p>Students will attend field trips to colleges to gain knowledge about college expectations and build interest in attending college and supporting students who would be first generation college students.</p> <p>Title I Funding Allocation: Transportation: \$30,000 Pupil Fees \$2,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials & Supplies: \$22,304</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$22,304</p> <p>\$30,000</p> <p>\$2,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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1.1.15	<p>Recapturing Learning Loss</p> <p>Full implementation of the Response to Intervention (RTI) to identify and help struggling learners -- before they fail. Provide high-quality instruction in all classrooms; instruction and interventions matched to students' needs; gather data to see how each student is progressing; and use of that data to shape day-to-day instruction. Multi-Tiered System of Supports (MTSS) focuses on the "whole child" -- providing supports for the behavioral, social, and emotional needs of students in addition to academics. Monitor the MTSS implementation and make adjustments to support student learning based on student data.</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>Students who are below grade level will be offered afterschool tutoring through the ELOP and Extended Year Program. Teachers provide differentiated instruction in small groups at WIN Time and utilize strategic time for those students in need of additional support and re-teaching.</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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
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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.

Kennedy's iReady results for all three trimesters showed increases in all subject areas and domains and in all grade levels. This is a huge success for students and staff. All strategies were implemented with fidelity and integrity and contributed to the success of the school, from professional development to PLCing the right way to data conferencing and data analysis to development of SMART goals to providing focused interventions to target all students' groups' needs. The strategies that were not implemented were the Intervention Teacher, Coach, and Bilingual Instructional Assistant. These positions were District funded and vacancies were not filled.

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

articulated goal.

What was not working was the inconsistency in the implementation of STEM and PLTW, NGSS initiatives. It appears that staff needed more professional development in these initiatives.

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.

New goal: By the end of May 2025, decrease the points below standard in Reading and Math, as measured by: ELA decrease by 10 points below standard from 82.5 to 72.5 and in Math 10 points below standards from 113.5 to 103.5 in the CAASPP. New strategies to add: additional 0.75 FTE Instructional Assistant SUSD will provide a Bilingual Instructional Assistant and an Intervention Teacher to provide direct services to students.

Goal 2.1

Goal #	Description
Goal 2.1	<p>Goals for Suspension: By May 2025, the suspension rate for the subgroup Two or More Races will decrease by 5% from 10% to 5%, as measured by the CA Dashboard. By May 2025, the suspension rate for ALL subgroups will decrease by 2.0% from 4.6% to 2.0%, as measured by the CA Dashboard.</p> <p>By May 2025, a minimum increase of 10% from 60% to 70% of the students in grades 6-8, particularly the subgroup Two or More Races, will feel safer at school, as measured by the SUSD's School Climate Survey.</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.

Students are missing significant amount of instructional minutes and lack constructive connection to school and academics.

2023 California Dashboard indicated the subgroup Two or More Races in the red for suspensions, with 10% suspended at least one day (increase of 5% from 2022).

SUSD's End of the Year Student Climate Survey indicated that 60% of students in grades 6-8 feel safe at school.

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
Monthly District Discipline and Chronic Absenteeism Reports Staff and Student Culture Surveys	Total # Days of Suspension: 46 Chronic Absenteeism Rate: March 34.9%	Suspension: decrease to 23 days. Chronic Absenteeism: decrease to 30
Student Culture Surveys PBIS Surveys/ Evaluation	EOY School Climate Survey: 60% of students in grades 6-8 "I feel safe in my school."	Increase by 10% students feeling safe at school. Target subgroup will be Two or More Races

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>All staff will receive professional development through district sponsored activities (STA PD Days), Restorative Practices, and Literature provided during staff meeting reads.</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>	All Students, English Learners, Foster Youth, Students with Disabilities, Low Income		
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>Kennedy Staff will receive opportunities to attend on and off-site presentations to learn about Equity and Inclusion in the educational setting. Students will be set up for social and academic success paving the way to contributing members to our society. Staff will learn about their own biases and how such biases have stagnated opportunities for students of color, low socio-economic status, students with disabilities, gender identity, and more. A historical look on where acts of discrimination began and still harbor is an important part in understanding how to change the future to one that is Equitable and Inclusive.</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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Kennedy celebrates our diverse student, family, and staff populations. Learning about one's culture is a first step in accepting and celebrating the cultures of others.</p> <p>Student groups/families will be provided support by referrals to relevant advisory teams made possible by the Family Resource Center. Parents Advisory Committees include -African American/Black Parent Advisory Committee, Latino Parent Advisory Committee, Parent Advisory Committee, Native American. Additional resources include Food Distribution, Family Tips, Foster Youth, Parent Liaisons, Child Abuse Prevention Council and more.</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>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Implement with fidelity and integrity Positive Behavioral Interventions and Supports (PBIS), an evidence-based framework to improve students' behavioral, academic, social, emotional, and mental health, promote positive behavior, improve school safety, and focus on positive reinforcement to improve student (academic achievement, attendance, reduce bullying and harassment), reduce exclusionary discipline (referrals/suspensions, restraint and seclusion, racial inequities), and improve teacher outcomes (teacher-student relationships, student engagement and instructional time, climate and safety).</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>Structured student engagement activities: BAM, or similar coaching and mentoring group to provide organized activities during recess, lunch, after school, and extended day or extended year, intended to provide students inclusion, mentorship, and conflict avoidance and resolution strategies that will promote a positive school climate.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): 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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2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Grade level teams, Counselors, Administrators, parents, Mental Health Clinician, CWA Case Manager, and community partners will collaborate to provide strategies and resources for student success through the implementation of: PBIS, PLUS, CARE/SST meetings, Check-In/ Check-Out, Restorative Practices, Smart Kids, Xello, Kelso's Choice, Why Try, & counseling groups.</p> <p>The CARE Team will receive student referrals for guidance for appropriate interventions for Tier II and Tier III needs affecting student academics, behavior, social-emotional needs, inclusive practices, and basic needs. Interventions will run a minimum of 4-6 weeks and then reviewed. If interventions are not affective, the next step will be to refer for a Student Study Team Meeting.</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: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

