

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

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

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
August Elementary	39686766042519	05/24/2023	06/20/2023

Purpose

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

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

Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

CA Healthy Kids Survey, ELAC Parent Needs Survey

Classroom Observations

AVID Walkthroughs

Analysis of Current Instructional Program

Student admin and support staff first met to make a plan on addressing the CNA for 2023-2024. Google surveys and a fishbowl activity were planned for the April leadership meeting. The CNA was then brought to SSC and Student Council for input.

The following committees had input on the CNA:

- August Leadership Team: Met (4/27/23) to review the SPSA goals and did a fishbowl type activity to develop some problem and root cause statements.
- Student Council (Student Leadership): Met (4/12/23) to review PLUS survey data and discuss culture climate of August. Students were quite vocal regarding providing more school-wide school fun events.
- School Site Council (SSC): Met (4/06/23 at the Spring 1st Meeting) to review the CNA and to acquire input.

Standards, Assessment, and Accountability

CASSP, iReady, ELPAC, SIPPS, CA Accountability Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

Refer to Addendum - Decision Making Model

Staffing and Professional Development Strengths

Refer to Addendum - Decision Making Model

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): August School still does not have 100% of their teachers trained in AVID as recommended for school-wide certification. **Root Cause/Why:** August School has two Special education teachers, a PE teacher, and one newly acquired teacher that are not AVID trained as of April, 2023.

Needs Statement 2 (Prioritized): Math scores have been stagnant with little growth since returning from the pandemic. **Root Cause/Why:** Schoolwide focus has been on reading and writing, including the platooning for the new SIPPS Program focusing on phonics and beginning reading skill.

Needs Statement 3 (Prioritized): August Staff needs to recalibrate our PLC implementation by following PLC protocols, using CFA's, making SMART goals, looking at data, and having school-wide and grade level collective commitments. We need to expand to more vertical collaboration. **Root Cause/Why:** Teachers were working in isolation during the pandemic. We need to relearn how to work in collaboration following the PLC protocols.

Teaching and Learning

Teaching and Learning Summary

Refer to Addendum - Decision Making Model

Teaching and Learning Strengths

Refer to Addendum - Decision Making Model

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Platooning to meet the needs of our students, including addressing the achievement gap (post pandemic) was not school-wide. **Root Cause/Why:** There is not buy-in and the time to platoon was not built into our daily schedule.

Needs Statement 2 (Prioritized): Math data continues to follow district trend of little growth. We continue to use the district adopted curriculum without any supplemental programs. **Root Cause/Why:** School-wide focus in 2022-23 was the writing genres and school-wide graphic organizers along with SIPPS implementation. There was not a school-wide Math goal.

Needs Statement 3 (Prioritized): There needs to be more hands on Science instruction for all students. Science will soon be part of the California Dashboard and science instruction needs to start in Kindergarten. **Root Cause/Why:** Science is currently only tested in fifth and eighth grades. August students start Kindergarten below grade level and thus there is a big push for the early foundational need (learning to read) still in third grade as opposed to students starting to read to learn.

Parental Engagement

Parental Engagement Summary

Refer to Addendum - Decision Making Model

Parental Engagement Strengths

Refer to Addendum - Decision Making Model

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): The August community is requesting more family engagement nights for the 2023-24 school year. STEAM, Literacy, AVID, and Math nights. **Root Cause/Why:** August School offered parent coffee hours, parent tech trainings and a few other parent trainings in the 2023-24 school year, but only trunk or treat and AVID family night for school-wide family engagement events.

School Culture and Climate

School Culture and Climate Summary

Refer to Addendum - Decision Making Model

School Culture and Climate Strengths

Refer to Addendum - Decision Making Model

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students are requesting more involvement of student council in organizing fun events at August School. **Root Cause/Why:** It's been a slow restart (post pandemic) to life as usual at August School. Clubs like Club Live never got off the ground with a change of staff who ran it.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELD/ELA Smart Goals: ELA: By EOY 2024, per iReady Diagnostic Results Report, Tier 1 students (at or above grade level) will increase 22% from Fall (diagnostic 1) to Spring (diagnostic 3). EL: By EOY 2024, per ELPAC, we will reclassify at least 10% of our EL students. Math Smart Goal: Math: By EOY 2024, per iReady Diagnostic Results Report, Tier 1 students (at or above grade level) will increase 22% from Fall (diagnostic 1) to Spring (diagnostic 3).

Identified Need

August School still does not have 100% of their teachers trained in AVID as recommended for school-wide certification.

Math scores have been stagnant with little growth since returning from the pandemic.

