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 Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elmwood Elementary	39686766042550	05/26/2023	06/20/2023

Purpose

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

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.

Engaging Educational Partners

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

At Elmwood, in conjunction to our School Site Council and ELAC, the Schoolwide Innovation Team (SIT) consists of a lead teacher from each grade level. This teacher leadership team meets monthly to review SPSA progress in terms of student achievement and school climate. They help determine next steps in program implementation. In addition to the SIT team, a more focused lead team consisting of teachers and support staff meet to determine our progress aligned to AVID certification goals. This team meets monthly to evaluate, create, design and guides AVID components for school wide activities related to the AVID mission. Weekly, the COST (Coordination of Student Services) members meet to discuss EVERTHING ELMWOOD. More specifically, we review and set our calendar for the week. In these meetings we discuss student achievement and concerns, and overall effectiveness of our day to day work in regards to school climate and meaningful partnerships.

At our Back to School Night, August 4, 2022, in addition to explaining the LCAP Title 1 funding provisions and budget allocations to parents, Ms. Dalmau, our principal, also reviewed the available monies in LCFF. She explained the 3 SPSA Goal strategies to parents and reminded them to attend future parent meetings to help us gage and update the program initiates made available to their children throughout the year.

On November 28, 2022, lead teachers (Schoolwide Innovation Team; SIT) were given the opportunity to evaluate the SPSA Goals created for the 2022-23 school year. The Pulse Check was created as a Needs Assessment tool to be analyzed. The Pulse Check was first analyzed by this team. These grade level facilitators analyzed each SPSA Goal and strategies associated with each. SIT members then shared the survey tool and information with their constituents during a grade level team meeting, or Grade Innovative Team (GIT). By December 7th, all Pulse Check survey summaries were due. The notes and results from the Pulse Check were analyzed by the principal. The results were then shared out again with the SIT Leadership Team on January 30th. On February 7th, the results and further copulation of information pertaining to where we were in the journey was completed by teachers at the February 7, 2023, Staff Meeting. Teachers and staff were given the opportunity to further discuss the results, and make needed adjustments to the strategies throughout the year. Continued activities and future possibilties were derived from the results. The results and future needs were then shared with parent groups (ELAC) on January 19th. ELAC Parents were shocked that teachers were not aware of certain elements on the Pulse Check: SIPPS, Robotics and some of the activities in Goal 3 (LECI and CABE). They wanted to know why Latino Literacy was only offered to a particular grade level. They wanted to know more about Newsela. They wanted to know how to access AR at home. They wanted to know their child's Lexile's. The parents finally wanted to know why there were only 3 responses to Jane Schaffer. They were satisfied to see art displayed in the building. They were told that computer training and Rosetta Stone would commence after Feb 1st. They were informed that CABE was offered to parents but ELAC parents were not able to attend. They were told that LECI had been contacted and that the site

was pending a start date. In additional to the Pulse Check, ELAC also provided additional recommendations through another assessement tool, titled, Needs Assessment, on Feb 15th. The Needs Assessment Tool was completed by March 6th.

SSC parents reviewed ELAC notes and the Pulse Check on Feb 3, 2023. The SSC members were also given the opportunity to add their insights pertaining to SPSA Goal strategies. They wanted time to review the information and add possible updates at a forthcoming meeting.

Classroom Observations

Many classroom observations have been conducted and reviewed this year, with a focus on ELD instruction and AVID strategies. In addition to the 16 formal announced observations, over 65 informal observations were conducted by administration. The use of visual are still needed in ELD. The seating arrangements in almost all ELD classrooms were condusive for ELL instruction. Despite some platooning taking place in grades 3, 4 and 6, other grades preferred not to platoon due to time loss.

Our AVID Lead team also conducted 3 formal walkthroughs, or 1 per trimester. Noticable improvement were documented in the use of AVID strategies in classrooms. Continuity was noted in the use of Written Goals and Objectives Communicated to Students and the use of Organizational Tools such as Binders and Planners.

Analysis of Current Instructional Program

NEEDED

- Review SPSA Goals and Strategies with staff
- Continued PD in AVID, AR, SORA, ELPAC Bootcamp and SIPPs for 4-8 Intervention.
- iReady Incentives and Tracking Visuals
- Accelerated Reader Incentives and Tracking Visuals
- Monthly PBIS Meetings
- Library Calendar
- Host Robotics tour
- Parent Liaison will be added to Staff Notes and/or Staff Meetings for updates

CONTINUE

- Art Infused program
- Solution Tree with PLC focus
- AVID Training
- AR

GOOD TO KNOWS

- 17 surveys completed
- Results will be reviewed with ELAC, SSC, SIT and staff for additional Needs and Continues
- Other participation will be considered to include more stakeholders: remaining teachers, other staff, parents.

- Additional surveys specific to student input will be created: Book Club, Game Room, AVID Electives, Robotics, other electives.
- Needs are highlighted in yellow
- Continues are highlighted in blue

Standards, Assessment, and Accountability

Our goal was reported in 2022 as such: Elmwood students will increase both Reading and Math iReady Spring 2022 overall scores by 5% going from 30% to 35% proficient and 27% to 32% proficient respectively by Spring 2023 as measured by iReady Diagnostic Assessments. Reclassifications of English Learners will increase from 26 in 2021-22 to 40 in 2022-23 school year as measured by reclassification criteria (ELPAC/iReady cut scores).

Despite there being Growth in the proficency levels from iReady Assessments Diagnostic 1 to 2, the growth trend was in the lower bands. Overall, Elmwood students demonstarted growth by 50.6% in reading and 43.1% in math. We will continue to analyze growth patterns, however maintaining a 5% increase in profiency levels overall. The main concentration will be in the shift students from the one grade level below to the on grade level proficiency band.

ELPAC and iReady Assessments will be used to determine our Reclassification rates based on cut points. Our trend shows an increased of 50% in reclassification status for ELLs from 2020 to 2021. We are pending end of May, 2023 test results to determine current reclassification numbers. Our goal was to reclassify a total of 40 students between 2022 and 2023. To date, only 3 students have been reclassified.