<p>2.1.7</p>	<p>Behavior Support Services</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 & 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>Counselors will facilitate after school groups, clubs, and other organized activities to improve school climate and conduct home visits to support school attendance goals. These groups can be provided in extended day and extended year to meet the needs of our students and families.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide Mental Health Clinician 4 days per week / Centralized Services.</p> <p>CARE team meetings provided focus on connecting families with social service referrals and coordination resources. Trauma-informed and restorative practices training, support for teachers and staff through Care Solace, small group counseling focused on social skills, trauma, and loss, as well as student leadership opportunities are provided.</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>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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2.1.8	<p>New Teacher Training and Support</p> <p>All new teachers will receive instructional support with a mentor teacher, induction teacher, curriculum specialist, and administration. All new teachers will attend recommended PD to support their instructional needs.</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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
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>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>Truancy letters generate a student conference with the CWA and school counselor. Chronic absenteeism is referred to the CARE Team for strategies to be implemented. Such strategies may include home visits, student/parent conferences, counseling, referrals to Families in Transition, Check-In and Check-Out with a mentor staff member, and incentives for improved attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Kennedy participates in providing opportunities for students to receive free of charge flu vaccinations, eye exams, dental exams and dental work, hearing assessments through district, county, and local colleges/universities. Families can also qualify for free Tdap vaccinations for their students entering 7th grade.</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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>The counselor and/or Mental Health Clinician will offer counseling support to those students who demonstrate a need for emotional support dealing with the loss of family members, signs of depression, and/or anxiety, including the latent effects from COVID-19. The mental health clinician provides specialized services and can diagnose emotional disorders, referring students (via parents) to their physicians for possible next steps in treatment.</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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</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>Implement a character education, which helps students to be able to build positive character that is shaped around the universal values of the environment and respect for students and teachers. Building trust with their peers, staff, and administration on campus is beneficial for students to feel safe while they are on campus. These trusting relationships are essential to creating and maintaining a safe school environment. Such a character education program includes a curriculum that is either designed at school or purchased with daily lessons that are implemented by teachers. This can be done in their advisory periods as lessons that they have to go through. Character education provides students with the abilities and knowledge of being respectful to their peers and with a moral compass.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.15	<p>School Connectedness</p> <p>Monthly School Rallies and Assemblies: They are a significant school events that bind the school community, fostering a sense of belonging and unity among students, teachers, and staff. They promote school spirit and unity, celebrating achievements, cultivating a positive culture, showcasing talents and creativity, guest speakers and inspirational speakers, and educational and informative assemblies.</p> <p>Teachers and members of the site safety team will receive immediate notification to act upon from the Sandy Hook, Say Something Anonymous Reporting System. Early intervention will occur in a timely manner.</p> <p>Title I Funding Allocation: Educational and Informative Consultants and Vendors: \$15,000</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$15,000	3010 - Title I
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>The Assistant Principal will attend all Restorative PD, PBIS, and supervise the implementation of restorative practices schoolwide. He/she will work collaboratively with counselors to assist students to reflect, problem-solve, and restore relationships and to move forward.</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>			

<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Program Specialist and/or a Coach (1.0 FTE Centralized Funding) to support administration and staff with professional learning, interventions, data collection and analysis, small group learning with at-risk students, grade level support in lesson design and activities, ELPAC and SBAC testing support, support for English Learners and programs and services, progress monitoring, support for new/beginning teachers, development of grade level common formative assessments, and other specified duties and responsibilities.</p> <p>Additional Classified Compensation - provide opportunities for noon duty staff and CSA to meet monthly to address issues and concerns with student safety, mental health, social-emotional needs, address procedures and protocols and areas for improvement, implementation of PBIS, and mentorship. Provide opportunities for classified to receive training and/or conferences to obtain skills in fostering a positive climate and culture, acquire knowledge and skills in building positive and trusting relationships with all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: Additional Noon-Duty and CSA Compensation: \$5,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p>	<p>0100 - LCFF/S&C (site)</p>
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2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</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>Those students identified as Tier 3 Intensive will participate in an after-school tutoring in addition to Tier 1 & Tier 2 Instruction.</p> <p>Student groups identified as a state identified target group in need of specific interventions (ATSI) will receive purposeful tailored intervention. This includes Tier 2 and Tier 3 interventions. Such interventions will include supplemental materials to support instruction for Reading, Writing, and Mathematics. Students will be offered after school tutoring as well as, extended learning opportunity program (ELOP).</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 & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.19	<p>Technology and Innovation Support</p> <p>All students will receive a 2 to 1 Chromebook for home and for school to participate in on-line learning opportunities including core curriculum, extended learning, STEM, etc. Student support will be provided through their teacher and program specialist.</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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

