



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
King Elementary	39686766042568	10/29/2024	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 King'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

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

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

- April 3, 2023
- December 7, 2023
- January 25, 2024
- February 29, 2024
- September 26, 2024
- October 24, 2024

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

- Title 1 Parent Meeting Last Year: August 8, 2023
- English Language Advisory Committee on November 29, 2023
- English Language Advisory Committee on January 24, 2024
- English Language Adivosry Committee on April 3, 2024
- English Language Advisory Committee on October 3,2024

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

- Leadership Meeting on March 7, 2024
- Leadership Meeting on April 4, 2024

Resource Inequities (CSI and ATSI Only)

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

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

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

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

Homeless Youth: Suspension Rate, College Career(HS)

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

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

At King, 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	80.2 points below standard (orange)	99.7 points below standard (orange)	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	6.1% suspended at least one day (red)	X	X	N/A

Students with Disabilities	103.1 points below standard (orange)	135.1 points below standard (orange)	7.3% suspended at least one day (red)	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

The following highlights some of the resource inequities identified for King Elementary:

King School has not had a full time Intervention Teacher even though it was budgeted. Generally, needing to wait until January to hire two retired teachers. King School has not had an Instructional Coach for the past 4 years. The Instructional Coach has not been a stable position for the past 6 years since it was centralized. Additionally, we haven't had a Program Specialist since moving the last Program Specialist to the second Assistant Principal position. These positions were vital in monitoring and increasing academic achievement through coaching teachers in high quality instruction.

Another resource inequity has been the loss of our Noon Time Coach. The Coach was a great asset in helping establish positive engaging activities at recesses which reduces conflict and increased positive sportsmanship. I had budgeted for the position, but was not able to acquire. This reduces suspensions and referrals across all subgroups. Having engagement activities can also assist with decreasing absenteeism.

King School is one of the largest K-8 elementary schools in the Stockton Unified School District with up to 1, 060 students each year. A large campus requires more resources. We also have the largest subgroup of English Learners. Yet, we have only 2 Bilingual Assistants. We have seen an increase in new comers over the past several years. Our English Learner subgroup represented 30% of our population.

Our SPED population has also increased. The need for a quicker identification is great. We receive 1 day of service from our school psychologist. We need more days to be more effective in identifying our students in a timely manner.

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			4.1% suspended at least one day (orange)			
Foster Youth						
English Learner	80.2 points below standard (orange)	99.7 points below standard (orange)	2.3% suspended at least one day (orange)			
Long Term English Learner						
Homeless Youth			6.1% suspended at least one day (red)			
Socioeconomically Disadvantaged			4.4% suspended at least one day (orange)			
Student with Disabilities	103.1 points below standard (orange)	135.1 points below standard (orange)	7.3% suspended at least one day (red)	40.4% chronically absent (orange)		
African American			9.3% suspended at least one day (red)	59.2% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic			3.9% suspended at least one day (orange)			
Two or More Races						

Pacific Islander/ Native Hawaiian						
White						

Overall, King school increased significantly in ELA, Math, and chronic absenteeism to the Yellow band on the CA Dashboard. Our Students with Disabilities and our English Learners increased but were the lowest on the Dashboard. We had Reclassified over 100 students that no longer counted in the EL subgroup. Our Suspension Rate for the African American Subgroup placed us on the ATSI list for the Spring of 2022. We should fall off of the ATSI for the 2024-25 school year when the new dashboard comes out as only 1 student in the subgroup was suspended. Our African American and Students with Disabilities during the 2022-23 school year had a high chronically absenteeism rate.

Trend data was also reviewed year over year which resulted in observing a focus on implementing additional supports for our English Learners and Students with Disabilities.

School Culture and Climate

School Culture and Climate Summary

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Our chronic absentee rate in 2023 was at 35%. Our goal is to decrease it by 10%. It currently is at 29.14% at mid-May for a decrease of 6%. **Root Cause/Why:** Students are tired and staying up late due to parents at work, students may not have a positive connection at school, and there continues to be a fear of illnesses. Students got used to being at home multiple days when ill.

Needs Statement 2 (Prioritized): In 2023, our African American students were listed as being suspended at a higher level than other subgroups. Last year 10 students of this subgroup were suspended compared to 2 this year. **Root Cause/Why:** Students suspended for aggressive behaviors in and out of class. Lack of social skills and how to address conflict.

Needs Statement 3 (Prioritized): Based on the Sown to Grown Survey, students scored themselves lower in the areas of self belonging, self-management, and responsible decision making averaging 2.73 out of a 3-4 pt. scale. Answers would average most of the time. **Root Cause/Why:** Explicit teaching of time management, goal setting, and conflict mediation skills is needed.

Needs Statement 4 (Prioritized): Based on the Panorama Survey, 60% of the 200 students in grades 3-5 that took the survey reported positively on growth mindset and 54% on challenging feelings. 41% of the 141 students who took the survey in grades 6-8 reported having a growth mindset and 47% having challenging feelings. 695 students did not take the survey. **Root Cause/Why:** A sense of belonging(36%) and school climate(31%) may be contributing to students unsure of themselves. We need to implement community building activities within academies. Create buddy system.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA Smart Goal: By June 2025, King School will increase all students "on track" to meeting grade level standards by 10% (38% to 48%) based on the Spring I-Ready Diagnostic assessments. By June 2025, King School will increase grades 3-8 students meeting or exceeding standards on ELA CAASPP from 32% to 42% based on the 2023 results.</p> <p>Subgroup ELA SMART Goals: By June 2025, King School will increase all English Learners "on track" to meeting ELA standards by at least 10% to 31% on I-Ready assessments currently 21% on Diagnostic 3. By June 2025, King School's reclassification rate will increase 10% each year from 18% (2023) to 28%(2024) to 38%(2025). We currently have 57 students in Grades K-8 qualifying and we are anticipating more. By June 2025, King School's English Learners making progress towards English towards English as based on ELPAC assessment and on the Ca. Dashboard will increase from 53% to 63%. By June 2025, King School will increase all Students Economically Disadvantaged students on level based on I-Ready diagnostics from 33% to 43%. By June 2025, King School will increase all African American students on level based on I-Ready diagnostics from 48% to 58%. By June 2025, King School will increase all Students With Disabilities on level based on I-Ready diagnostics from 21% to 31%.</p> <p>School Goal for Math: By June 2025, King School will increase all students "on level" by 10% increasing to 43% based on Diagnostic 3 results, currently at 33%. By June 2025, King School will increase grades 3-8 students meeting or exceeding standards on Math CAASPP from 20% to 30%.</p> <p>Subgroup Math SMART Goals: By June 2025, King School will increase all English Learners "on track" to meeting Math standards by at least 10% to 33% on I-Ready assessments currently 23% on Diagnostic 3. By June 2025, King School will increase all Students Economically Disadvantaged students on level by 10% based on I-Ready diagnostics from 29% to 39%. By June 2025, King School will increase all African American students on level by 10% based on I-Ready diagnostics from 37% to 47%. By June 2025, King School will increase all Students With Disabilities on level by 10% based on I-Ready diagnostics from 20% to 30%.</p> <p>By June of 2025, King School will increase EL ELPAC progress on the Dashboard Indicator from 53% to 63%.</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.

7 out of 9 grade levels have shown growth in PLC work.

Process writing has decreased in classrooms.

New teaching staff under 5 years did not receive on site induction causing inconsistency in implementation of school-wide programs.

73% of our students are not on grade level in ELA

Problem: 80% of 3rd-8th grade students are not at grade level in Math.