Staffing and Professional Development

Staffing and Professional Development Summary

In the area of staffing, Elmwood we went from 3 non-fully credentialed teachers in grades 6, 7 and RSP tp 3 non fully credentialed teachers in grades 3, 4 and RSP. These teachers are currently in programs to become fully credentialed and are supported through the site's program specialist, grade level colleagues, assigned support providers and administrators to develop their pedagogy and knowledge of the curriculum.

The remainder of the Elmwood teaching staff are either preliminary or fully credentialed. Some of our probationary teachers have received AVID Pathway, and on site trainings in math, iReady, ELD, SORA, and PLC through Solution Tree.

All teachers meet bimonthly in professional learning communities, or at Elmwood, called, Grade Level Innovation Teams (GIT) to discuss data, develop effective lesson plans, and common formative assessments. In order to target specific planned professional development, Elmwood was, again, without the services of its instructional coach this year due to district staffing. The absence of an instructional coach resulted in a decrease of professional development in areas related to math, reading, ELD, AVID, data analysis, CFAs, and PLCs.

The Schoolwide Innovation Team (SIT) consists of a lead teacher from each grade level. This teacher leadership team meets monthly to review SPSA progress and help determine next steps in program implementation. In addition to the SIT team, a more focused lead team consisting of teachers and support staff meet every trimester to determine our progress aligned to student achievement, school climiate, and meaningful partnerships. These Focus Groups meets every trimester to create and design school wide activities related to, but not limited to AVID Certification Goals, SIPPS, PLTW, PLC, PBIS, Art Infusion, Sports Intermurals, and Meaningful Partnerships.

At Elmwood, we continue to provide our English Learners with primary language support through two bilingual para professionals who work solely in classrooms with Emergent (Levels 1 & 2) students. Our Program Specialist oversees and supports the initiatives we offer at Elmwood: AVID, Writing Process, PLTW and others related to Goal 2 and 3.

This year, we've been able to continue to concentrate on family engagement and parent partnerships through an overseer of such activities, or Parent Liaison.

Elmwood's teaching and learning has been monitored with over 65 informal classrooms observations (mostly documented; and a decrease from the previous year) and 48 formal observations (documented and increased) that have been conducted by administrators and support staff.

Staffing and Professional Development Strengths

Staffing and professional development strengths, continue this year, with 80% of Elmwood teachers being fully credentialed. 95% of the teaching staff received Professional Learning Communities (PLC) training through Solution Tree consultants on site. 13 staff members will attend the PLC Summer Conference in 2023. As per our data collection, teachers expressed a high interest in the PLC process and implementation. All teachers have received iReady training for data dissemination after a Curriculum & Associates and math discourse visitation.

As an AVID school, and according to our AVID Certification data, we currently have 8 teachers who are (teaching staff) pending AVID Summer Institute training: Rajaram, Carter, Perez,

Martinez, Valverde, McGill, Leon and Or. Our two counselors also need to be trained.

Our current Project Lead the Way trained instructor continues to offer an elective course. Our current K-2 grade teachers have been trained in Haggerty, or SIPPS.

We've been able to maintain two bilingual paraprofessionals throughout the years. Our Program Specialist supports and assists in maintaining the implementation of our initiatives and programs.

Our Parent Liaison, who was district paid, has been able to maintain numbers of parent participation rate in ELAC as well as offered parent trainings/workshops. This year, direct services were provided in addition to indirect services. For example, parents were trained, using newly purchased computers and headsets in English through Rosetta Stone, Tech Basics, and Committee Robert Rules of Order.

Teacher Collaboration days, and Academic Conferences were offered this year. Approximately 70% of the teaching staff were able to complete an Academic Conference with administration.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): We are experiencing an ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis. **Root Cause/Why:** Lack of full implementation of the PLC process; lack of training, lack of rigorous instruction and the lack of use of common formative assessments.

Needs Statement 2 (Prioritized): Struggling readers in grades K-8 impact their overall understanding of core content in math, ela, science, social studies. **Root Cause/Why:** Teachers in grades 4-8 ALSO need professional development in the essential skills for diagnosing reading issues, prescription of evidence-based strategies.

Needs Statement 3 (Prioritized): Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year **Root Cause/Why:** Due to a shortage in substitutes, not all teachers were able to collaborate or attend on site training.

Needs Statement 4 (Prioritized): We continued to have a shortage in office personnel who are fully trained to complete job related tasks. Site expenditures outlined in our 2022-23 SPSA have been delayed, or non existent. Additional compensation to cross train the office and other staff will be needed. **Root Cause/Why:** In support of MTSS, training specific to office and student/family needs is key to the functionality of the site impacting student performance.

Teaching and Learning

Teaching and Learning Summary

Elmwood teaching and learning begins with over 48 informal classrooms observations (mostly documented) and 16 formal observations (documented) that have been conducted by administrators and support staff. All Elmwood teachers adhere to the 360 minutes of instruction daily as well as all Elmwood EL students receive ELD (K-6 for 30 minutes, 7/8 for 50 minutes) daily.

The teachers use district adopted curriculum (Benchmark, Pearson Learning-SAVVAS, Haggerty, SIPPS, and Ready Math) and follow the district's pacing guidelines as well as the California Framework and Standards guidelines. Classroom teachers post and follow a daily agenda with student-friendly objectives.

All Elmwood teachers assess students using iReady diagnostic tests in reading and math to help support student learning and identify students who require more extensive interventions. These diagnostic assessments help provide students with reading and math support and/or enrichment based upon their test results which are given 3 times a year. Data analysis by grade level teams continue to drive how instruction is planned and delivered and how students are targeted for interventions.

Two bilingual assistants push-in to work with EL students (levels 1 & 2) for frontloading and review of other content. They also pull newcomers when applicable to work on decoding and basic conversational English skills and language support through SIPPS Plus level.