August Staff needs to recalibrate our PLC implementation by following PLC protocols, using CFA's, making SMART goals, looking at data, and having school-wide and grade level collective commitments. We need to expand to more vertical collaboration.

Platooning to meet the needs of our students, including addressing the achievement gap (post pandemic) was not school-wide.

Math data continues to follow district trend of little growth. We continue to use the district adopted curriculum without any supplemental programs.

There needs to be more hands on Science instruction for all students. Science will soon be part of the California Dashboard and science instruction needs to start in Kindergarten.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Results Report ELPAC (District RFEP Dashboard)	Reading: Tier 1 (at or above grade level): increased 20% 2022 Fall iReady Diagnostic 1: 15% 2023 Spring iReady Diagnostic 3: 35% Math: Tier 1 (at or above grade level): increased 24% 2022 Fall iReady Diagnostic 1: 8% 2023 Spring iReady Diagnostic 3: 32% ELPAC: 2022-2023 RFEP Rate: 12.8%	Reading: Tier 1 (at or above grade level): Spring iReady 2024- increase 22% Math: Tier 1 (at or above grade level): Spring iReady 2024- increase 22% ELPAC: 2023-2024 RFEP Rate: minimum 10%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

AVID Leadership/PLC Team: Teachers, administrators, program specialist and coaches will meet monthly to discuss data and strategies/activities that enhance student achievement, including AVID implementation and recalibration of the PLC process. This team will review curriculum implementation and effectiveness of current programs, and make suggestions or appropriate changes to increase student achievement. This team will also meet more frequently (more than once a month) when preparing for an AVID showcase or monthly AVID visits. Teacher additional time for attending Leadership (11500) 13 teachers X 25 hours X \$60 p/ hour = (Allocating \$21,000)-Title I (50643) The Program Specialist will attend leadership meetings and serve as the AVID coordinator at such meetings throughout the year. 19500 - 1 Program Specialist X 15 meetings @ \$60p/hr X 1.5 hrs = \$1500--Title I (50643) Substitute Teachers for Teacher release time and Academic Conferencing (11700)-- 13 days X \$250 X 2 subs=\$6,500,-LCFF (23030) Instructional Coaches (1 @ .5 FTE Instructional Coach - Centralized Service) will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach assists with facilitation of Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms. Instructional Coach--additional time (19500)--10 hours for supporting teachers with planning and collaboration after school. (1 instructional coach X 10hrs each X \$60 = \$750)- LCFF (23030) August Program Specialist: The program specialist will assist with implementing the SPSA goals including working with teachers around the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences once per year with every grade level. This includes goal setting and identification of students for tier 3 intervention. For all local assessments (iReady), the PS will create the testing master schedule, including identifying students who require special factors and/or makeups. The PS will create the bilingual assistant's schedules while overseeing their monitoring logs and coordinate training reminders with LDO trainings. The PS will assist with monitoring our progress in AVID and providing students and site with GOOGLE log on issues while maintaining a system for chromebook carts and a system for chromebook checkouts. The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, iReady, and CAA. The program specialist serves as the Bilingual Program Coordinator