According to CAST scores, 85% of King students are below grade level in next generation Science standards.

Based on the Panorama Survey, 60% of the 200 students in grades 3-5 that took the survey reported positively on growth mindset and 54% on challenging feelings. 41% of the 141 students who took the survey in grades 6-8 reported having a growth mindset and 47% having challenging feelings. 695 students did not take the survey.

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
Percent of students on track to meet ELA grade level standards iReady	38%	Growth of 10% to 48%
Percent of students on track to meet Math grade level standards iReady	33%	Growth of 10% to 43%
Percent of students at grade level proficiency on CAASPP	Spring of 2023-ELA -32% and Math=20%	Growth of 5% ELA-37% and Math-25%
Percent of English Learners improving one level on the ELPAC	High/53.4% making progress	Growth of 5% for 58.4%

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	Career & Technical Education	All Students, English Learners, Foster Youth,	\$15,000	3010 - Title I
	Provide students with access to hands on project-based learning connecting them to opportunities supporting College and Career Readiness Program.		\$6,000	3010 - Title I

<p>Attend conferences and trainings to develop STEM Programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>King School is part of the Career Technical Academy. We received grant money in 2020 to assist us in exposing our students to engineering careers. We will continue to implement STEM throughout the school during and after school hours. Some of our teacher utilize the Project Lead the Way curriculum. The master schedule has time allotted for Science and Math integration using the NGSS(Next Generation Science Standards). *We no longer have the grant money so will need to budget for supplemental materials, supplies and resources for CTE/STEM projects and conferences.</p> <p>Math and Science go hand in hand. Teachers will participate in additional PD in Math and Science. Students will go on virtual field trips to support new learning content. Field trips also increase students knowledge for reading vocabulary and in non-fiction experiences. Additional materials and supplies will be budgeted for pre-readings.</p> <p>Potential Field Trips: TK/ K-Library, Fog Willow Farms, Sacramento Zoo, Children's Museum 1-Sacramento Zoo, Haggin Museum, Fair Oaks Library, Mobile Dairy Classroom 2-Hilmar Cheese Factory 3-San Joaquin County Historical Museum 4-Kennedy Gold Mines, Children's Museum Stockton, Angels Camp, Lodi WOW museum, Big Trees 5-CSU Sacramento Exploratorium and Science Camp 6-SMUD MOSAC-Museum of Science and Curiosity-Cellular Adventures, Oakland Zoo, Delta College Play, Middle School-Delta College, Modesto JC, Fab Lab, Stanislaus State, UCSF, Sacramento, UC Merced, UOP, California Academy of Sciences(San Francisco) (Six Flags, Funworks Modesto, Boomers-paid out of student activities)</p> <p>Title I Funding Allocation: Pupil Fees: \$15,000 Transportation: \$20,000 Instructional Materials & Supplies: \$6,000</p> <p>LCAP 1.1 Career & Technical Education: Conferences: \$8,000 Supplemental Materials & Supplies: \$8,000 Transportation: \$25,000</p>	<p>Low Income, Students with Disabilities</p>	\$20,000	3010 - Title I
		\$8,000	0100 - LCFF/S&C (site)
		\$8,000	0100 - LCFF/S&C (site)
		\$25,000	0100 - LCFF/S&C (site)

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>			
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 Assistant (2 @ 0.5 FTE - Centralized Funding) in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/ small group setting. Bilingual Assistants will need additional comp for parent outreach, meetings, and ELPAC assessments.</p> <p>Title I Funding Allocation: Additional Bilingual Assistant Compensation: \$3,000</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$3,000	3010 - Title I
1.1.5	<p>English Learner Professional Development</p> <p>To accelerate and increase the English fluency of our English Learners, a priority focus for our ELs includes: Increasing professional development in designated and integrated ELD strategies, vocabulary, and writing professional development at staff meetings, grade level resource days for lesson studies and after school trainings. Teachers will attend EL Conferences (e.g.CABE) to research best practices</p> <p>Title I Funding Allocation: Additional Substitute Teacher Compensation: \$11,000</p> <p>LCAP 1.5 English Learner Professional Development: Conferences: \$5,000</p>	English Learners	<p>\$11,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>

1.1.6	<p>LCAP 1.6 English Learner Programs and Supports:</p> <p>Designated ELD time is built into daily schedule- K-6=30 min. 7-8=50 min. Bilingual Assistants support levels 1 and 2 in classrooms, small groups, and with parent conferencing when needed. Our Designated and Integrated Program includes students collaborating daily, reciprocal teaching for grades 4-8, language scripts and sentence frames, vocabulary development and writing across content areas. We purchased technical programs to accelerate learning for our English Learners, e.g. Rosetta Stone and IXL. Interventions and after school tutoring is offered for those needing extra support. Supplemental instructional materials and monitoring tools are purchased.</p> <p>Title I Funding Allocation: License Agreements: \$10,000</p> <p>LCFF Funding Allocation: Additional Teacher Tutoring Compensation: \$4,980 Instructional Materials & Supplies: \$5,729</p>	English Learners	<p>\$10,000</p> <p>\$5,729</p> <p>\$4,980</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

1.1.7	<p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support:</p> <p>-1.1.7.A- Teachers will collaborate to create a strong Tier 1 practices. Also, to create an efficient Multi-Tiered System of Support(MTSS) that is fluid for students to move between tiers so that they may gain proficiency in Math and Reading. Provide materials that support each level the students are at whether it is Math or Reading. An intervention teacher will work with targeted students at Tier II to accelerate them to "On-level" work. The Intervention Teacher will also support with reports of student progress. Instructional Assistants will assist teachers with targeted small groups</p> <p>A focus on strategic RTI will include either webinars, workshops, or hiring a trainer/consultant for our teachers and administration so that we may implement a systematic system. We will also seek training and resource material on creating common formative assessments so that we may assess students on the essential standards for their grade level. Teachers will work in their PLCs and receive opportunities for trainings to develop effective PLTs that work together collectively to ensure all students are learning at high levels. PLT's will work with Solution Tree coach to support and develop common formative assessments, lesson design. The district will pay for 4 days and our site budget will pay for additional 4 days.</p> <p>Continue scheduling strategic support time. Teachers adhere to it. Define what SST/RTI/MTSS time should look like.</p> <p>-1.1.7.B- Specifically for Math teachers will also work in vertical teams and in their PLTs to create coherent learning experiences across the school. Math professional development is needed to assist our teachers in implementing a comprehensive Math program that will increase our students Math proficiency in common core Math. The administrative staff will work with all staff in their PLCs to ensure lessons are high quality standards based lessons preparing students for College and Career Readiness Program. Teachers may need instructional materials to support. Teachers will ID best practices and strategies that will support students proficiency in Math</p> <p>Title I Funding Allocation: Conference & Workshops: \$5,000 Additional Substitute Teacher Compensation: \$15,520 Consultants: \$6,000 Instructional Materials & Supplies: \$18,130</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$5,000</p> <p>\$18,130</p> <p>\$15,520</p> <p>\$15,039</p> <p>\$34,844</p> <p>\$6,000</p> <p>\$12,977</p> <p>\$10,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	<p>Two Instructional Assistant Salary & Benefits: \$34,844 Additional Teacher Math Tutoring Compensation: \$12,997</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development & Academic Support: Books & References: \$10,000 Instructional Materials & Supplies: \$15,039</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</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>			
1.1.9	<p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation:</p> <p>Teachers will receive opportunities for professional learning in order to develop effective Professional Learning Teams (PLTs) that work together collectively to ensure all students are learning at high levels. PLTs will work with *Solution Tree coach to support and develop common formative assessments, lesson design. The district will pay for 4 days and our site budget will pay for additional 4 days.</p> <p>Title I Funding Allocation: Consultants: \$28,600</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$28,600	3010 - Title I
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>TK and PK students will have the opportunity to attend transitional activities for a smooth start to the school year. Parents are given an orientation at the beginning and the end. The end of the year and Summer Bridge provide students opportunities to:</p> <ul style="list-style-type: none"> *Interact with their peers who will attend their kindergarten class promoting social skills, *Establish a connection between the kindergarten teacher and preschooler, *Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. <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>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