<p>2.1.20</p>	<p>Instructional Technology</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.</p> <p>Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. 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>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>Technology will be replaced/updated to meet student needs for academic achievement. Supplemental materials, resources, and technology will support core instruction such as project materials (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/ equipment, science equipment (e.g. printer, SMART board, projectors, computers, etc.)</p> <p>Maintenance Agreements are necessary to keep copiers and Duplo in working condition and to provide materials necessary for duplication that support student academics in the common core.</p> <p>Title I Funding Allocation: Instructional Materials & Supplies: \$39,000</p> <p>LCAP 2.20 Instructional Technology: License and Maintenance Agreements: \$3,000 Instructional Materials & Supplies: \$925</p>	<p>All Students</p>	<p>\$39,000</p> <p>\$3,000</p> <p>\$925</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
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<p>2.1.21</p>	<p>Instruction and Teacher Staffing</p> <p>All students will receive high-quality instruction in the district's adopted core and intervention materials. When teacher absences occur a substitute teacher will be utilized. If substitute teachers are not available, classes may be split among other teachers on a voluntary base, or the Program Specialist or credentialed staff member may cover the class. If none of the above options are available, administration will take shifts in covering the class.</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>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
<p>2.1.22</p>	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Site Administration will attend district and county recruitment fairs in order to fill site vacancies. Long-term substitutes that demonstrate high quality instruction will be encouraged to apply through the Human Resource Department. Administration will continue to support all staff with recognition, motivation, and encouragement to remain at their assigned site.</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>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
<p>2.1.23</p>	<p>School Facilities</p> <p>All site facilities will be kept in consistently clean, safe, and sanitized conditions. All areas in need of repair will be reported and a work order will be placed. Monthly meetings will be held with custodial staff.</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>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>2.1.24</p>	<p>Student and Campus Safety</p> <p>Provide all staff with annual training in Sown to Grow, Sandy Hook., and Catapult. Sown to Grow is easy and engaging for student check-ins, personalized feedback, and built-in curriculum empower K-12 schools to improve student social, emotional, and academic well-being. Sandy Hook - The only anonymous reporting system to provide a holistic solution to school violence prevention. Featuring educational program, easy-to-use reporting technology, ongoing curriculum, and sustainability support. Catapult - an all-in-one K-12 emergency management solution. It's an integrated safety management system that creates faster crisis response.</p> <p>The Campus Security will maintain student and premise supervision for safety. Potential site incidents will be immediately reported to Administration. The CSA will also initiate Catapult for threats to student, staff, and site safety as identified through Catapult and REMS Trainings.</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>	<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.

Overall, the strategies and activities were effective in helping to reduce chronic absenteeism and suspensions. According to SUSD's Discipline and Chronic Absenteeism Monthly Report, Kennedy at the end of May reduced chronic absenteeism by 4.18%, from 37.34% in 2023 to 33.16% in 2024 and a reduction in suspensions from 54 in 2023 to 49 in 2024, a difference of 5 days. Counselors are effective in restorative practices, especially with middle school students, helping them to make wiser choices and doing the right thing. Parents are looped in immediately when their child showed first signs of inappropriate behaviors and in partnership with counselors, mental health clinicians and administrative staff, behavior plans are developed to help student to succeed in school. Student body enjoyed tremendously the assemblies such as the BMX Stuntmasters, Game Trucks, and all field trips.

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

There is always room for improvement and growth in the MTSS and PBIS processes, especially with our middle school students. It's been challenging academically and behaviorally, trying to figure out what motivates and inspires them. Many of them do not feel safe at school as measured by SUSD's School Climate Survey. We hope to change this.

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.

New goal: By May 2025, a minimum increase of 10% from 60% to 70% of the students in grades 6-8, particularly the subgroup Two or More Races, will feel safer at school, as measured by the SUSD's School Climate Survey. The goal of the PBIS Committee in 2024-25 is to involve the PLUS students more in surveying their peers about school, life, wants and needs.

Goal 3.1

Goal #	Description
Goal 3.1	Build positive relationships with families and school staff to strengthen students' learning, social competence, emotional well-being, and increase parent involvement.

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 are missing significant amount of instructional minutes and lack constructive connection to school and academics.

2023 California Dashboard indicated the subgroup Two or More Races in the red for suspensions, with 10% suspended at least one day (increase of 5% from 2022).

SUSD's End of the Year Student Climate Survey indicated that 60% of students in grades 6-8 feel safe at school.