as well as the AVID Coordinator. Program Specialist--\$53,866 LCFF--\$98,190Title I--FTE (19101) Program Specialist--additional time (19500)--10 hours for supporting teachers with planning and collaboration after school. PS will participate on the writing cadre to address a school-wide writing process and meet with Tier 3 intervention teacher to assist with placement, ongoing assessments and movement of Tier 1, 2, 3, students as deemed necessary 19500- 1 Program Specialist X 20 hrs X \$75 p/hr=\$1500--Title I (50643) Add Funds to: Instructional supplies to support district adopted curriculum for ELA and Math, AVID implementation, and intervention to support closing the achievement gap, etc. The instructional supplies include, but are not limited to items like staplers, tape, glue, doc cams, construction paper, colored pencils, expo markers, permanent markers, crayons, composition books, highlighters, post it notes, binder dividers, etc. 43110- \$5,000 -23030 LCFF ****General supplies are unallowable using State & Federal funds.**** Teachers will meet in grade level PLC's to plan lessons and determine what supplemental materials will be required for the lessons. Examples of materials includes, but is not limited to whiteboards, manipulatives, notebooks, composition books, and paperback books. AVID showcase days, Literacy Nights and Steam nights include activities that sometimes require instructional materials that may include, but are not limited to items like staplers, tape, glue, doc cams, construction paper, colored pencils, expo markers, permanent markers, crayons, etc. Non Instructional supplies to support district adopted curriculum in ELA and Math include, but are not limited to cricket machine and supplies, teacher resource supplies like manipulatives, individual white boards, etc. 43110 \$5,000-LCFF (23030) ****General supplies are unallowable using State & Federal funds.**** AVID Summer Institute in 2024 (San Diego or other location) and/or District offered pathways 5 Teachers Flight and Hotel: 52150- 5 Teachers X \$2,000= \$10,000---Title I (50643) Program Specialist Flight and Hotel: 52150 X \$2000---Title I (50643) Instructional Coach: Flight and Hotel: 52150 X \$2000---Title I (50643) School Counselor: Flight and Hotel: 52150 X \$2000---Title I (50643) 2 Admin: Flight and Hotel: 52150 X \$2,000 = \$4,000----LCFF (23030) AVID Post SI Collaboration Day AVID Leadership Collaboration Administration Support of AVID Implementation- Admin will meet with the AVID SI team in the summer after AVID SI to collaborate on strategies to present for following year AVID PD. 5 Teachers X \$50p/hr X 4 Hours = \$1000 ---Title I (50643) 1 Program Specialist X \$75p/hr X 4 hours = \$300--Title I (50643) 1 counselor X \$50p/hr X 4 hours = \$200--Title I (50643) 1 Instructional Coach X \$75 p/hr X 4 hours = \$300 -- Title I (50643) 10 people- 1 additional night stay in hotel for AVID collaboration: (5 teachers, program specialist, instructional coach, principal, AP and counselor)-10 X 600 = \$6000---Title I (50643) iReady 2022-2023 Data : Reading: Tier 1 (at or above grade level) diagnostic 1 (Fall): 15%, diagnostic 2 (Winter): 26%, diagnostic 3 (Spring): 35% Tier 2 (one grade level below) diagnostic 1 (Fall): 33%, diagnostic 2 Winter): 32%, diagnostic 3 (Spring): 29% Tier 3 (two or more grade levels below) diagnostic 1 (Fall): 51%, diagnostic 2 (Winter): 43%, diagnostic 3 (Spring): 36% Math: Tier 1 (at or above grade level) diagnostic 1 (Fall): 8%, diagnostic 2 (Winter): 15%, diagnostic 3 (Spring): 32% Tier 2 (one grade level below) diagnostic 1 (Fall): 39%, diagnostic 2 (Winter): 42%, diagnostic 3 (Spring): 34% Tier 3 (two or more grade levels below) diagnostic 1 (Fall): 53%, diagnostic 2 (Winter): 43%, diagnostic 3 (Spring): 34%

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$98,190	50643 - Title I
\$53,866	23030 - LCFF (Site)
\$22,800	50643 - Title I
\$6,500	23030 - LCFF (Site)
\$10,000	23030 - LCFF (Site)
\$20,000	50643 - Title I
\$750	23030 - LCFF (Site)
\$3,000	50643 - Title I
\$10,000	23030 - LCFF (Site)
\$11,202	50643 - Title I Salary Contingency
\$13,200	23030 - LCFF Salary Contingency

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Students in grades 1-8 reading below grade level will receive additional support focusing on foundational skills and early literacy intervention. Students below grade level in math will receive additional support. Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school. August will have four teachers offer tutoring twice per week for 10 weeks to students after school. Teachers will use the winter report cards, Winter iReady data, and will focus on Tiers 2 and 3 students to receive additional support in Reading and Math. Dashboard to identify students and/or subgroups for enrollment in the tutoring after school. 11500-Additional Comp 4

teachers X 10 weeks (20 sessions) X \$60 =\$4,800 (encumber \$5,000) - LCFF (23030) Students at or above grade level will receive extended learning opportunities after school that will challenge their critical thinking. A teacher will provide enrichment to a multi-grade group to challenge critical thinking and further sharpen 21st Century skills to students at or above grade level. 11500-Additional Comp 1 teacher X 10 weeks (20 sessions) X\$60 = \$1,200 LCFF (23030) 11700-Additional Subs (if needed) @\$200p/day = For a total amount not to exceed \$8,000--Title I (50643) The bilingual assistant work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistant also work an additional hour to pull small groups for extra support. Bilingual Assist (21101)-- Funded through district LCAP Teachers will collaborate to develop a plan to address the achievement gap and plan lessons that frontload curriculum. We have determined the need for supplemental instructional materials that will be needed throughout the PLC collaboration process. Examples of materials includes, but is not limited to whiteboards, pencils, whiteboard expo pens, notebooks, composition books, and paperback books, graph paper, index cards, chart paper, etc. We will also need to replace worn out technology overused for distance learning such as projectors, doc cams, laptops, student chromebooks, speakers, etc. 44000- \$4,460- LCFF (23030) ****General supplies are unallowable using State & Federal funds.**** Maintenance Agreements - \$5,000: Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment for students 56590-\$5,000 Title I (50643)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$6,200	23030 - LCFF (Site)
\$8,000	50643 - Title I
\$4,460	23030 - LCFF (Site)
\$5,000	50643 - Title I