<p>1.1.12</p>	<p>LCAP 1.12 Acceleration of Learning: Acceleration of Learning</p> <p>Writing is an intricate part of the College and Career Readiness Program. With the belief that there is a reciprocity between Reading and Writing, King students will learn how to write a variety of text types to respond and connect to their readings and thoughts:</p> <ul style="list-style-type: none"> * Students will write daily throughout content. * Students will follow the writing process. * Each trimester, students are assessed with an on-demand writing benchmark prompt. * Teachers will calibrate expectations regularly for writing using specific rubrics to score. * Teachers will have the opportunity to participate in writing professional development. * Teachers will vertically(vertical teams) articulate writing expectations at a staff meeting. * Budget for training in writing and materials. <p>To inspire writers, we will kick off a weeklong Poetry residency at our school site with Brandon Leake. It will include an assembly and in class writing workshop. Students will be grouped TK-2 (Heroes theme), Grades 3-5 (Journey theme), and 6-8 (Dreamer theme).</p> <p>Purchase supplemental programs and technology that will assist teachers in creating an engaging environment for students and allow for practice of standards fluency.</p> <p>Professional development for teachers on how to use resources effectively e.g. interactive technology and web-based supplemental resources specifically:</p> <ul style="list-style-type: none"> * Accelerated Reader * Reflex Math * Ed Puzzle * XL Math * Rosetta Stone <p>*Professional development in use of Accelerated Reader and Reflex Math are needed.</p> <p>*Math Tutoring Support-with retired Math teacher</p> <p>*Technical equipment needed may include; projectors, tablets, doc cameras, flat screen monitors</p> <p>Title I Funding Allocation: License Agreements: \$19,659</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$15,000</p> <p>\$10,000</p> <p>\$11,827</p> <p>\$19,659</p> <p>\$16,130</p> <p>\$15,000</p> <p>\$6,082</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>Consultant- Brandon Leake: \$15,000 Duplicating: \$15,000 Equipment: \$16,130 Additional Teacher Math Tutoring Compensation: \$6,082</p> <p>LCAP 1.12 Acceleration of Learning: Consultants: \$10,000 Supplemental Resources & Materials: \$11, 827</p>			
1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assistant (0.625 FTE - 0.375 Centralized Funding / 0.25 FTE Site Funding) 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>Teachers will implement a literacy program that incorporates complex text in order to prepare students for college and career ready standards. This may include additional non-fiction texts. The library will support this by purchasing books that students find high interest yet are high level. Students visit the library weekly and circulation of books is monitored. Each student is allowed to check out books on a weekly basis. Our Library Media Assistant monitors and organizes the library. Keeping circulation reports. Additional funds towards library books and classroom libraries should be budgeted. Supplemental reading materials are also included. The Library Media Assistant assists with parent literacy events. We would like to increase our Library Media Assistant to 1.0 FTE.</p> <p>Title I Funding Allocation: Instructional Materials & Supplies: \$17,070 Books & Reference Materials: \$15,000</p> <p>LCAP 1.13 Literacy and Library Supports: Library Media Assist Salary and Benefits (0.25 FTE): \$21,968 Instructional Materials & Supplies: \$17,802</p>	All Students	<p>\$17,070</p> <p>\$15,000</p> <p>\$21,968</p> <p>\$17,802</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

<p>1.1.14</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>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>AVID WICOR strategies school wide will continue be implemented for all students to increase college and career readiness by raising student achievement, collaboration amongst students, increasing student voice, and creating a positive school culture:</p> <ul style="list-style-type: none"> * Annual goals are set and monitored. * Teachers integrate AVID into their daily lessons. * Vertical alignment for school-wide WICOR strategies of focus for the year will be prioritized. * Implementation calendars * Ongoing teacher training in AVID WICOR and College & Career Readiness Program strategies through Summer Institutes and District Sponsored SI and staff onsite. * To support implementation, the AVID Coordinator will work with teachers and the Leadership Team to attain our AVID annual goals. <p>Highlights include:</p> <ul style="list-style-type: none"> *School-wide organizational expectations WICOR matrix for grades 2-8 *School-wide college and career boards for all grades *School-wide use of Focused Notes and charts *School-wide inquiry and collaborative structures *AVID elective in Middle School *College and Career Field Trips to local colleges/universities (Sacramento State, University of the Pacific, Stanford, Stanislaus State, UC Davis, Kanbar at UCSF, UC Merced, Sonoma State, Delta, Sac City, Modesto JC, FAB LAB in SF, Discovery Museum, Walt Disney Family Museum) *Materials for implementation of WICOR strategies *AVID teachers will demonstrate strategies at staff meetings with calendar for staff meetings and additional after school trainings. *Onsite consultant training for Interactive Writing Notebooks Weibert Science <p>Additional Compensation for AVID Coordinator for trainings, planning for training, vertical alignment, and collecting evidence for certification.</p> <p>Title I Funding Allocation: Instructional Materials & Supplies: \$27,127 Conference: \$15,000 Consultant: \$5,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$3,000</p> <p>\$27,127</p> <p>\$25,000</p> <p>\$15,000</p> <p>\$5,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>Additional AVID Coordinator Compensation: \$5,000 Additional Teacher Compensation: \$3,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): Transportation: \$25,000</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>-1.1.15.A- 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. Math and Science Enrichment and learning opportunities.</p> <p>-1.1.15.B- King utilizes the support of two Instructional Assistants (0.4375 FTE) to provide support to students during direct instruction as well as small group support to ensure students are able to access high quality first instruction. The Instructional Assistants support Tier 2 intervention to help students to improve academic achievement. The Instructional Assistants work with teachers to ensure that students master the priority standards.</p> <p>Title I Funding Allocation: Consultants: \$6,000 Additional Substitute Teacher Compensation: \$10,000</p> <p>LCAP 1.15 Recapturing Learning Loss: Instructional Materials & Supplies: \$10,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p> <p>\$6,000</p> <p>\$10,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