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
Parent surveys Sign-In Sheets	75 parents attended Back to School Night An average of 3-5 parents attended the Monthly Coffee Hour with the Principal An average of 3-4 parents attended the four ELAC meetings	Increase parent involvement

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</p> <p>Peer Leaders Uniting Students (PLUS) will help to establish an environment where a safe and supportive school is a reality for all students. Leaders use a variety of methods, which are designed to break down the walls of segregation between groups on campus, foster positive relations for the entire student body and create activities that have been shown to build connections and meaningful participation for students. PLUS activities include: assemblies, classrooms presentations and lessons, See Something, Say Something, Acts of Kindness, PLUS summits, Leadership Development Days, facilitate rallies, project-based learning, and Fun Fridays.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & 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 & 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>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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>All students have the opportunity to participate in field activities during lunch recesses and after school through Brains and Motions' coaches and via Extended Learning Opportunity Program. Students participate in flag football, basketball, volleyball, and soccer.</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>	Foster Youth, Students with Disabilities, Low Income, All Students, English Learners		

3.1.3	<p>Arts Programming</p> <p>Through Proportion 28 all students in grades K-8 will be exposed to the ARTS. Such activities include: Music, Dance, Theater, Arts/Crafts, Photography, Field Trips to Live Productions, Art Museums and Events, Virtual and on-site Consultants/Vendors, with additional funds used for materials, supplies, equipment, and an Art Teacher.</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>Low Income, Students with Disabilities, Foster Youth, English Learners, All Students</p>		
3.1.4	<p>Expanded Learning and Enrichment Opportunities</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>Extended Day / Extended Year: Tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school based on I-Ready data and report card grades. Teachers will provide additional academic support after school for 3 hours per week to identify students. The tutoring will focus on ELA and Math. These services may also be provided as a part of intersession or summer interventions.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded 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>		

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.

Kennedy did not meet it's intended goal to increase parent involvement in school. Sign-up sheets for Back to School Night and field trips have been constant. Parent involvement is still a challenge. Kennedy has increased communication to parents and the community with the assistance of a few parents. Twelve parents attended the last Coffee Hour with the Principal and they were highly interested in establishing a PTO in 2024-25 school year. It looks very promising.

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

Kennedy did a budget transfer of the \$500 for light snacks and refreshments to materials and supplies. Kennedy purchased to laptops for parents to provide them access to online registrations and learning how to navigate a computer. Kennedy hopes to fund two more.

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.

New goal: Build positive relationships with families and school staff to strengthen students' learning, social competence, emotional well-being, and increase parent involvement. Kennedy will fund a 0.75 FTE Community Assistant to bridge gaps between school and home and vice versa. Our hope is to hire someone that is Spanish speaking to provide services for students, parents, community, and to increase parent involvement in school.

Goal 4.1

Goal #	Description
Goal 4.1	

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.

Sign-in sheets indicate low parent involvement/ engagement in their children's education as well as school-wide events such as Back to School Night, Parent Teacher Conferences, SSC, ELAC, chaperones for field trips, and Coffee Hour with the Principal show low participation.

Disconnect between teachers and parents, parents are only called when their child is in trouble, parents don't feel invited or welcomed to volunteer in classrooms, parents feel helpless when it comes to the performance of their child, parents don't feel welcomed

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)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Parent conferences are needed to:</p> <ul style="list-style-type: none"> * 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. * Encourage teachers and staff to reach out to families through a personal call, text, home visit or video call when a school event is directly linked to their child's learning. Families value a personal invitation from the teacher, and a personalized message shows that the teacher cares and appreciates their attendance. * Provide materials and supplies to support parent meetings and training. Effectively communicate messages from school to home utilizing tools such as school website, social media, marquee, newsletters, email, text, flyers/banners, newsletters, etc. Translate materials in the top two languages in the school. * Effectively communicate messages from school to home utilizing tools such as school website, social media, marquee, newsletters, email, text, flyers/banners, newsletters, etc. Translate materials in the top two languages in the school. * Provide opportunities for parents to grow and learn by attending conferences such as CABE. <p>A Community Assistant (Site Funded 0.5 FTE) is needed to serve in a liaison capacity between school and community to secure parent involvement and understanding of school programs and objectives; and perform related duties as assigned.</p> <p>Title I Funding Allocation: Conferences: \$3,100 - Title 1 Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment and Engagement: Community Assistant (0.5 FTE) Salary and Benefit Compensation: \$58,196 Additional Community Assistant Compensation: \$2,500</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$3,100</p> <p>\$58,196</p> <p>\$2,500</p>	<p>3010 - Title I - Parent</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>All parents will receive communication via the school site of District Events through Flyers, LCAP Surveys, CWA, Volunteer Opportunities via Be A Mentor, Blackboard Communication, and Opportunities for SSC, ELAC, and Parent Committees.</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>	Foster Youth, Students with Disabilities, Low Income, All Students, English Learners		
4.1.3	<p>Community Schools Supports and Resources</p> <p>Through the California Community Schools Partnership Grant, Kennedy will be able to support a Parent Liaison to build relationships between the school and community. Establishment of a PTO to do outreach to staff, parents, and community; to fundraise for programs, services, fieldtrips, and events and activities; increase parent involvement and engagement; provide leadership opportunities; increase communication between school to home and vice versa.</p> <p>Provide light snacks and refreshment for parent meetings and events.</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>	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students		

4.1.4	<p>Parent Advisory Committee Supports and Resources</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 families with a yearly calendar for family engagement events to help them identify high-interest events they would like to attend. On the event calendar, be sure to describe the purpose of the event and what families will learn and gain by attending.</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>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