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

All August students will have access to the Accelerated Reader and/or Raz Kids Programs to build reading fluency and comprehension skills. Primary and Special Education students will have access to Starfall for additional fluency support. Accelerated Reader Student License (58450) --\$2,000--LCFF (23030) RAZ Kids Student License 58450-\$4,000- LCFF (23030) Starfall Students License 58450- \$500- LCFF (23030) Total in Student Licenses: \$6,500 iReady 2022-2023 Data : Reading: Tier 1 (at or above grade level) diagnostic 1 (Fall): 15%, diagnostic 2 (Winter): 26%, diagnostic 3 (Spring): 35% Tier 2 (one grade level below) diagnostic 1 (Fall): 33%, diagnostic 2 Winter): 32%, diagnostic 3 (Spring): 29% Tier 3 (two or more grade levels below) diagnostic 1 (Fall): 51%, diagnostic 2 (Winter): 43%, diagnostic 3 (Spring): 36% Math: Tier 1 (at or above grade level) diagnostic 1 (Fall): 8%, diagnostic 2 (Winter): 15%, diagnostic 3 (Spring): 32% Tier 2 (one grade level below) diagnostic 1 (Fall): 39%, diagnostic 2 (Winter): 42%, diagnostic 3 (Spring): 34% Tier 3 (two or more grade levels below) diagnostic 1 (Fall): 53%, diagnostic 2 (Winter): 43%, diagnostic 3 (Spring): 34%

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$6,500	23030 - LCFF (Site)

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

August School implements AVID school-wide strategies to all students. In 2019 it was named an AVID Showcase School. Students in grades 6th-8th have the opportunity to select AVID as an elective course. Students in grades TK-5 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. August has an AVID Leadership team working on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for

implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. August also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. August AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program. August has a team of thirteen teachers attending the AVID Summer Institute in San Diego this summer. The goal is for all August teachers to attend an AVID Summer Institute and/or pathways trainings for full implementation of the program/strategies. August implements AVID school-wide and is a certified AVID showcase school. We have annual AVID goals which include a school-wide organization goal that requires purchasing materials such as, but not limited to binders, Nikki Folders, dividers, chart paper, post-it notes, binder dividers, binders, crayons & markers (for one pagers), pencil pouches, and highlighters, etc. Instructional Materials-43110 - \$5,000-LCFF (23030) ****General supplies are unallowable using State & Federal funds.**** Duplicating instructional materials, student resources, AVID banners, etc (57150) --\$1,500--LCFF AVID Fieldtrips to Colleges-(57250)-\$3,000--LCFF

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Ongoing professional development for teachers and paraprofessionals in the areas of Reading, Math, English Learners, and Science to close the achievement gap at August and ensure students are receiving the highest quality education possible. San Joaquin County Office of Education (SJCOE): Teachers and paraprofessionals will attend workshops offered through SJCOE during the 2023-2024 school year that focus on improving our instruction and pedagogy in: Math, English Language Arts, Science, and improving the educational outcomes for our English Language Learners. Substitutes will be provided so teachers can attend these workshops. \$2,500- LCFF (23030) 11700-Additional Subs @\$200p/day = For a total amount not to exceed \$2,000 -LCFF (23030) SJCOE; Math Consultant August teachers will receive demo lessons in math in grades TK-* from an expert math consultant from SJCOE. The consultant will focus on math approaches, routines, and strategies to build capacity and increase teacher skillset in math, which will in return increase student math achievement. Consultant agreement with SJCOE; not to exceed (51000) \$5,000 - LCFF (23030) 2023 California Science Education Conference in Palm Springs, October 20-22, 2023 3-4 members of the Science team along with the Program Specialist will attend the California Science Education Conference in Palm Springs. This is hosted and organized by the California Association of Science Educators (CASE). It is an opportunity to grow professionally in order to improve student outcomes and access a high quality science education. The August team will receive exclusive and enriching hands on experiences in state of the art Science centers and in the natural world. They will bring back new ideas, new learnings, new contacts, new resources, and be refreshed and motivated to continue implementing the California Next Generation Science Standards in their classrooms. This team will present these new skills/tools to the teachers at a staff meeting. 3-4 teachers : Flight and Hotel: 52150- 4 Teachers X \$2,000= \$8,000---LCFF (23030) Program Specialist Flight and Hotel: 52150 X \$2000---LCFF (23030) 11700-Additional Subs : 4 Subs @ \$200 p/day X 2 days = \$1600--LCFF (23030) 4 teachers and 1 program specialist registration for conference: 5 X \$310 = \$1550--LCFF-- (23030) PLC Conference 23-24