1.1.16	<p>Outdoor Education/Science Camp</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Over the course of the 2023-24 school year, the goals and strategies were monitored by school site staff, School Site Council, and ELAC for effectiveness. The following are the highlights that helped us meet our Goal 1 achievement SMART Goals: Strategy 1- Writing was implemented throughout content areas. Students wrote responses in their journals, interactive notebooks, process writing related to grade level genres. Trimester on-demand prompts were not consistently brought to the PLCs to calibrate. Common rubrics for genres are from Benchmark. Evidence that the strategy was effective was growth on SBAC and on our reclassification for English Learners since having to write clearly and on topic is measured on both. Feedback included: vertical articulation is needed, budget for training and materials since many need a refresher on the writing process. Strategy 2- AVID school-wide was implemented and effective. Teachers attended summer institute and set annual goals. Goals were to increase community partnerships, increase daily collaboration, increase daily inquiry opportunities in lessons. For grades 6-8 to

implement the tutorials by peers. College and career field trips are part of this strategy and materials. Evidence that the strategy was working was an increase in note-taking, literacy skills, students keeping up on their organization, increase in students on level in Reading and Math. Additionally, we were certified for AVID Elementary and we were emerging for AVID secondary. Our AVID Coordinator produced a monthly newsletter with helpful tips, collected evidence, arranged for PD, and assisted teachers in implementation. Feedback: vertically align school wide strategies for WICOR. Strategy 3- Our strategy for English Learners was effective. Professional Development, tutoring, conferences, and supplemental materials were all implemented. The CABE conference was attended by teachers and the Bilingual Coordinator, tutoring was implemented after school, supplemental materials were purchased, and tech programs like Rosetta Stone were purchased. Evidence of effectiveness include an increase in reclassification of students. King school was above the average rate of the district. English learner progress on the dashboard maintained. We had a few less ELs due to the reclassification. Feedback: Provide more professional development for staff at staff meetings or after school for Writing and collaboration. Ensure that EL students are actively engaging in the classroom by collaborating, speaking, involved in reciprocal teaching when reading new content. Strategy 4-Supplemental resources to support student learning were purchased. Interactive technology programs were purchased. Students used Accelerated Reader, Reflex Math, Rosetta Stone. Teachers use the technology in their classrooms to make the lessons more interactive. Evidence that the use of the resources were effective include an increase in Reading scores and students meeting their reading goals. There was improvement in Math fluency in K-3. Feedback: To implement the PD that comes with AR and Reflex Math. Strategy 5-Create and Monitor an efficient Multi-Tiered System of Supports was implemented although there is still work to be done. Strategic support time is built into the schedule, Professional Learning Teams(PLTs) focused more on implementing the Guaranteed Viable Curriculum, Data Cycles, and aligning instructional practices. We had One Instructional Aide and an intervention teaching position. We were not able to start the intervention teacher until mid-year due to HR delays. We did not provided PD in RTI with webinars or workshops. However, the district provided a Solution Tree coach to assist teachers in the work. This will need to be expanded next year. Evidence of effectiveness included the SIPP's implementation in Grades 1-3. Grades 2-3 platooned. Students showed growth based on i-Ready. Feedback: A coach or program specialist to assist in monitoring and in coaching best instructional practices would support our efforts. Need to hire one more Instructional Assistant. Hold teachers accountable and tighten the strategic support time and what that looks like. PLT work with Solution Tree to support and develop formative assessments, lesson design. Strategy 6- A focus of providing more complex text in order to prepare students for college and career ready standards is being implemented. The library purchased books that students find high interest and complex. We have a Library Media Assistant who creates a schedule so all students have access. Classroom literature and non-fiction books were purchased. Evidence: Library is well attended. Novel sets are also available. Strategy 7- Professional development in Math, PLCs, and purchasing supplemental resources to support. PD was not held specifically for Math. However, PLC work and training was. A focus on Math to ensure lessons are high quality and coherent across the grade level was implemented. Evidence: Students on level increased slightly, Math Whiz incentive K-6 by trimester more students qualified. Feedback: ID strategies that will support students proficiency in Math, Math tutoring after school. Strategy 8-Relates to preschool matriculation to the campus. We hold a summer bridge program. Students that attend had a smoother start to the transition. Strategy 9- King School CTE, STEM, Project Lead the Way programs are partially implemented. We had hoped to expand into 4th-6th grade. The majority of the programs are in middle school. We held a STEM night this year. Strategy 10-Increase vocabulary by incorporating hands on and real world experiences with field trips or assemblies. Almost every grade attended a field trip this school year. Materials and supplies were budgeted for pre-readings. Vocabulary continues to be a weaker area based on I-Ready reports. Feedback: Continue to schedule field trip experiences and hands on assemblies

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

The following expenditures were not incurred due to lack of participation, district provided, or no teacher interest. Strategy 2-AVID Conferences \$15,000 (District would pay for the conference, but teachers do not want to attend this summer) Strategy 4-Additional purchase of Chromebooks or Tablets-\$10,000(District provided) AR training-\$6,000 (Unable to schedule) Frax Program-\$5,000 (Did not purchase) Strategy 5-MTSS Intervention teacher not allowed until late January \$116,212 (Hired two regular retired teachers to support math and literacy. Divide budgeted in 1/2) Instructional Assistant only one was hired-Budgeted for two at \$54,500 Solution Tree Consultant-\$15,000 (District provided) Strategy 7 Consultant for training for Math \$15,000 (focus was on PLC implementation and solution tree trainings set up by district) Unbound Ed conference 10,000 (No interest)

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.

Under Strategy 1- Train and provide refresher on the writing process. Vertically align expectations for writing by grade level. Under Strategy 4- Provide a refresher

training on how to use Accelerated Reader. Teachers request Ed Puzzle subscription and XL Math to supplement Core Math curriculum. Under Strategy 5- Purchase materials for spiral Math skills review to support Common Core Math. Possible Coach or Program Specialist needed. Define Strategic support time and RTI. Hire the other Instructional Assistant Plan ahead for Solution Tree Consult to aide in the PLC work, common formative assessments, RTI, lesson studies that align to the mission and vision. Under Strategy 7-ID strategies that will support students proficiency in Math. Math tutoring.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: By June of 2025, King School will maintain or reduce suspension rate 1% from 2.8% to 1.8% based on Synergy Reports. School Goal for Attendance/Chronic Truancy: By June of 2024, King School will reduce students that are chronically absent by at least 10% from 29% to 19%. By June of 2024, King School will increase the average daily attendance by 5% from 90.67% to 95.67%.

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.

73% of our students are not on grade level in ELA

Problem: 80% of 3rd-8th grade students are not at grade level in Math.

Our chronic absentee rate in 2023 was at 35%. Our goal is to decrease it by 10%. It currently is at 29.14% at mid-May for a decrease of 6%.

In 2023, our African American students were listed as being suspended at a higher level than other subgroups. Last year 10 students of this subgroup were suspended compared to 2 this year.

Based on the Sown to Grown Survey, students scored themselves lower in the areas of self belonging, self-management, and responsible decision making averaging 2.73 out of a 3-4 pt. scale. Answers would average most of the time.

Based on the Panorama Survey, 60% of the 200 students in grades 3-5 that took the survey reported positively on growth mindset and 54% on challenging feelings. 41% of the 141 students who took the survey in grades 6-8 reported having a growth mindset and 47% having challenging feelings. 695 students did not take the survey.