Program Specialist identifies students needing Tier 3 support. These students are offered first choice in the Step Up afterschool tutoring program. There are 3 after school program classes that provide intervention support for grades 3-8th. After school enrichment classes are also offered through Step Up.

As an art infused school, Elmwood students, K-8 receive instruction in dance and music on a weekly basis per a rotational schedule. AVID strategies (WICOR) for reading, math, science and social studies are implemented school wide that transfers into the tutoring program after school.

Our AVID Walkthroughs have helped identify the ongoing need of AVID implementation. 7/8th grade students receive enrichment with PLTW through an Elective class. Through a student survey, our current 7th and 8th grade students are taking PE, dance, Robotics, Drama and Leadership.

Teaching and Learning Strengths

Elmwood implements the PLC process school wide. We are documenting the work through our PLC notes which are taken at each PLC/GIT bimonthly meeting. These notes are centered around the 4 guiding questions of the PLC process. Support staff and administration review the notes, address items that arise, and comment on the effectiveness of the overall PLC meeting/PLC process. Eight out of nine grade level

teams are currently able to implement the PLC process and model somewhat effectively. All teachers continue to use AVID strategies to some extent (whether its organizational components or full embedded WICOR). We currently have 75% (a jump from 60%) of Elmwood staff who have attended AVID Summer Institute or the AVID Pathway in past years. We have an additional 25% of staff who still need to be AVID trained.

This year, the Artist Residency program through the San Joaquin County Office of Ed, was provided to all students in grades K-8. This was overwhelming the most popular strategy per Pulse Check survey and student classroom enthusiasm. Several of our Elmwood Bears entered art contests through the Haggin Museum which resulted in 5 recipients of outstanding awards and recognition.

Our Game Room and Bear Book Club have been succesfully implemented this year. Students are provided with choices during their recesses to engage in other forms of play (board games, cards, art work, etc). The Bear Book Club allowed students to read and discuss book titles for pleasure.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): High percentage of our students, regardless of socioeconomic status, disabilities, or ethnicity (in particular ELLs, Hispanics and Whites) are 2 or more years below standards in ELA and math. **Root Cause/Why:** Small group instruction during the intervention block is underutilized.

Needs Statement 2 (Prioritized): Full implementation of AVID strategies aligned to Depth of Knowledge is not prevalent throughout the day. **Root Cause/Why:** Proper PLC collaboration isn't implemented to identify the WICOR strategies in most grade levels. All students, regardless of socioeconomic status, disabilities, or ethnicity (in particular ELLs, Hispanic and Whites) are not using WICOR strategies consistently.

Needs Statement 3 (Prioritized): Full implementation and evidence of planning of district adopted curriculum is not evident in grades 4-8 consistently. **Root Cause/Why:** Over usage of iReady Pathways during instructional time.

Parental Engagement

Parental Engagement Summary

There is no doubt that student achievement is at its highest when parents are directly involved in their children's education. When families are engaged, students do better in school, attend school more often, and overall enjoy learning.

In the past, parent engagement opportunities, through school wide, classroom, and PTA activities existed at Elmwood, however with low participation rates for some of the activities such as ELAC and parent driven workshops.

In order to develop and sustain meaningful parent and community relationships, a parent liaison (district funded, last year) was hired to increase parent engagement opportunities and School Plan for Student Achievement (SPSA) 20 of 23 participation rate by 10% especially in our ELAC.

Currently, Elmwood has 219 ELLs or approximately 30% of our population. There are at least 21 ELLs in a grade level requiring us to have an ELAC.

With a Parent Liaison on board, family engagement opportunities were possible.

Elmwood would like to retain and eventually pay for the Parent Liaison for the next SPSA 3 Year Cycle. Additional support from the district currently will be required to kick off an effective program.

Parental Engagement Strengths

Elmwood has a strong Parent Liaison that has built a positive rapport with our Spanish speaking community.

We been able to host and provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, 2 way communication, after school academic focused activities, college and career readiness activities, such as college awareness workshops, and AVID information sessions.

This year, we partnered up with outside agencies to provide proper nutrition and parenting type classes, Parent Cafe and others. Computers were purchased to assist with Technology modules as well as implement Rosetta Stone and other training necessities.

Elmwood also has a PTA which held a Fall Carnival and collaborated in after hour events such as Craft Night. Finally, all communications between school and home is done in both English and Spanish.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Implement Latino Literacy & LECI Consultation   **Root Cause/Why:** We were unable to host both due to shortage in office staff and parent liaison helping to cover with other office tasks.

Needs Statement 2 (Prioritized): Parent participation rate is still low.   **Root Cause/Why:** We currently offer very few late afternoon events.

Needs Statement 3 (Prioritized): Create and align more onsite and PTA events.   **Root Cause/Why:** PTA participation has dwindled.

School Culture and Climate

School Culture and Climate Summary

Based on district provided and site ran attendace data, we agree more can to be done to entice student attendance. Currently over 40% of our student population do not come to school. Despite parental, site / district efforts, students may be experiencing social and emotional episodes more often. Programs to encourage students to come to school were implemented such as Super Duper Recess, Game Room, Bear Cub Book Club and Art Infusion Residency. Other strategies also integrated drama, theatre, music, and dance. We revised our 7th and 8th grade elective classes allowing for more student leadership opportunities.

Unfortunately, there was an increase in our Out of School suspensions this year compared to last (over 100). Our goal was to decline these by 20%. In general, parents, students, and staff continue to feel there is a need for more supervision before school, at recesses, lunch times and after school. There has been more aggression between students and students suspended for causing or attempting to cause injury on others: hard pushing, play wrestling, punching, and fighting. Despite the activation of a PBIS Focus Group, PBIS domains still need to be targeted such as the creation of expectations in common areas. To begin to address these issues, Elmwood's Noon Duty and CSA received training in restorative practices and team building efforts to help students stay engaged during recess and lunch. Funding was allocated to provide training.