(Location TBD) August Staff will attend the PLC conference to learn, refine and bring back skills/tools to to share with the greater staff at future staff meetings. This team will meet before/during/after to do pre-work and disseminate the information/resources attained at the conference. 2024 PLC Conference (location TBD) 2 Teachers (flight & Hotel) 3 X \$2,000 = \$4,000 1 Program Specialist (flight & Hotel) 1 x \$2,000 = \$2,000 2 Admin (flight \$ hotel) 2 x \$2,000 = \$4,000 Total of \$10,000 budgeted --LCFF (23030) Other staff will be added to this list if funds are available in the spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,500	23030 - LCFF (Site)
\$11,550	23030 - LCFF (Site)
\$3,600	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$10,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

The AVID/PLC team meets once a month to discuss data trends and monitor AVID implementation of goals. This team also looked at curriculum implementation, iReady progress, and diagnostic results. During the month of November, this team met multiple time to prepare for our National Virtual AVID Showcase that occurred on December 6, 2022. Monthly AVID strategies have been monitored through the use of a strategy of the month bulletin board. Pictures of the bulletin boards are gathered and posted on a slide show on a padlet for data monitoring purposes. Academic conferences for all grades were held in January, 2023 . Since August School did not have a coach for the 2022-2023 school year, there were no opportunities for extra hours. The Program Specialist worked hard at August and completed all her assigned tasks, including monitoring our EL Program and coordination of state and local testing. Our Parent Liaison became an 8 hour employee so there was no need to timesheet him for additional hours. A team of teachers, the program specialist and both Admin participated in AVID Summer Institute and AVID Expo in the month of June to support our school-wide certification requirements. Due to high teacher interest in participating in the ELOP Enrichment Program, there were no August teachers time sheeted for extended day tutoring. The bilingual assistant became a 6 hour employee funded through the LCAP in 2022-23. Maintenance agreements for the copy machines were used to keep them running and in working order. Students used either Accelerated Reader or Raz Kids Programs to help build fluency and comprehension skills. August School implements AVID school-wide and is a certified National Showcase Site. There are required materials such as binders, post it notes, highlighters, crayons, Nikkey folders, etc. that are needed to effectively implement the program. We order planners through reprographics and the AVID elective classes take a college field trip each year. iReady Fall to Winter Data (2022): Reading Fall iReady: to Winter iReady Tier 3 (Red): 51% Tier 3 (Red): 43% Tier 2 (Yellow): 34% Tier 2 (Yellow): 32% Tier 1 (Green): 15% Tier 1 (Green): 26% Math Fall iReady: to Winter iReady Tier 3 (Red): 53% Tier 3 (Red): 43% Tier 2 (Yellow): 39% Tier 2 (Yellow): 42% Tier 1 (Green): 8% Tier 1 (Green): 14%

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

August School still did not have a coach in 2022-23. There were also some changes in district regulations and protocols. This affected the budget in some areas in two of the five strategies in Goal 1 . In Strategy/Activity 1, the activities affected were: --Parent Liaison Extra Hourly: Our Parent Liaison was hired full time (8 hour position) so there was no need for the extra hourly comp (\$3,000-LCFF). --Extra Comp Inst. Coaches: August School's coach was pulled in August to teach in the VA program. There was no extra comp paid out (\$1500- Title I). --Avid Summer Institute Hourly rate (6 hrs X 3 days) for teachers attending the SI: District protocol no longer allows teachers to be compensated (hourly rate) for conference time (\$7,200-LCFF). In Strategy/Activity 2, the activities affected were: --Extended Day Tutoring: All teachers participated and were paid through the district's ELOP account for extended day tutoring. Therefore there were no timesheets for extended day tutoring (\$7,500-Title I).

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.

In the 2023-2024 academic year, August School is expecting to receive a full time instructional coach. The parent liaison is now a n 8 hour employee, thus there will no need for extra hourly pay. The district AVID account will be providing the AVID planners for the 2023-24 school year. Our site is attending the PLC conference in Las Vegas and plan to do so in 2023-24. Depending on available funds in the 2023-2024 budget, we may bring in a consultant from SJCOE to work with staff in the area of Math to address iReady Math data which shows a high number of teachers in Tiers 2 and 3.