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
Synergy Attendance reports	90.7%Daily Attendance for 2023-24 35.2%(2023) to 29%Chronic Absenteeism Mid-May 2024	Increase by 1% to 95% daily attendance Reduce 10% to 19%
Synergy suspension reports	4.1% for 2022-23 27 students currently for 2024 for a reduction to 2.8%.	Reduce by 1% to 1.8%

SEL surveys/Growth Mindset/Panorama Survey- Grades 6-8	41% for 2023-24	51% for 2024-25
SEL surveys/Sense of Belonging/Sown to Grown	2.7 out of 3-4 pt. scale for 2023-24	3.0+ for 2024-25

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</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. King school will have a systematic PBIS (Positive, Behavioral Intervention System). A Committee will meet monthly to evaluate the PBIS program and create trainings for staff working with kids. A priority is to build and maintain student and school community connections. The need to develop students as leaders was discussed in our needs assessment. We will look for curriculum and programs to assist us in this goal, whether it be, TRIBES, LEADER IN ME, or the SPRICK material. Additionally, weekly and monthly celebrations will be calendared. Activities that build a family connectedness within academies will also be implemented. A digital guidebook will be updated annually. Supplies and materials will be budgeted. School-based teacher induction will be calendared and teachers will be compensated for their time. School Leadership Team works in special teams including but not limited to the priorities of the school, e.g. PBIS team, Equity team, AVID team</p> <p>Title I Funding Allocation: Training & Workshop: \$5,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Instructional Materials: \$6,765 Additional Teacher Compensation: \$12,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$12,000</p> <p>\$6,765</p> <p>\$5,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>

2.1.6	<p>Student Assistance Program Support (SAP)</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. To increase student engagement and positive attendance. King school needs to address the chronic absent students and tardy students. The CARE team will assign mentors to chronically absent students and students needing someone to connect with at school. An attendance program to monitor daily, weekly, monthly attendance and recognizes students with improvements will continue. We will increase parent contact through home visits and parent conferences. School staff will complete home visits outside of school hours to provide support to families.</p> <p>Title I Funding Allocation: Certificated Additional Compensation: \$4,000</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	English Learners, All Students, Foster Youth, Low Income, Students with Disabilities	\$4,000	3010 - Title I
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>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>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide. The MHC will provide relevant trainings to staff at staff meetings.</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>Implement structured student engagement activities during non-instructional time including after school to reduce discipline and to build student engagement. Hiring a noon time coach to run sports activities during lunch recess will reduce discipline and reinforce positive behaviors on the playground. Parents, students and staff have requested more ARTS and SPORTS opportunities. Structure engagement includes clubs and other activities which engage students in positive interactions with peers and staff both during the school day and after school.</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>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Additional Teacher Compensation: \$8,960 Additional Counselor Compensation: \$5,000 Instructional Materials & Supplies=\$2,698</p>	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners	<p>\$8,960</p> <p>\$5,000</p> <p>\$2,698</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: NO additional site LCFF is being allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</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>			

2.1.17	<p>Additional School Site Support</p> <p>King will utilize an Intervention Teacher (1.0 FTE Centralized Funding) to provide targeted academic intervention and support to students in all grade levels. The focus this year is on increasing literacy achievement. The intervention teacher will participate in collaboration with grade level teachers and Resources teachers to provide high quality Tier 2 and Tier 3 support to students in small group and one on one settings.</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: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support:</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.20	<p>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. 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>Title I Funding Allocation: Equipment: \$10,000</p> <p>LCAP 2.20 Instructional Technology: Maintenance Agreements: \$13,500</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p> <p>\$13,500</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Centralized services are to provide King with a Coach/Program Specialist. We have not received services since 2020 for coaching. Nor have we had a Program Specialist. We are looking forward to bringing back a Program Specialist for school year. If we have a Coach or Program Specialist assigned to us, they will support teachers and staff in Tier I supports.</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>		
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			

2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Strategy 1- A school wide positive behavior system is implemented. We have seen a decrease in suspending behaviors. Monthly suspension data is evidence. A King school PBIS lead teacher was established this year. The lead attended monthly meetings and communicated with the lead Administrator for PBIS

implementation. The Leadership Team assists in reviewing the effectiveness of our school wide positive, behavioral intervention system. Activities that build a family connectedness within academies were hoped to be implemented but did not occur as planned. A digital guidebook with school wide programs and expectations continues to be updated in the King Shared Drive. Teachers and staff reviewed the school wide expectations in community building activities are built into the daily morning schedule. Beginning and mid-year Positive Behavior Expectation Assemblies were implemented to review expectations and school-wide incentives. Incentives for positive behaviors in and out of the classroom are implemented such as Leaders of the Day, Golden Spatula, and Students of the Month. Weekly and Monthly celebrations were implemented. District ESSER funds provided trinkets and small prizes for students that were given out. Strategy 2- To increase student engagement and positive attendance. King school needs to address the chronic absent students and tardy students. The CARE team assigns mentors to chronically absent students and students needing someone to connect with at school. An attendance program to monitor daily, weekly, monthly attendance and recognizes students with improvements was implemented. The King support staff worked with the CWA assigned counselor for our site to provide outreach to truant students. Some of the outreach consisted of home visits. The SAP/CARE team is to meet monthly, however, there were a couple of months where this did not occur. There was a slight decrease in chronic absenteeism. However, we saw more transiency and late in the year arriving students. There also was an increase in students having great difficulty transitioning to the school setting. Strategy 3- Structured student engagement activities during non-instructional time including after school time to reduce discipline and to build student engagement was implemented. Additional play equipment was purchased for recess times. However, we were unable to hire a noon time coach to run and train noon duty in activities. We were able to hire a full time music teacher who has brought back instrumental and classroom music. After school-extra curricular activities were implemented. Chess, chorus, instrumental programs, theater, and intramural sports. Strategy 4- The school Counselors provided training in classrooms to students on Xello, A-G requirements, social skills, and anti-bullying, but did not provide trainings for teachers in the area of SEL, Restorative Justice Practices and mindful learning practices. Counselors will train during staff meetings and/or after school.

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

Funds were not spent out of LCFF YMCA Physical Fitness Activities Coach -Consultancy- \$12,000 LCFF Object code 58100 STEM and enrichment activities- \$3,000 LCFF Object code Teacher additional comp 11500. 1 teacher X 5 hours per week X 10 weeks X \$60 = \$3,000 (Funded by district under ELOP)

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.

Under Strategy 1-Create and post school-wide matrices in high traffic areas. Individualized classroom matrices should be posted and visible for students. Tickets for monthly PBIS store. Under Strategy 2-Teachers and staff should have access to monthly data of home visits by CWA and counselors for attendance purposes. Increase activities and incentives. Training and materials for check in and check out mentors. Under Strategy 3-We saw an increase of students with lack of social skills, conflict resolution, and overall difficulty transitioning to school. A lot of referrals to the office for conflict were from the recess times. We have found an agency to assist with noon time activities and will budget for it again this year. This will assist us in providing more structure at recess times. Under Strategy 4-PLUS forums need to be implemented. School wide community and inclusion building is needed. District is providing Sown to Grown, but we will need to do a refresher on Tribes. Implement Academy team building time. Supplemental materials needed for Restorative Practices for 3rd-8th grade, Spots of Emotions for TK-2nd. Staff training on A-G and new High School requirements. Provide A-G materials to staff to post in all classrooms.

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

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

Our chronic absentee rate in 2023 was at 35%. Our goal is to decrease it by 10%. It currently is at 29.14% at mid-May for a decrease of 6%.

In 2023, our African American students were listed as being suspended at a higher level than other subgroups. Last year 10 students of this subgroup were suspended compared to 2 this year.

Based on the Sown to Grown Survey, students scored themselves lower in the areas of self belonging, self-management, and responsible decision making averaging 2.73 out of a 3-4 pt. scale. Answers would average most of the time.