To support guidelines for success, our PBIS team incorporated monthly character traits. Our counseling and mental health team, worked together in collaboration with teachers and support staff to facilitate school counseling lessons needed using Kelso and Second Step curriculum.

Based on our most recent School Climate, administered in April 2023,

82% of our 4-5 graders reported feeling they are a part of the school. While only 66% of our 6-8 graders compared. In addition, 15% of our 4-5 graders have been bullied in the past month; and 10% in grades 6-8 reported the same. Finally, 85% of 4-5 graders know how to stand up for themselves without putting others down, and only 56% of 6-8 would report a fight on campus if they knew about it. With these indicators, anti bullying and empathy building programs need to be considered. Furthermore, over 3/4 of our middle schools are disconnected to the adults on campus. 73% think there is a teacher or other adult who really cares about them, or believes in their future success.

School Culture and Climate Strengths

At Elmwood, we celebrate several activities that target the whole school, whole child wellness.

Weekly Morning Announcements are conducted by students. Several PLUS students take pride in delivering weekly announcements that communicate upcoming school wide events that promote positive school culture and invite Elmwood students to be part of a positive learning community.

Weekly Attendance Data Reports/Celebrations - Even after a year of endemic, the aftermath of returning from Distance Learning, to in person, has still marked to be a challenge for everyone.

School attendance, and our chronic absentiesm, has required understanding the needs, fears and hardships of our immediate community. Here at Elmwood, the counseling team, SIT leadership, CARE team, COST team, front office staff, teachers, parent liaison, CWA and community at large have worked in partnership to not only understand the immediate needs of the community, but to also place all hands on deck to move forward with the set backs that we are facing due to the still exiting endemic.

Classrooms with higher attendance rates are celebrated weekly through announcement shut outs. Each month, a class with higher attendance is awarded the honor of displaying the Higher Attendance Trophy for the month. Students are entered in a drawing for perfect attendance. Random selected winners (in each grade level) receive a gift from our gift table. Finally, the Elmwood Bears sign is posted on every classroom door. Once completed, a classroom prize is awarded.

Despite the many changes this year in personnel, our district CWA rep worked in collaboration with the COST team and provided students with gift cards who had perfect attendance at the beginning of the year. Selected students who arrived on time, participated in a tier 2 intervention group with counselors to help support them with skills that assisted them on arriving on time.

Monthly Citizen of the Month Assemblies- This year, we celebrated student successes related to academics and character. Citizen Of the Month awarded students based on criteria, selected by their teachers, received either a Citizen Of the Month or Kid with Character award. COM awarded students for outstanding citizenship that may ave included academic progress. Kids with Character award students that deploy the character trait of the month.

PLUS Team- Our Elmwood Peer Leaders Uniting Students do just that, unite students! Our Elmwood PLUS team went through the interview process and were hand picked and selected to form a strong group of 12 students. These students form a PLUS club that meets every Wednesday during their lunch. PLUS students have held 4 forums this school year. In additional to offering a Leadership Elective class, PLUS members conducted forums. The students were able to participate in activities that allowed for an opportunity to share experiences, build trust and realize that we all have similarities and differences.

Students group into cohorts and analyze the school climate survey data. Students then list problems that they face in the classroom or on campus and devise possible solutions to report out to the whole group and bring back to their immediate classroom. The PLUS team plan and organize Tier 1 school wide activities and events as well as all school spirit days. Trained PLUS members peer mentor younger students via restorative practices. PLUS students model appropriate behavior and school-wide expectations. They also participate in set up and organization of any end of the year activities such as our Arts Infused Week, Talent Show, and Dance Festival.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students can be disrespectful towards one another and adults (especially in middle school). They may benefit from learning techniques to communicate with one another through an empathy building activity. (Challenge Day)   **Root Cause/Why:** Lack of empathy towards peers.

Needs Statement 2 (Prioritized): More CSA and AP supervision is needed especially when there is a shortage in personnel. Another play structure or apparatus to replace the one that was removed from campus. Continue to work with district offices for support in personnel and equipment needs.   **Root Cause/Why:**

Heightened bullying and aggression on the yard during non instructional time.

Needs Statement 3 (Prioritized): In order to guide children in positive interactions, we need to provide a location where they can continue to enjoy recreational reading and develop math concepts through games and a book club like atmosphere. **Root Cause/Why:** Not all kids enjoy playing sports or physical like activities during recess. There are limited opportunities for students to engage in critical thinking play activities that allow them to communicate and build relationships while learning about math and reading from each other.

Needs Statement 4 (Prioritized): Increase student attendance via the development of the "whole child" through the arts as aligned to our Mission. (Art Residency Docents). **Root Cause/Why:** Over 40% chronic absentees in the last trimester .

Needs Statement 5: Per 2022-23 data, there's a high percentage of our students, regardless of socioeconomic status, disabilities, or ethnicity (in particular ELLs, Hispanics and Whites) show a high disparity in daily attendance. **Root Cause/Why:** According to our Climate survey, and parents who have reported their children's absence have also reported their children not feeling safe at school.

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

Elmwood students will increase both Reading and Math iReady Spring 2023 overall scores by 5% going from 37% to 42% proficient and 29% to 34% proficient respectively by Spring 2024 as measured by iReady Diagnostic Assessments. Number of students Reclassified as Fluent English proficient will increase from 10 in 2022-23 to 15 in 2023-24 school year as measured by reclassification criteria (ELPAC/iReady cut scores).

Identified Need

We are experiencing an ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

Struggling readers in grades K-8 impact their overall understanding of core content in math, ela, science, social studies.

Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year

We continued to have a shortage in office personnel who are fully trained to complete job related tasks. Site expenditures outlined in our 2022-23 SPSA have been delayed, or non existent. Additional compensation to cross train the office and other staff will be needed.

High percentage of our students, regardless of socioeconomic status, disabilities, or ethnicity (in particular ELLs, Hispanics and Whites) are 2 or more years below standards in ELA and math.

Full implementation of AVID strategies aligned to Depth of Knowledge is not prevalent throughout the day.