LCAP Goal

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

Goal 2.1

August's suspension rate for all students will maintain under 3% as measured by suspensions on the dashboard in spring 2024. August's Chronic Absenteeism rate for all students will decrease from 30.5% to under 20% as measured by Chronic Absenteeism on the Dashboard in Spring 2024.

Identified Need

Students are requesting more involvement of student council in organizing fun events at August School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Chronic Absenteeism Rate for 2022/2023: 28.7% # of students enrolled: 636 # of students with 10% or more absences: 353 # of SART Meetings: 6 Chronic absenteeism requires ongoing monitoring to keep our percentage of students identified as chronic under 10%. Administrators, Parent Liaison and Counselors along with assistance from Child, Welfare and attendance all work together to keep our numbers below 20% as monitored by a bimonthly report provided from the district. Strategies and interventions are ongoing. Perfect attendance t-shirts (for the trimester) will be given out to students who have perfect attendance for a consecutive 3 months (trimester) and will be awarded at an awards assembly. Open PO to California T's = 43200-\$3,500- LCFF 23034 ****General supplies are unallowable using State & Federal funds.****

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

August School's chronic absenteeism in the 2022-2023 school year improved in comparison to the previous year. As of end of April 2023, August School's chronic absenteeism was at 30.5% in comparison to previous year where we were at 53.89%. While we did have COVID cases in 2022-23, the number of cases reported decreased significantly. The number of students with 10 or more days of absences decreased to 194 out of 636 students in comparison to the previous year where we had 353 out of 655 students in the 2021-2022 school year. On a positive note, August School's suspension rate remains significantly low in the 2022-2023 school year maintaining at .005%. Our goal was to have our suspension rate remain under 2% for the 22-23 school year, which means we met this 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.

The perfect attendance flags were bought during the 22-23 school year once we focused on a local vendor as opposed to a vendor online. All other chronic absenteeism expenditures are cover through the incentive money provided by the district.

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.

Since we now have our attendance flags, we will introduce perfect attendance for the trimester t-shirts that will be printed by the same vendor in school colors advertising students who are on time, everyday, all day for the three consecutive months in the trimester. These students will also be invited to a pizza party

LCAP Goal

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

Goal 3.1

The percentage of August families participating in school sponsored virtual and in person (parent teacher conferences, parent coffee hour, family events, etc) will increase 10% as measured by snippets of participation tab on Zoom/sign in sheets

Identified Need

The August community is requesting more family engagement nights for the 2023-24 school year. STEAM, Literacy, AVID, and Math nights.

Students are requesting more involvement of student council in organizing fun events at August School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In sheets	Parent Meetings in 2022-2023: 35	Parents Meetings in 2023-2024: 40

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

Strategy/Activity 3.1.1

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

Strategy/Activity

The Parent Liaison will bridge the communication barriers between the school and the August Community through the development of parent training programs, parent coffee hours, parent conferences, and assisting with mass communication calls. The Parent Liaison will work alongside the administrators and teachers to provide support in increasing student achievement, improving attendance and the overall wellness of the August community. The Parent Liaison will assist August parents with access to: Parent Vue, Google Classroom Daily Summary, Zoom (when needed), and provide training in iReady so the parents can monitor student pathway progression. Per ELAC recommendations, site will inquire about English classes. ELAC parents are also requesting trainings on AVID, nutrition, parenting, social media safety, chromebook use, and extra time to access the chromebooks. 29101-1 FTE Parent Liaison \$65,450 --Title I (50643) 29101-\$52,700 --LCFF (23030) Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc. Parent Meetings \$3,397-Title I ****General supplies are unallowable using State & Federal funds.**** # of meetings conducted: 31 (parent coffee hour, IEP's, parent conferences, etc.) # of trainings: 15 (tech trainings, parent vue, class dojo, etc.) # of parents attending parent teacher conferences: 43 Non-instructional materials: paper, books, manipulatives, flashcards for parent resource check out resource center. 43200-\$2,000- LCFF(23030) ****General supplies are unallowable using State & Federal funds.**** Parent meetings/trainings to support student achievement in ELA and Math 43400-\$1,500- LCFF (23030) ****General supplies are unallowable using State & Federal funds.**** 42000 Books/Parent Reference Materials- \$231- -LCFF (23030)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,500	50647 - Title I - Parent
\$2,231	50647 - Title I - Parent
\$52,700	23030 - LCFF (Site)
\$65,450	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

For the 22-23 school year, our Parent Liaison continues to be an integral part of our support staff team to help engage our Hispanic families that make up roughly 84% of our population. He participated in ELAC, SSC, IEP, CARE and SST meetings throughout the year. The Parent Liaison helped get our parents connected through assistance with ParentVue, Zoom, Google Classroom, and Class Dojo. He became one of our resident tech experts on campus helping families with their technology issues. He hosts parent coffee hours and has already lined up outside agencies to present for the 23-24 year. The Family Steam Night did not occur again because we could not finalize a date with the vendor that worked for both of us.