Based on the Panorama Survey, 60% of the 200 students in grades 3-5 that took the survey reported positively on growth mindset and 54% on challenging feelings. 41% of the 141 students who took the survey in grades 6-8 reported having a growth mindset and 47% having challenging feelings. 695 students did not take the survey.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities-PLUS Program</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>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: Additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Strategy 1- King School provided and promoted parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), a Community Assistant was hired and has been helpful in coordinating the parent center activities. Parents did not attend the CAFE conference this year although it was budgeted. Parent conferences and home visits occurred, but there is a need for monitoring. Strategy 2- Parent and student engagement through on campus parent and student activities increased with monthly activities. Additionally, more staff participated and provided valuable information to families at these events. Both certificated and classified staff were compensated for their after hours in order to provide parent outreach nights. Strategy 3- The Parent Center will increase parent education opportunities through classes. Most of the classes provided were by King staff or volunteer agencies this school year. We did host a weekly ESL class for parents. We also had a session hosted by University of Pacific for parenting TK/K students. PIQUE was not hired this year as it was last year. Although, it was budgeted. The literacy and SEL classes were provided by counselors and teaching staff.

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

We did not hire PIQUE this year to provide the training. We did trainings in house by our expert staff. Consultant Fees, e.g. \$12,500 (Object Code 58100)

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.

Under Strategy 1-Provide recognition/incentives/training for parent volunteers. Possibly recognize parents at assemblies. Purchase technology and curriculum support for parents. Under Strategy 2-Provide opportunities to visit specialty high schools and colleges near King. Plan for a Career Day. Under Strategy 3-Increase Parent Cafe to weekly and survey parents for topics. Possibly hire another Community Assistant for further outreach Look into the PIQUE Program to assist in parent trainings Calendar ahead parent trainings for the center

Goal 4.1

Goal #	Description
Goal 4.1	King School will engage in meaningful partnerships with all stakeholders (parents, staff, students, and community members) in order to assist students in reaching academic and career goals.
	By June 2025, King School will increase Parent Coffee Hour attendance from an average of 15-20 parents attending to 25-30 parents per session.
	By June 2025, King School will increase parent and student family engagement activities to one-two a month.
	By June 2025, King School will increase the number of parent connections through meetings and activities by 10%.

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.

Parents need to be actively monitoring/participating in their student's education? Parents do not attend parent conferences or monitor their children when they do not complete assignments.

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 participation in coffee hour workshops Sign-Ins	10-15 on average for the 2024 school year	Increase to 25-30 per session
Sign-Ins for Parent/Student Involved activities	Approximately 250	Increase by 40% to 350
Calendared events	Monthly Student of the Month Events for the 2023-24 school year 7 community events held for the 2023-24 school year	Maintain calendar for monthly community events.

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>King School will provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families. Teachers will increase the number of parent conferences to 1 per trimester. Home visits are options for those families that are disconnected. We will recruit and train parent volunteers to be room parents. A designated teacher will train parents on how to help in the classroom with a focus on K-2. Staff will be compensated for meetings outside of contractual hours.</p> <p>A Community Assistant (0.4375 FTE- Site Funding) will be available to build partnerships between the school site, parents and the community. They will work with families to remove barriers around attendance as well as increase parent engagement in school events such as parent coffee hours, back to school night, and parent-teacher conferences.</p> <p>School Events: Increase parent and student engagement through on campus parent and student activities to one per trimester in addition to our Student of the Month Celebrations. Parents will have the opportunity to participate in college and career readiness activities, such as college field trips, AVID information & AVID nights, career day, family nights in literacy, science and math. Both certificated and classified staff will be compensated for their after hours in order to provide parent outreach nights.</p> <p>Title I Funding Allocation: Additional Teacher Compensation: \$17,418 Classified Additional Compensation: \$4,500 Community Assist Salary & Benefits (0.4375 FTE): \$27,250 Non - Instructional Meeting Materials: \$3,570 -Title I Parent Equipment: \$2,000 -Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Conferences: \$8,000 Additional Instructional Assistants Compensation: \$2,000</p>	Students with Disabilities, Low Income, English Learners, Foster Youth, All Students	<p>\$17,418</p> <p>\$8,000</p> <p>\$27,250</p> <p>\$2,000</p> <p>\$4,500</p> <p>\$3,570</p> <p>\$2,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I</p> <p>3010 - Title I - Parent</p> <p>0100 - LCFF/S&C (site)</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			
4.1.3	<p>Community Schools Supports and Resources</p> <p>The Parent Center will increase parent education opportunities through classes such as the Latino Literacy and/or Parent Institute for Quality Education (PIQE) in order to provide classes that will increase parent knowledge in how to help their children be successful students in school and beyond. Parents requested additional classes in SEL and Literacy training.</p> <p>Title I Funding Allocation: Instructional Materials & Supplies: \$1,000 -Title I Parent</p> <p>LCAP 4.3 Community Schools Supports and Resources: Consultants: \$12,000</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$12,000</p> <p>\$1,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I - Parent</p>
4.1.4	<p>Parent Advisory Committee Supports and Resources</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>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

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

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

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

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	King School will insist on implementing Restorative Justice Programs: Replace punitive discipline systems that disproportionately affect African American students with restorative practices that focus on repairing harm and building community. King school will reduce suspension rate for African American students from 9.3% suspended to < than 2% based on 2022-23 Ca. Dashboard.

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.

Parents need to be actively monitoring/participating in their student's education? Parents do not attend parent conferences or monitor their children when they do not complete assignments.

Our chronic absentee rate in 2023 was at 35%. Our goal is to decrease it by 10%. It currently is at 29.14% at mid-May for a decrease of 6%.

In 2023, our African American students were listed as being suspended at a higher level than other subgroups. Last year 10 students of this subgroup were suspended compared to 2 this year.

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
Synergy Suspension Reports	9 incidents for our AA subgroup (22-23) 1 incident (23-24)	Out of 24 AA students for 24-25 less than 2 incidents.
Ca. Dashboard	9.3% suspended at least 1 day out of 54 students.	Significant reduction to move into the Green or Blue band

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>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>			
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): Additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</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: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Teachers and staff will receive training and support on restorative practices for the classroom and district wide. The focus will be on building an repairing relationships by demonstrating behaviors and support students in reflecting on behaviors and specific situations.</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: Consultants: \$10,000</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$10,000	0100 - LCFF/S&C (site)
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	\$435,877.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$695,145.00

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	\$429,307.00
3010 - Title I - Parent	\$6,570.00

Subtotal of additional federal funds included for this school: \$435,877.00

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)	\$259,268.00

Subtotal of state or local funds included for this school: \$259,268.00

Total of federal, state, and/or local funds for this school: \$695,145.00

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: King Elementary

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.

09-26-2024

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

10-04-2024

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 10-29-2024

Date of Meeting

(Optional)

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

Leadership

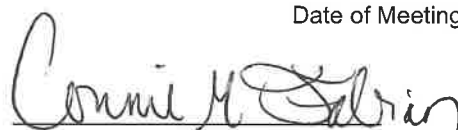
04-04-24 & 11-07-24

Committee

Date of Meeting

Attested:

Connie Fabian



12-03-2024

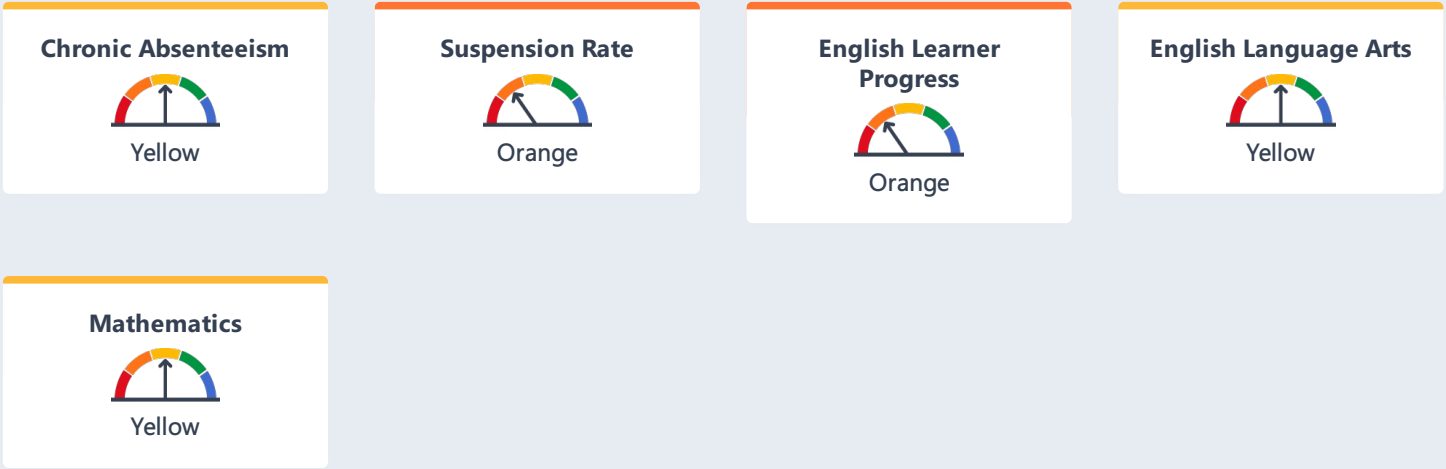
Typed Name of School Principal

Signature of School Principal

Date

King Elementary

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



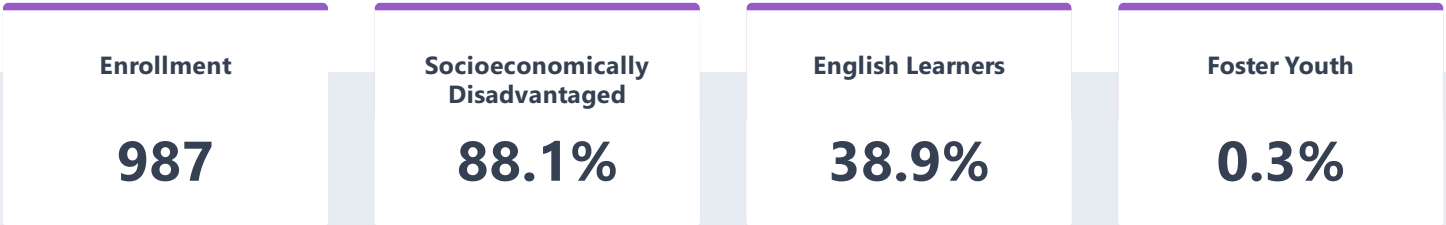
School Details

<div>NAME</div> King Elementary	<div>ADDRESS</div> 2640 East Lafayette Street Stockton, CA 95205-5713	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

KING ELEMENTARY

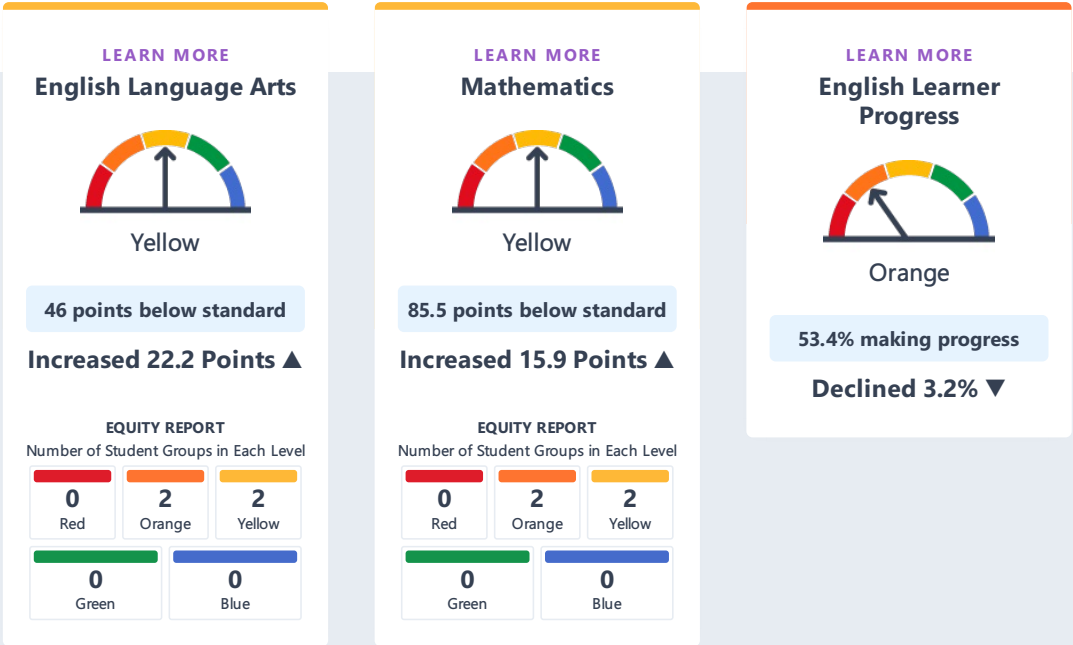
Student Population

Explore information about this school's student population.



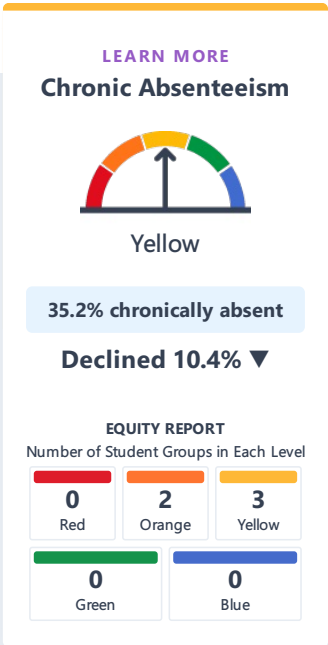
Academic Performance

View Student Assessment Results and other aspects of school performance.



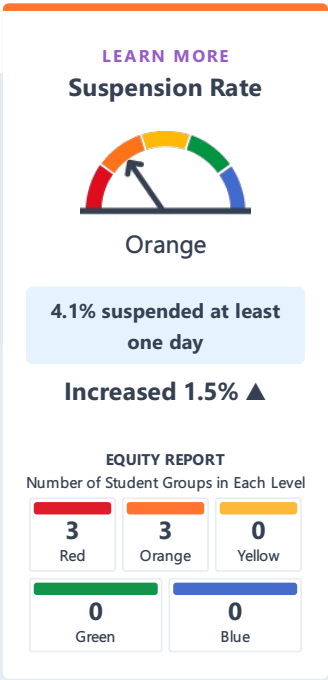
Academic Engagement

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



Conditions & Climate

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



Academic Performance


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

English Language Arts

All Students

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

All Students



Yellow

46 points below standard


Increased 22.2 Points ▲

Number of Students: 595

Student Group Details


All Student Groups by Performance Level

11 Total Student Groups



Red


No Student Groups



Orange

English Learners


Students with Disabilities



Yellow


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

White

African American



No Performance Color

51.7 points below standard

Increased 47.3 Points ▲

Number of Students: 23

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

111.5 points below standard

Number of Students: 22

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Orange

80.2 points below standard

Increased 14.7 Points ▲

Number of Students: 238

Students with Disabilities



Orange

103.1 points below standard

Increased 32.4 Points ▲

Number of Students: 61

Hispanic



Yellow

47.8 points below standard

Increased 20.1 Points ▲

Number of Students: 551

Socioeconomically Disadvantaged



Yellow

49.7 points below standard

Increased 21.1 Points ▲

Number of Students: 529

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

68.2 points below standard

46 points below standard

English Language Arts Data Comparisons: English Learners


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

Current English Learners	Recently Reclassified English Learners	English Only
114.9 points below standard Increased 5.9 Points ▲ Number of Students: 161	7.4 points below standard Increased 33 Points ▲ Number of Students: 77	45.4 points below standard Increased 24.4 Points ▲ Number of Students: 187