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	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Weekly CARE TEAM, and Monthly PBIS meetings will ensure students are monitored for attendance, academic needs of support, socio-emotional support and referrals for families to agencies that can help with providing basic needs. School counselors will 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 specific academic and behavioral needs. Students will be integrated into general education during SIPPS and areas where specific academics are aligning with near or at grade level performance. Small learning communities will support students with areas in need of intensive focus. Students will move in and out of small learning communities once academic gains are evidenced.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>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.</p>	Students with Disabilities		
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>All students with IEPs receive a transitional educational plan from Pre-K to K, and 8th grade to H.S. The plan reviews IEP goals and progress and identifies supports that may need to be continued or changed before transitioning to Primary and High School.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities		

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Increase the number of students with special needs who attend special day class to mainstream into general education classes by the end of June 2025.</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>	Students with Disabilities		
5.1.4	<p>Culturally Responsive Professional Development</p> <p>All teachers will participate in district and site-based PD addressing the needs of students with IEPs. They will learn cultural sensitivity, address myths that can bias individual concepts, actions, and behaviors. Conferences for Inclusion Practices and Small Learning Communities, Foundation Institute.</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>	Students with Disabilities		
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Kennedy Elementary will increase the number of students with special needs to participate in school activities (morning presentations, mainstreaming into general education settings within IEP goals, increase pre-school enrollment blending students with specials needs and students without special needs.</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>	Students with Disabilities		

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Site Administration will attend district and county recruitment fairs in order to fill site vacancies. Long-term substitutes that demonstrate high quality instruction will be encouraged to apply through the Human Resource Department. Administration will continue to support all staff with recognition, motivation, and encouragement to remain at their assigned site.</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>	Students with Disabilities		
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Parents will be invited to attend district and site informational meetings, referrals to obtain resources from Student Support Services, Family Resource and Referral, Families in Transition, Parent Organizations and the Special Education Department. Additional county resource information will also be included.</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>	Students with Disabilities		
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Kennedy will provide student incentives, and student recognition awards assemblies for improved and/or perfect attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024

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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.

Students are missing significant amount of instructional minutes and lack constructive connection to school and academics.

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	<p>Student Achievement Plan</p> <p>All African American/Black Students will receive high quality instruction in the use of District Adopted CORE Curriculum and Supplemental Materials across all in all CCSS.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	African American		

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>The site will ensure African American/Black Students receive high quality instruction by highly qualified teachers who support students to see their:</p> <ul style="list-style-type: none"> * Graduation rate increase * Attendance and chronic absenteeism rate decrease * Increase enrollment in Advanced Placement and honors courses * Increase proficiency in Math and ELA * Increase number of students on track in A-G requirements * Increase number of students at or above benchmark in literacy skills * Decrease 1st time referrals for Special Education services <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>	African American		
6.1.3	<p>Educator Gap Equity Plan</p> <p>Kennedy Teachers will attend PD as offered by the site and district for: Developing and improving effective pedagogical practices that center on Black people's history and current lived experiences.</p> <p>Expanding understanding of anti-black racism and examining how it exists and continues to impact Black students' and their families' material conditions. Facilitating self-reflection and personal growth toward empathy and value for Black students and their families</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>	African American		

6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Kennedy will provide culturally responsive books to include within the library and in classrooms that represent the diverse population of students on campus. PLUS students will have the opportunity to select culturally responsive books to read and present to classrooms during the African American/Black Heritage Month and Multicultural Day.</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 & Pedagogy: Books and other Textbooks: \$5,000</p>	African American	\$5,000	0100 - LCFF/S&C (site)
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>Kennedy staff will work with the curriculum department to explore current Ethnic Studies Curriculum and begin with students in 7th and 8th grade. Increase the integration of culturally responsive curriculum and instruction in the classroom setting.</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>	African American		

6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, counseling, structured student engagement activities, student forums, alternative educational setting to accommodate students' needs, and to improve student behavior and attendance. Student surveys will keep the school apprised of student sense of belonging and connectedness to peers and staff. 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>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	African American		
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

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.

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	\$205,682.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$306,178.00

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	\$202,582.00
3010 - Title I - Parent	\$3,100.00

Subtotal of additional federal funds included for this school: \$205,682.00

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)	\$100,496.00

Subtotal of state or local funds included for this school: \$100,496.00

Total of federal, state, and/or local funds for this school: \$306,178.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Kennedy

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.

9-30-24

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

10-28-24

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 10-28-24.

Date of Meeting

(Optional)

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

Instructional Leadership Team

9/26/24, 10/17/24, 11/4/24

Committee

Date of Meeting

Attested:

Melissa Chin



12/6/24

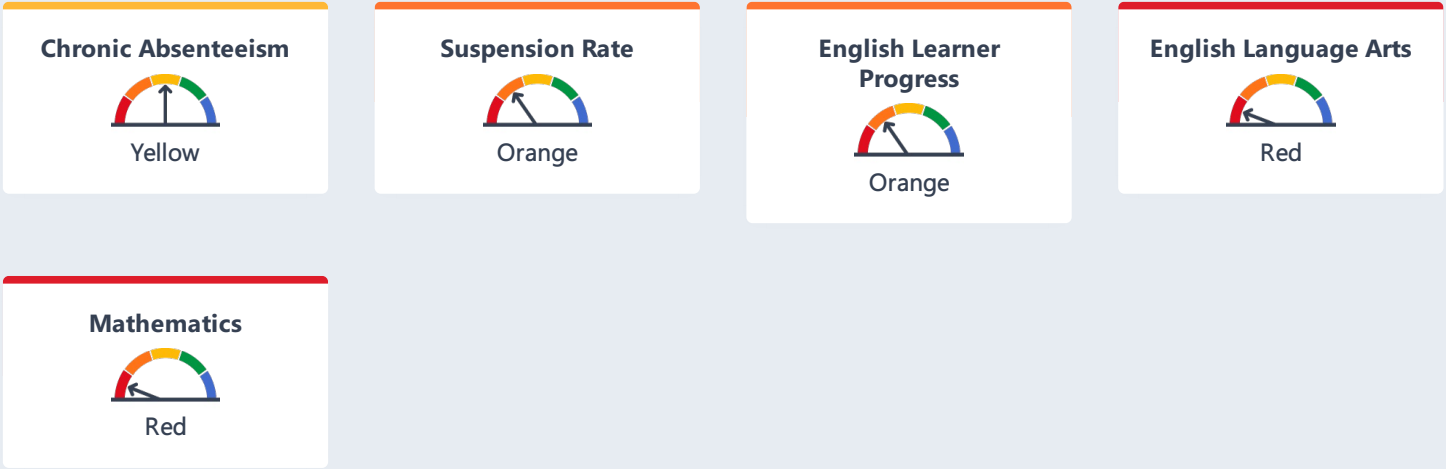
Typed Name of School Principal

Signature of School Principal

Date

Kennedy Elementary

Explore the performance of Kennedy Elementary under California's Accountability System.



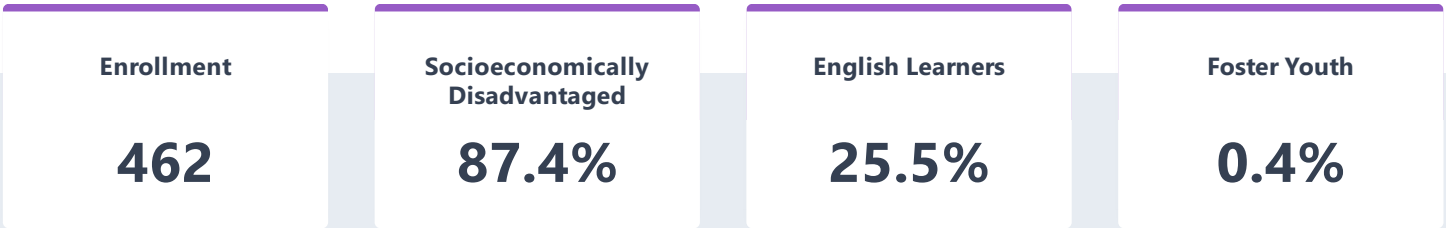
School Details

<div>NAME</div> <div>Kennedy Elementary</div>	<div>ADDRESS</div> <div>630 West Ponce de Leon Drive</div> <div>Stockton, CA 95210-1821</div>	<div>WEBSITE</div> <div>N/A</div>	<div>GRADES SERVED</div> <div>K-8</div>
<div>CHARTER</div> <div>No</div>	<div>DASHBOARD</div> <div>ALTERNATIVE SCHOOLS STATUS</div> <div>No</div>		

KENNEDY ELEMENTARY

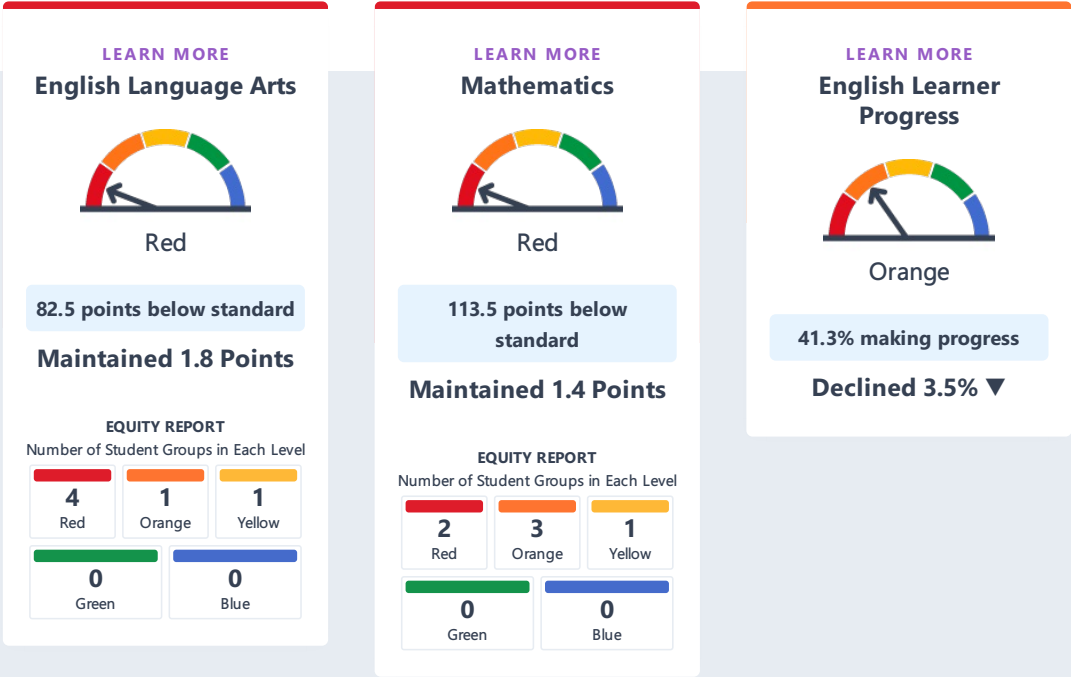
Student Population

Explore information about this school's student population.