Full implementation and evidence of planning of district adopted curriculum is not evident in grades 4-8 consistently.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassified as fluent English proficient.	10	Increase by 5 more students or 15.
Percentage of students performing at proficient or above	ELA 37% and Math 29%	5% increase or 42% in ELA and 34% in Math

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)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development: Teachers and support staff (counselors, bilingual assists, parent liaison, noon duty/csa, program, instructional specialists and admin) will meet regularly to discuss data and strategies/activities that enhance student achievement including AVID implementation and other initiatives such as writing/reading approaches i.e. Be A Writer, SIPPS, LETRS, and other training related to PLTW , Xello, and collaboration as part of the PLC process. In addition, teachers will also receive professional development to address student ELA/ELD and reading and math proficiencies. Teachers will also create common formative assessments used to derive best instructional strategies to increase student achievement. While some teachers do not mind training after hours, most still prefer completing hours during the day with their colleagues in regards to professional development. Additional Comp for Teachers and Support Staff pertaining to activities related to AVID, Data Analysis, CFA work, math, ELL/ELD, ELPAC Bootcamp, reading and writing programs, parent conferencing, PBIS efforts, and translations, etc... will be ear marked. In addition to teachers, Noon Duty, CSA, Counselors, Parent Liaison, Program Specialist, Bilingual Paraprofessionals will be compensated for additional hours for student support in classrooms, and on campus. We will also continue to earmark funding towards teacher substitutes. Teacher Substitutes will be used for PD and Collaboration for PLC, Common Formative Assessments, AVID activities, and ELL Strategies or other Goal 1, 2 and 3 related activities associated with data analysis, reading intervention, writing and math approaches. We anticipate using Solution Tree, on site personal and other district and out of district consultants to provide training in these areas. We will host at least 1 cycle of Academic Conferences to review SBAC, ELPAC and iReady data. In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation. Teacher Substitutes Title 1 $28,300 and LCFF $15, 000 Additional Comp Title 1 $16,500 (teachers and others) and LCFF $9,500 Solution Tree Training $20,000 @ 3 days 10 teachers each day Day 1: Mission & Vision Day 2: Common Formative Assessments Day 3: ELL PLC Training Las Vegas 4 @$1324 $5296 Metrics for Progress Monitoring: Participation rates will be tracked through PD attendance. Implementation of learned strategies where applicable will be documented during classroom visitations.

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)
$28,300	50643 - Title I
$9,500	23030 - LCFF (Site)
$8,360	23030 - LCFF (Site)
$1,000	50643 - Title I
$2,000	50643 - Title I
$20,000	50643 - Title I
$5,296	50643 - Title I
$8,500	50643 - Title I
$1,000	50643 - Title I
$1,000	50643 - Title I
$1,000	50643 - Title I
$2,000	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

We will continue to monitor our progress of AVID strategies aligned to our AVID goals with the assistance of a strong AVID Lead Team. The ongoing work of collecting data for our certification will be scheduled on the Elmwood Calendar. Support through substitutes will be provided to complete the tasks for certification through the AVID Coordinators (Program Specialist and Instructional Coach). AVID registration, hotel, plane/mileage, and allowable food compensation to attend the AVID Summer Institute in June 2024 and July 2024 to include teachers, support staff and administrators where applicable. AVID Fieldtrip to Colleges to include students in grades 4-6 (through on onsite lottery) and 7/8th graders promoting to high school will visit local universities: Delta, UOP and UC Berkeley (for example). Transportation Private Charter buses. We have annual AVID goals which includes a school wide organization goal which requires purchasing materials such as but not limited to school wide planners, binders, folders, dividers, chart paper, post its, pencil pouches, highlighters, etc. AVID Strategies will be evident through student artifacts and reading levels as evident in their iReady, ELPAC and SBAC reading/writing scores, walk- throughs/observations, bilingual logs, and PLC documentation. AVID Fieldtrip $3500 Instructional Materials to be used through Title1 and LCFF as indicated in 1.1.4 below. AVID Summer Institute 4 @ $1324 $5296 Metrics for Progress Monitoring: AVID Strategies will be evident through student artifacts and reading levels as evident in their iReady, ELPAC and SBAC reading/writing scores, walk- throughs/observations, bilingual logs, and PLC documentation.

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)
$3,500	50643 - Title I
$5,296	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)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

STEM/PLTW Playfield Bear Robotics PLTW modules will continue to be purchased in the VEX Robotics series. Equipment needed to to complete or advance a VEX Robotics playing field will be considered. Other STEM specific materials to include Little Bits project materials, science specific, 3D printers and math manipulatives will also be funded.

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	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 1.1.4

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Along with AVID WICOR strategies, a more comprehensive writing component allowing children to learn vocabulary and word family patterns will be used to increase overall reading comprehension through writing. Writing Program is a writing system designed to teach students structure, organization and methods for writing narrative, expository, and argumentation text. Another writing program will be explored (Be A Writer). However, monies will also be used to support teachers who have used Storyjumper to publish students created books. Writing process will be evident in narrative/expository text written by students through their Story Jumper publications. We will track how many students are meeting or exceeding writing domains in grade level rubric scales, SBAC and ELPAC writing sections. We will also continue our licensing with Renaissance through Accelerated Reader to include 700 licenses and 700 Star Assessment @ $17 Based on school site discussions/feedback from SIT (Leadership Team) and surveys, a reading intervention program and training is needed to address emergent readers in all grades (K-8). SIPPS & LETRS approach/training will be offered to teachers in grades K-3 as it will be covered by the district. We will continue to purchase SIPP modules to support students in grades 4-8. Should CARRY OVER funds come available, we will also consider a subscription to Teacher Pay Teacher. Instructional Materials for these programs (AVID, PLTW, Be a Writer, Storyjumper, AR, etc (items from Goal 2). Metrics for Progress Monitoring: Classroom Visitations. In addition to ELPAC writing and writing anchors, reading comprehension scores in iReady (in Reading and Math), we will gage student writing samples completed through Be A Writer. We will track their reading comprehension through AR.