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

There was a change to the expected expenditures for Goal 3, Strategy/Activity 1. --Family STEAM Night: Due to scheduling conflicts we could not once again hold our annual family STEAM Night with the Mad Scientist consultant (\$1,700-LCFF).

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.

For the 2023-2024 school year, we are planning more family engagement nights: --Parent AVID Showcase Night --STEAM Night --Literacy Night held prior to our Trunk-or-Treat event --Math Night w/ consultant from SJCOE --We will also look into Rosetta Stone classes for our parents as they are requesting such services to return.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$237,373.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$443,699.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50643 - Title I	\$222,440.00
50647 - Title I - Parent	\$3,731.00
50608 - Title I/ELA/Math Coach,InstSprtSu	\$0.00
50643 - Title I Salary Contingency	\$11,202.00

Subtotal of additional federal funds included for this school: \$237,373.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$193,126.00
23030 - LCFF Salary Contingency	\$13,200.00

Subtotal of state or local funds included for this school: \$206,326.00

Total of federal, state, and/or local funds for this school: \$443,699.00

August School Continuous Improvement: Decision Making Model 2023 --

--- CONFIRMS WHY ---		CONFIRMS HOW		--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am? <i>Raw data</i>	Do I know the gap between where I am and where I want to be? <i>Outcome data to increase by 3%</i>	Do I know what's causing me to be where I am? <i>What is causing our gap?</i>	Do I know what I need to do to get where I want to be? <i>Planned strategies</i>	Do I know what I need to do to assure that what I do works? <i>What do we need to be successful?</i>	Do I know what I need to do to confirm what I do works? <i>How do we know our implementation is successful? Annual review</i>
Demographics: Low Socio Economic : 93.13% Students with Disabilities: 12.27% English Learners: 44.92% Chronic Absenteeism: 2017: 14.80 2018: 14.10 2019: 8.02 2020: 15.89 2021: 53.73 2022: 29.58 COVID-19 Impact: -24.15 Suspension Rate: 2016: 9.40 2017: 8.50 2018: 3.30	CHRONIC ABSENTEEISM: <ul style="list-style-type: none"> Prior to COVID-19, Consistently making progress towards reducing our chronic absenteeism rate. Post Covid we are above our average 10%, but chronic absenteeism has decreased from 53.73% to 29.58. SUSPENSION RATE: <ul style="list-style-type: none"> Suspension rates have declined. There were no suspensions 	CHRONIC ABSENTEEISM: <ul style="list-style-type: none"> School-wide push for decreasing the chronic absenteeism rate Incentive program using incentives purchased with incentive money Collaboration with counselors, administrators, teachers, parent liaison, and CWA liaison SUSPENSION RATE: <ul style="list-style-type: none"> 2 Full time 	CHRONIC ABSENTEEISM: <ul style="list-style-type: none"> Allocate PBIS funds to support attendance incentives for multiple years. Continue systems for admin, counselor, and CWA to support students at risk for low attendance. Return to check ins with teams for chronic students. SUSPENSION RATE: <ul style="list-style-type: none"> Continue in-class presentations, restorative practices and 	CHRONIC ABSENTEEISM: <ul style="list-style-type: none"> PBIS funds aligned with attendance goals and incentive programs to support counselors, program specialist, admin, and CWA in reducing chronic absenteeism SUSPENSION RATE: <ul style="list-style-type: none"> 2.0 FTE counselors, AP, and mental health clinician to support positive behavior culture. 	CHRONIC ABSENTEEISM: <ul style="list-style-type: none"> Monitor and evaluate monthly attendance rates. SUSPENSION RATE: <ul style="list-style-type: none"> Monitor and evaluate monthly suspension rates, PLUS surveys, and office referrals. ELD/ELA/MATH PROGRAM IMPROVEMENTS: <ul style="list-style-type: none"> Monitor schedule and implementation of in-class presentations. Develop a schedule for