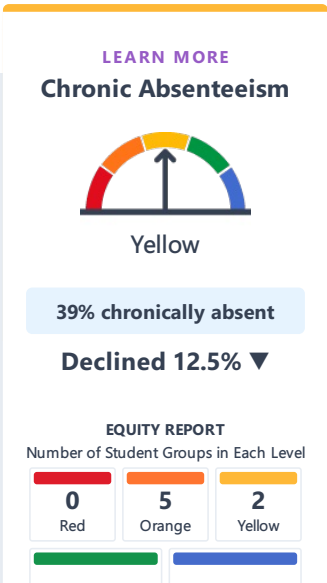
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

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



0

Green

0

Blue

KENNEDY ELEMENTARY

Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Orange

4.6% suspended at least one day

Increased 0.4% ▲

EQUITY REPORT

Number of Student Groups in Each Level

1

Red

4

Orange

2

Yellow

1

Green

0

Blue

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



Red

82.5 points below standard

Maintained 1.8 Points

Number of Students: 290

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups




Red

African American

English Learners


Hispanic

Socioeconomically Disadvantaged




Orange

Students with Disabilities




Yellow

Asian




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: 2

Filipino



No Performance Color

59.8 points below standard

Declined 10.7 Points ▼

Number of Students: 13

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

120.7 points below standard

Declined 19.9 Points ▼

Number of Students: 16

Two or More Races



No Performance Color

98.8 points below standard

Declined 4.3 Points ▼

Number of Students: 17

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

African American



Red

95.1 points below standard

Maintained 1.1 Points

Number of Students: 50

English Learners



Red

100.3 points below standard

Declined 16 Points ▼

Number of Students: 80

Hispanic



Red

93 points below standard

Declined 4.1 Points ▼

Number of Students: 144

Socioeconomically Disadvantaged



Red

87.3 points below standard

Maintained 0.1 Points

Number of Students: 246

Students with Disabilities



Orange

153.1 points below standard

Increased 36.3 Points ▲

Number of Students: 70

Asian



Yellow

45.9 points below standard

Increased 24 Points ▲

Number of Students: 51

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	84.2 points below standard	82.5 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

125.7 points below standard

Declined 7.1 Points ▼

Number of Students: 64

Recently Reclassified English Learners

1.6 points above standard

Increased 21.2 Points ▲

Number of Students: 16

English Only

87.2 points below standard

Increased 4.6 Points ▲


Number of Students: 178

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


Red

113.5 points below standard


Maintained 1.4 Points


Number of Students: 289


Student Group Details

All Student Groups by Performance Level

13 Total Student Groups


Red


Orange


Yellow

African American
English Learners

Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Asian



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

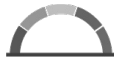


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

114.3 points below standard

Increased 13.2 Points ▲

Number of Students: 13

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

120 points below standard

Increased 37.1 Points ▲

Number of Students: 16

Two or More Races



No Performance Color

117.8 points below standard

Increased 9.1 Points ▲

Number of Students: 17

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

African American



Red

127.1 points below standard

Maintained 2.1 Points

Number of Students: 50

English Learners



Red

117 points below standard

Maintained -2.3 Points

Number of Students: 80

Hispanic



Orange

119.8 points below standard

Increased 3.6 Points ▲

Number of Students: 144

Socioeconomically Disadvantaged



Orange

114.4 points below standard

Increased 3.6 Points ▲

Number of Students: 245

Students with Disabilities



Orange

173.6 points below standard

Increased 44.2 Points ▲

Number of Students: 70

Asian



Yellow

68.5 points below standard

Increased 18 Points ▲

Number of Students: 50

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	114.9 points below standard	113.5 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
139.8 points below standard Increased 8.4 Points ▲ Number of Students: 64	25.9 points below standard Increased 26.1 Points ▲ Number of Students: 16	125.9 points below standard Declined 4.1 Points ▼ Number of Students: 177

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

41.3% making progress towards English language proficiency
Declined 3.5% ▼
Number of EL Students: 80

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=39686766042667&year=2022-23>