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

Amount(s)	Source(s)
$6,000	50643 - Title I
$2,175	50643 - Title I
$12,290	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)

All Students
English Learners
Low Income
Foster Youth

Strategy/Activity

Program Specialist will assist by implementing SPSA goals including working with teachers around the data cycle for analyzing student assessment results and creating CFA. The program specialist assists with the facilitation of academic conferences which includes goal setting and RTI identification. While the program specialist will coordinate all state and district assessments such as ELPAC and CAASPP. The program specialist also serves as the Bilingual Paraprofessional and AVID coordinator. The main focus for our Program Specialist will be to coordinate and support student learning through PLC, AVID, ELD, and other program models (SIPPS, Discovery) etc. Maintenance Agreements- Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Title 1 Bilingual Paraprofessionals @ 2 FTE will be absorbed by district funds. They will continue to work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. In addition to in-class support, the Bilingual Paraprofessionals will work with targeted ELLs, in small groups, for extra, additional support. District Paid Instructional Coach @ 1 (Centralized Service) will provide professional development in AVID, ELL, and other global literacy/math/science related instructional strategies. The Instructional Coach will provide co-teaching, demo lessons, lesson study and instructional rounds opportunities in addition to supporting teachers through academic conferences and GIT (Professional Learning Communities) when analyzing student data. The coach will work with individual teachers as well as with grade levels after schools in addition to during school. District Paid In the event that an Instructional Coach is not assigned to our site next year, we will re post our justification for an additional AP to HR to help support the site in the areas of teacher coaching, implementation of instruction and other program needs.

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)
$81,350	50643 - Title I
$81,350	23030 - LCFF (Site)
$4,000	50643 - Title I
$8,135	50643 - Title I Salary Contingency
$8,135	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 1.1.6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity 1.2.6 Preschool 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]

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.

After conducting our Pulse Check on SPSA Goals several strategies/activities were deemed effective: Solution Tree and other PD. While Solution Tree was the most effective because we started early enough in the year (Sept), we needed more time to coordinate other trainings in math and reading. Teachers expressed a need to have an on site SIPPS training especially for intervention or upper grades. Everything AVID was also considered effective. According to the teacher feedback, "The materials have been vital." The teachers requested planners to be more interactive and hole punched. They also want a training on how to use them so that all grade levels are more consistent in their usage. "AVID contains many strategies being used." At the time of the Pulse Check, the college tour had not been scheduled yet, but the comments prompted us to get the gears goings in organizing the trip and making it come to fruition. Some teachers suggested we host on site trainings for AVID. They commented on training should be at times that do not require teachers to find additional child care during their "off time." They also stated that the AVID Math Discourse was useful. Another effective strategy was Accelerated Reader. Despite some of the need to improve in this area comments,

teachers stated that this AR is a needed program. Teacher also explained that a school wide incentive system needs to be implemented. When asked if they showcase their classroom incentives, most did not. Thus, a thorough training for teachers is still needed. Our Academic Conferences led to a discussion regarding ELL progress. Despite an attempt to get PD for an ELPAC Bootcamp, the site used on site resources and personnel to conduct it.

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

Most teachers were unfamiliar with the SIPPS program despite the overview shared on July 27th. They mentioned training available for the younger grades and would appreciate on site SIPPS training for upper grades to fit our intervention model. The K-3 grade teachers felt SIPPS was important. Our Robotics Club was deemed non effective by some teachers because of their lack of knowledge of PLTW in general. However, we began to remedy that by hosting a staff meeting in the arena and having students describe their growth as coders and robo technicians. After listening to the students present their models and work, the teachers were in awe. Some even posed the idea to begin with a Junior Robotics in the upcoming years. For the most part, Jane Schaeffer writing program was a no go. The teachers explained it was too complicated to follow and not everyone was trained nor were they interested in being trained. Furthermore, with the exception of one teacher, Newsela didn't receive much effective feedback either. "Not a very good program."

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.