<p>2019: 3.18 2020: 0 2021: 3.73 2022: 2.46</p> <p>4 Year Decline Prior to COVID-19: 1.27%</p> <p>Reclassification Rate:</p> <p>2015/16: 14.40% 2016/17: 13.90% 2017/18: 16.50% 2018/19: 28.00% 2019/20: 8.10% 2020/21: distance learning 2021/22: 12.5% 2022/23: 20.3%</p> <p>SBAC ELA Trend</p> <p>2016/2017: 20.00 2017/18: 26.78 2018/19: 28.90 2019/20: 36.20 2020/21: No SBAC 2021/22: 21% 2022/23: 31%</p> <p>Post Pandemic ELA</p>	<p>during distance learning in 2020-2021 and we have been below 4% post Covid including this year with a total of 3 suspensions for the year.</p> <p>RECLASSIFICATION RATE/ELLS:</p> <ul style="list-style-type: none"> • Prior to COVID-19, consistently making strong gains in our RFEP rate. In 19/20, we had a sharp decrease in reclassification rates due to the schools shutting down. Since then we have increased our number of reclassifications <p>SBAC ELA</p> <ul style="list-style-type: none"> • Our ELA CAASPP scores have 	<p>counselors, and full time AP supporting Tier 1 support for behavior</p> <ul style="list-style-type: none"> • Mental Health Clinician supporting Tier 3 students <p>ELA/ELD GROWTH:</p> <ul style="list-style-type: none"> • Increase in the number of teachers using AVID strategies • Focus on the AVID WICOR elements • Focused professional development and increased collaboration time <p>MATH GROWTH:</p> <ul style="list-style-type: none"> • Consultant provided teacher support (2018 & 2019) in Math. This contributed to a 	<p>targeted, on-line Tier 2 behavior support students.</p> <ul style="list-style-type: none"> • Teachers need release time each month to observe partner teachers teaching WICOR strategies and continue PLC work. • Students will have access to library books for in-class and at home reading. • Enhance curriculum through updating technology and purchasing classroom supplies. • Conduct monthly classroom walkthroughs (Instructional Rounds), gather data, and develop teacher PD based on 	<p>ELA/ELD GROWTH:</p> <ul style="list-style-type: none"> • Extended day tutoring to address the achievement gap created from distance learning offered through ELP and site funded. <p>ELA/ELD/MATH GROWTH:</p> <ul style="list-style-type: none"> • The AVID/PLC Leadership Team will meet monthly for 90 minutes to address academic and SEL needs of all students. • Purchase equipment; doc cams, printers, headphones. Purchase classroom supplies. • Pay Leadership Teams (teachers, program spec, etc.) additional comp. per month, 	<p>substitutes</p> <ul style="list-style-type: none"> • Monitor notes from collaboration and PLC. • Monitor book circulation and library schedule. • Monitor budget. • Review i-Ready data, PLC notes, and PD feedback. • Review RFEP rates and ELPAC scores. • Monitor targeted students' i-Ready data. • Monitor and evaluate identified students i-Ready and classroom assessments.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Growth: 10%</p> <p>SBAC Math Trend</p> <p>2016: 22.00 2017: 23.98 2018: 27.20 2019: 30.18</p> <p>2020: 2021: No SBAC 2022: 14% 2023: 20%</p> <p>Post Covid Math Growth: 2022-2023: 6%</p>	<p>decreased since COVID. In 2021-2022 our over percentage of students at or above grade level fell to 21% which was below the district average. In 2022-2023, we made a 10% gain in ELA</p> <p>SBAC MATH</p> <p>Our Math CAASPP scores have decreased since COVID. In 2021-2022 our over percentage of students at or above grade level fell to 14% which was below the district average. In 2022-2023, we made a 6% gain in Math</p>	<p>slight gain in mathematics. New math curriculum was implemented in 19/20.</p> <p>We fell drastically post pandemic (14% at or above grade level and had a 6% increase for 2022-23 (20% at or above grade level)</p>	<p>data.</p> <ul style="list-style-type: none"> • Bilingual assistants will provide targeted support to K-3 EL levels 1 and 2 students in reading and math. • Provide Tier 3 support in reading and math for K-2 students on a daily basis through small group instruction, throughout the year. • Monitor ELD implementation and develop targeted PD. 	<p>along with release time for Instructional Rounds.</p> <ul style="list-style-type: none"> • Bilingual assistant will provide targeted student support in grades K-3. • Program Specialist will provide Tier 3 support in reading and math through identification of students' needs identified in Tier 3. • Program Specialist will monitor and support the ELD program. 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

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

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

H

Acronym	Description
---------	-------------

I

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

J

Acronym	Description
---------	-------------

K

Acronym	Description
---------	-------------

L

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

M

Acronym	Description
---------	-------------

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

N

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

O

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

P

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

Q

Acronym	Description
---------	-------------

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
------	------------------------------------------------------------

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.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