Mathematics

All Students







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

All Students

Yellow

85.5 points below standard
Increased 15.9 Points ▲
Number of Students: 595

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups		
 Red No Student Groups	 Orange English Learners Students with Disabilities	 Yellow Hispanic Socioeconomically Disadvantaged
 Green No Student Groups	 Blue No Student Groups	 No Performance Color African American American Indian Asian

African American

No Performance Color

114.9 points below standard

Increased 19.1 Points ▲

Number of Students: 23

American Indian

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 10

Foster Youth

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 3

Homeless

No Performance Color

138.5 points below standard

Number of Students: 22

Two or More Races

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: 6

English Learners

Orange

99.7 points below standard

Increased 13.4 Points ▲

Number of Students: 238

Students with Disabilities

Orange

135.1 points below standard

Increased 15.7 Points ▲

Number of Students: 61

Hispanic

Yellow

85.9 points below standard

Increased 16 Points ▲

Number of Students: 551

**Socioeconomically
Disadvantaged**

Yellow

89.1 points below standard

Increased 14.5 Points ▲

Number of Students: 529

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	101.4 points below standard	85.5 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

127.1 points below standard

Increased 9 Points ▲

Number of Students: 161

Recently Reclassified English Learners

42.3 points below standard

Increased 22.9 Points ▲

Number of Students: 77

English Only

89.9 points below standard

Increased 20.1 Points ▲

Number of Students: 187


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

53.4% making progress towards English language proficiency

Declined 3.2% ▼

Number of EL Students: 268

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.

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=39686766042568&year=2022-23>

All Students



Yellow

35.2% chronically absent


Declined 10.4% ▼

Number of Students: 1,043

Student Group Details


All Student Groups by Performance Level

12 Total Student Groups



Red


No Student Groups



Orange

African American

Students with Disabilities




Yellow

English Learners


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

○ ● ○ ○ ○ ○ ○

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

17.4% chronically absent

Declined 27.1% ▼

Number of Students: 23

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

54.5% chronically absent

Declined 15.8% ▼

Number of Students: 44

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

40% chronically absent

Declined 21.5% ▼

Number of Students: 15

African American



Orange

59.2% chronically absent

Declined 11.4% ▼

Number of Students: 49

Students with Disabilities



Orange

40.4% chronically absent

Declined 11.7% ▼

Number of Students: 94

English Learners



Yellow

28.6% chronically absent

Declined 10.9% ▼

Number of Students: 419

Hispanic



Yellow

34.3% chronically absent

Declined 9.2% ▼

Number of Students: 945

Socioeconomically Disadvantaged



Yellow

35.9% chronically absent

Declined 10% ▼

Number of Students: 927

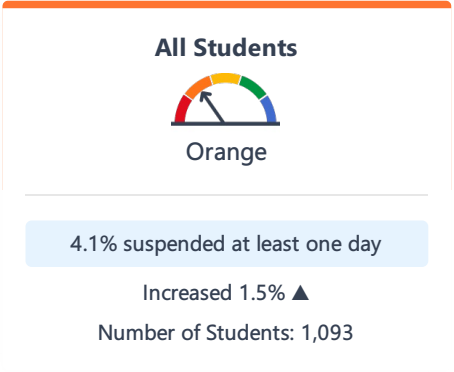
Conditions and Climate

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

Suspension Rate

All Students

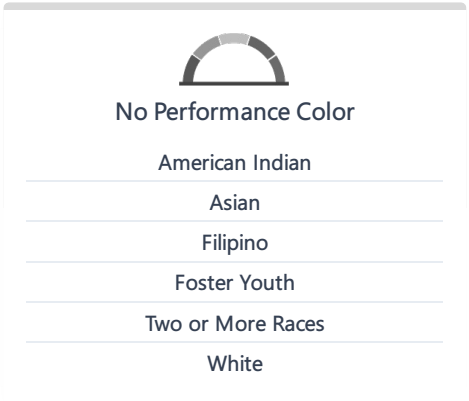
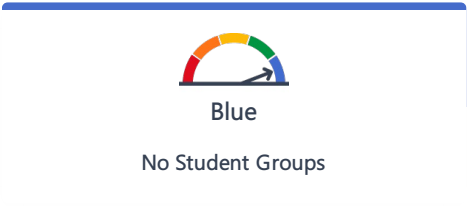
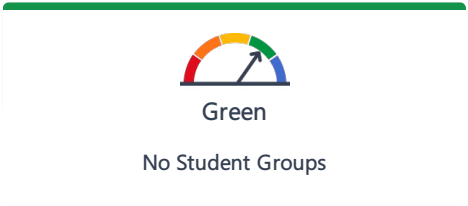
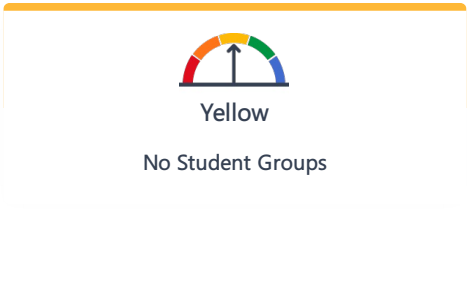
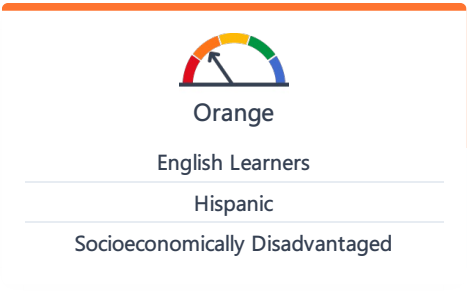
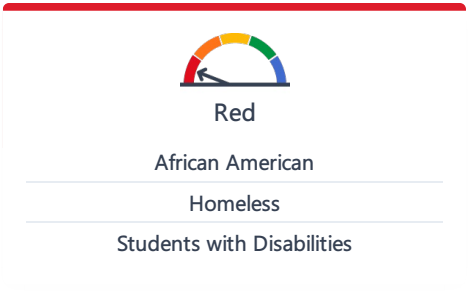
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



American Indian

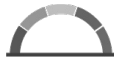


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 23

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White



No Performance Color

6.3% suspended at least one day

Declined 7.1% ▼

Number of Students: 16

African American



Red

9.3% suspended at least one day

Increased 0.6% ▲

Number of Students: 54

Homeless



Red

6.1% suspended at least one day

Increased 6.1% ▲

Number of Students: 49

Students with Disabilities



Red

7.3% suspended at least one day

Increased 2.2% ▲

Number of Students: 96

English Learners



Orange

2.3% suspended at least one day

Increased 0.5% ▲

Number of Students: 429

Hispanic



Orange

3.9% suspended at least one day

Increased 1.8% ▲

Number of Students: 986

Socioeconomically Disadvantaged



Orange

4.4% suspended at least one day

Increased 1.9% ▲

Number of Students: 968

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	2.6%	4.1%

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