Continue with: GOAL 1 1. Professional Development: Teachers and support staff (counselors, bilingual assists, parent liaison, noon duty/csa, program, instructional specialists and admin) will meet regularly to discuss data and strategies/activities that enhance student achievement including AVID implementation and other initiatives such as writing/reading approaches such as Be A Writer, SIPPS, LETRS, other training such as those related to PLTW , Xello, and collaboration as part of the PLC process. In addition, teachers will also receive professional development to address student ELA/ELD and reading and math proficiencies. Teachers will also create common formative assessments used to derive best instructional strategies to increase student achievement. While some teachers do not mind training after hours, most still prefer completing hours during the day with their colleagues in regards to professional development. Additional Comp for Teachers and Support Staff pertaining to activities related to AVID, Data Analysis, CFA work, math, ELL/ELD, ELPAC Bootcamp, reading and writing programs, parent conferencing, PBIS efforts, and translations, etc... will be ear marked. i.e. In addition to teachers, Noon Duty, CSA, Counselors, Parent Liaison, Program Specialist, Bilingual Paraprofessionals will be compensated for additional hourly for classroom support after hours. We will also continue to earmark funding towards teacher substitutes. Teacher Substitutes will be used for PD and Collaboration for PLC, Common Formative Assessments, AVID activities, and ELL Strategies or other Goal 1, 2 and 3 related activities associated with data analysis, reading intervention, writing and math approaches. We anticipate using Solution Tree, on site personal and other district and out of district consultants to provide training in these areas. We will host at least 1 cycle of Academic Conferences to review SBAC, ELPAC and iReady data. In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation. Teacher Substitutes Title 1 $28,300 and LCFF $15, 000 Additional Comp Title 1 $16,500 (teachers and others) and LCFF $9,500 Solution Tree Training $20,000 @ 3 days 10 teachers each day Day 1: Mission & Vision Day 2: Common Formative Assessments Day 3: ELL PLC Training Las Vegas 4 @$1324 $5296 2. AVID: We will continue to monitor our progress of AVID strategies aligned to our AVID goals with the assistance of a strong AVID Lead Team. The ongoing work of collecting data for our certification will be scheduled on the Elmwood Calendar. Support through substitutes will be provided to complete the tasks for certification through the AVID Coordinators (Program Specialist and Instructional Coach). AVID registration, hotel, plane/mileage, and allowable food compensation to attend the AVID Summer Institute in June 2024 and July 2024 to include teachers, support staff and administrators where applicable. AVID Fieldtrip to Colleges to include students in grades 4-6 (lottery) and 7/8th graders promoting to high school will visit local universities: Delta, UOP and UC Berkeley (for example). Transportation Private Charter buses. We have annual AVID goals which includes a school wide organization goal which requires purchasing materials such as but not limited to school wide planners, binders, folders, dividers, chart paper, post its, pencil pouches, highlighters, etc. AVID Strategies will be evident through student artifacts and reading levels as evident in their iReady, ELPAC and SBAC reading/writing scores, walk- throughs/observations, bilingual logs, and PLC documentation. AVID Fieldtrip $3500 AVID Summer Institute 4 @ $1324 $5296 3. STEM/PLTW Playfield Bear Robotics PLTW modules will continue to be purchased in the VEX Robotics series. Equipment needed to to complete or advance a VEX Robotics playing field will be considered. Other STEM specific materials to include Little Bits project materials, science specific, 3D printers and math manipulatives will also be funded. 4. Another writing program will be explored (Be A Writer). However, monies will also be used to support teachers who have used Storyjumper to publish students created books. We will discontinue Newsela with the understanding that our middle school teachers may still access the free platform online. 5. We will also continue our licensing with Renaissance through Accelerated Reader to include 700 licenses and 700 Star Assessment @ $17 or $6,000 6. Instructional Materials for these programs (AVID, PLTW, Be a Writer, Storyjumper, AR, etc (items from Goal 2). Title 1 $10,000 and LCFF $16,185 7. Program Specialist will assist by implementing SPSA goals including working with teachers around the data cycle for analyzing student assessment results and creating CFA. The program specialist assists with the facilitation of academic conferences which includes goal setting and RTI identification. While the program specialist will coordinate all state and district assessments such as ELPAC and CAASPP. The program specialist also serves as the Bilingual Paraprofessional and AVID coordinator. The main focus for our Program Specialist will be to coordinate and support student learning through PLC, AVID, ELD, and other program models (SIPPS, Discovery) etc. Title 1 $81, 350 and LCFF $81,350 8. Maintenance Agreements- Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Title 1 $4,000 9. Bilingual Paraprofessionals @ 2 FTE will be absorbed by district funds. They will continue to work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. In addition to in-class support, the Bilingual Paraprofessionals will work with targeted ELLs, in small groups, for extra, additional support. District Paid 10. Instructional Coach @ 1 (Centralized Service) will provide professional development in AVID, ELL, and other global literacy/math/science related instructional strategies. The Instructional Coach will provide co-teaching, demo lessons, lesson study and instructional rounds opportunities in addition to supporting teachers through academic conferences and GIT (Professional Learning Communities) when analyzing student data. The coach will work with individual teachers as well as with grade levels after schools in addition to during school. District Paid

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

We will Increase our students' social emotional well being through PBIS advocacy and activities that address behaviors and peer relations. We will continue to offer monthly student led, Tier 1 activities via our counseling, and PLUS Leadership Elective class to offer school activities that are meaningful and insightful. Student leaders who are empowered to guide their peers will create an environment of inclusion giving students a voice and an opportunity to establish positive and meaningful relationships amongst each other and the adults. The use of non instructional materials will be used to supplement PLUS, and other related student activities funds (such as ASB etc) to cover additional time to plan and other costs. In addition, we will offer Challenge Day, which was not offered last year due to no CARRY OVER funding, and lack of personnel to assist with the implementation. However, in order to address the lack of empathy and cultural disparity, students need a retreat kind of day to work on their relationships.

Identified Need

We are experiencing an ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

Struggling readers in grades K-8 impact their overall understanding of core content in math, ela, science, social studies.

Additional teacher collaboration, professional development, and academic conferences were decreased significantly this year

We continued to have a shortage in office personnel who are fully trained to complete job related tasks. Site expenditures outlined in our 2022-23 SPSA have been delayed, or non existent. Additional compensation to cross train the office and other staff will be needed.

Students can be disrespectful towards one another and adults (especially in middle school). They may benefit from learning techniques to communicate with one another through an empathy building activity. (Challenge Day)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Surveys	Based on our most recent School Climate, administered in May 2023, although still a concern, the expected indicators were met for students in grades 4-5. 1/25 students was bullied and 96% of our students feel like they are a part of something. After analyzing the data, there are greater indicators needing attention in grades 6-8. Data shows that middle schoolers are experimenting with cigarettes, epens, vapes and some have tried marijuana in the last 30 days. A higher number of students believe there is a lot of tension between different cultures, races and ethnicities, or 41% Yet only 64% of them would report a possible fight ensuing.	87% of students in grades 4-5 and 71% of students in grades 6-8 will feel they are a part of the school. 10% or less of our students in grades 4-5 and 5% or less of our students in grades 6-8 will experience bullying. A higher growing notion of staff to student connection so that 78% or more middle schoolers feel that an adult really cares about them
Percent of students Chronically Absent	Chronic Absenteeism Rate 47.43%	Chronic Absenteeism Rate 37.43%

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

Strategy/Activity 2.1.1

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

Challenge Day- We will implement Challenge Day forums in grades 7th and 8th to address cultural differences. Challenge Day is a nonprofit organization committed to building empathy and compassion in our communities. These consultants come in and help youth and adults unlearn harmful habits, experience vulnerability as a pillar to restore strength, and enable them to experience the freedom of full expression through the lens of compassion, connection, and diversity. Some of the students will experience: practicing mindfulness, taking action, active listening, the power of vulnerability, learning to responsibly manage emotions, developing self-confidence, offering compliments and sharing gratitude, speaking out and using their voice. 2 sessions needed. Student participation and exit survey will be used to track effectiveness. Metrics for Progress Monitoring: School Climate Survey Pre/Post Challenge Day Survey