All Students



Yellow

39% chronically absent

Declined 12.5% ▼

Number of Students: 521

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

African American

Asian

English Learners

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

Homeless

Pacific Islander

White

American Indian

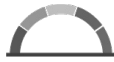


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

23.5% chronically absent

Increased 0.8% ▲

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

48.3% chronically absent

Declined 20.1% ▼

Number of Students: 29

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White



No Performance Color

47.8% chronically absent

Declined 17.2% ▼

Number of Students: 23

African American



Orange

40.9% chronically absent

Declined 11.4% ▼

Number of Students: 88

Asian



Orange

29.4% chronically absent

Declined 12.9% ▼

Number of Students: 102

English Learners



Orange

30.5% chronically absent

Declined 10.8% ▼

Number of Students: 141

Two or More Races



Orange

36.7% chronically absent

Declined 38.3% ▼

Number of Students: 30

Students with Disabilities



Orange

44.9% chronically absent

Declined 20.6% ▼

Number of Students: 107

Hispanic



Yellow

42.4% chronically absent

Declined 9.6% ▼

Number of Students: 250

Socioeconomically Disadvantaged



Yellow

39.7% chronically absent

Declined 14.3% ▼

Number of Students: 458

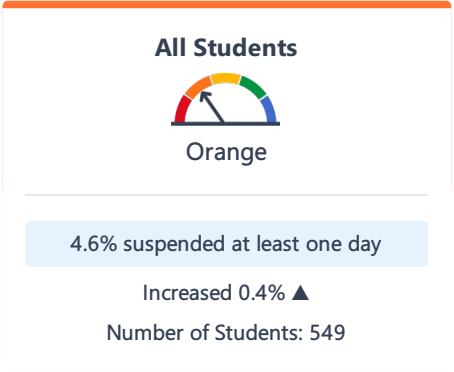
Conditions and Climate

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

Suspension Rate

All Students

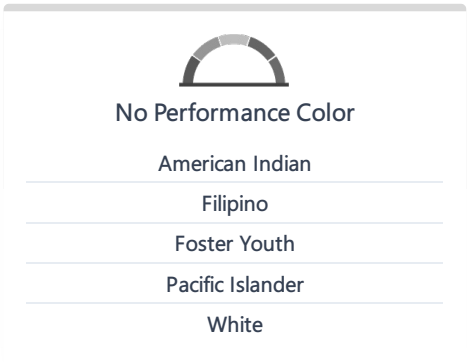
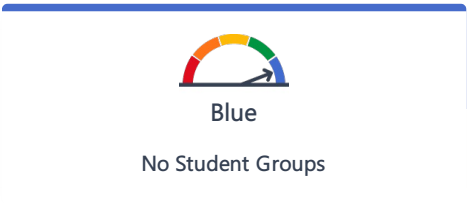
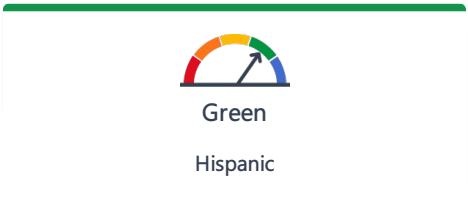
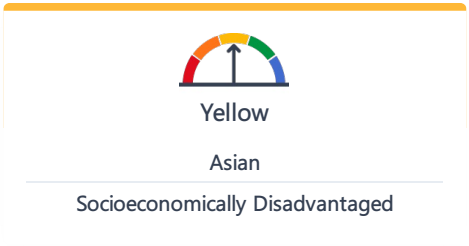
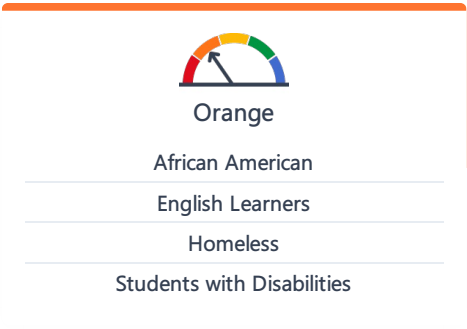
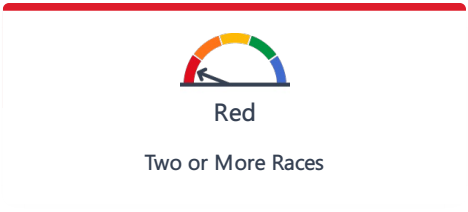
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



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: 2

Filipino



No Performance Color

5.9% suspended at least one day

Increased 1.3% ▲

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White



No Performance Color

8.3% suspended at least one day

Increased 3.6% ▲

Number of Students: 24

Two or More Races



Red

10% suspended at least one day

Increased 5% ▲

Number of Students: 30

African American



Orange

9.6% suspended at least one day

Declined 1.1% ▼

Number of Students: 94

English Learners



Orange

2.8% suspended at least one day

Increased 2.1% ▲

Number of Students: 145

Homeless



Orange

10% suspended at least one day

Declined 1.6% ▼

Number of Students: 30

Students with Disabilities



Orange

7.8% suspended at least one day

Declined 5.7% ▼

Number of Students: 116

Asian



Yellow

0.9% suspended at least one day

Increased 0.9% ▲

Number of Students: 108

Socioeconomically Disadvantaged



Yellow

4% suspended at least one day

Declined 0.9% ▼

Number of Students: 480

Hispanic



Green

3% suspended at least one day

Declined 0.3% ▼

Number of Students: 265

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	4.2%	4.6%

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

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

H

Acronym	Description
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I

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

J

Acronym	Description
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K

Acronym	Description
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L

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

M

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

N

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

O

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

P

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

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

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

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

Acronym	Description
YRE	Year-round Education

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