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)
$4,000	50643 - Title I
$4,000	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 2.1.2

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

Foster Youth
Low Income
English Learners
All Students

Strategy/Activity

Based on our Pulse Check results, our students favored the Artist Residency program delivered through the SJCOE teacher consultants. We will continue to offer the residency. Finally, we will continue to offer a place for students to mingle during recess in the Bear Cub Book Club, Game Room for the 23-24 school year. In addition to monies to offer these activities, funding for substitutes as well as additional comp to organize these events will be needed. We will continue to work with community and district to replace our play ground apparatus that was removed due to weathering. Currently, students on the big play ground only have 1 apparatus to access during recess. Metrics for Progress Monitoring: Participation Survey for artists residency Participation Survey for Game Room and Book Club

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)
$13,400	23030 - LCFF (Site)
$503	50643 - Title I
$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 2.1.3

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Additional Staffing Support CSA- At the November 7, 2022 Traffic Safety meeting, it was recommended that the back gate adjacent to Bird Park be opened at dismissal to alleviate traffic on Cardinal. Ms. Dalmau, Principal, explained that it would not be the safest idea now since Bird Park has had undesirable people and there is no security at the back. The lack of security between school and the park would assist us in providing a safer transition of students between school and homes. An addition CSA would allow us to open the gate before school and after school allowing students to access their homes east of the premises. In addition, another CSA would also heighten supervision throughout campus, especially during passing periods, for our middle school students. Assistant Principal-This year, we completed over 90 CARE, SST, 504s and IEPs meetings. To be compliant, it is mandatory for administration to be at these meetings. These meetings take up several days out of the week, especially when there is rescheduling and adjustments needed. The additional support will also support in other Goal 2 parameters: attendance tracking as well as assisting us in providing more PBIS activities. In the event that an Instructional Coach is not assigned to our site next year, we will re post our justification for an additional AP to HR to help support the site in the areas of teacher coaching, implementation of instruction and other program needs. Metrics for Progress Monitoring: Monthly suspension rate and scheduled and attended records for CARE, IEP, SST, 504 Meetings.

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]

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.

Strategies 1 and 2 INEFFECTIVE We were able to purchase games and prepare for teacher training of students who would then teach other students how to play board games, however due to lack of personnel and covid (teacher's high absence rate), the student training was minimal. Challenge Day was not conducted due to trainer availability and again delays in purchasing. Although T1 / LCFF funds were not used for Zen Corners or the Zen Room, the Zen Room or converted counselor office was EFFECTIVE. Counselors reported students enjoyed sitting in more comfortable seating (bean bags, or lounge chairs) to engage in restorative sessions. They also seemed to like the background meditation music.

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

Due to the pandemic, shortages in key personnel (office and teachers), this year's implementation of Goal 2 SPSA, and expenditures procedures have been challenging to meet.

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.

Feedback from constituents recommend Challenge Day be offered earlier in the year to both grades 7th and 8th. 2 sessions $3795 @ not to exceed $8,000, LCFF. Student participation and exit surveys will be used to track effectiveness next year. Although a student book club is ideal and offering children other things to do other than plan with a ball, funding towards an ARTS CLUB where children learn about artists, the history of art, and engage in hands on art related activities was suggested. Leadership (teachers) recommended purchasing Little Kids Rock. In a Title 1 Meeting, parents suggested more cultural dance (baile folklorico), and other art infused showcasing be offered. In addition to these ideas, other programs are being considered: Stockton Symphony, B-Street Theatre, San Francisco Shakespeare.

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

Elmwood will increase in person services through parent engagement and involvement opportunities, and their participation rates by 50%. We will increase an average participation rate of 12 parents by the end of the 23-24 school year.

Identified Need

Implement Latino Literacy & LECI Consultation

Parent participation rate is still low.

Create and align more onsite and PTA events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Tracking for parent involvement activities and family events.	24 in person educational trainings and 3 school wide evening events.	18 in person services and an average of 12 participants.

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)

All Students
English Learners
Low Income

Strategy/Activity

Parent Liaison There is no doubt that student achievement is at its highest when parents are directly involved in their children's education. When families are engaged, students do better in school, attend school more often and overall enjoy learning. In the past, parent engagement opportunities, through school wide, classroom and PTA activities have existed at Elmwood, however with low participation rates for some of the activities such as ELAC and parent driven workshops. In order to develop and sustain meaningful parent and community relationships, a parent liaison (district funded, this year) was hired to increase parent engagement opportunities and participation rate by 10% especially in our ELAC. Currently, Elmwood has 229 ELLs or approximately 32%. There are at least 21 ELLs in a grade level requiring us to have an ELAC. With a Parent Liaison on board, family engagement opportunities will be possible. Elmwood would like to retain the Parent Liaison to work alongside with our PTA. This position will 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, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC Meetings, etc. Metrics for Progress Monitoring: Attendance Sheets, Feedback Evaluation Survey and other Need Assessments

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)
$59,075	23030 - LCFF (Site)
$59,075	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 3.1.2

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

Low Income
English Learners
All Students

Strategy/Activity

Parent Meetings -: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent

engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students. $1500 Title 1 Parents Qualtrics Survey and Evaluation Tool to gage progress and collect data. $5200 Instructional Materials/Supplies Materials for parent and student involvement activities such as the evaluation piece of the work we do through Qualtrics surveys, FAFSA Night, College/A-G/Graduation Awareness Night, Literacy Night, and Science and STEM/CTE Nights. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning. $2190 Title 1 Parents Other Non-Instructional Materials/Supplies - $500 Title 1 Parents # of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events Attendance Sheets, Feedback Evaluation Survey and other Need Assessments

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)
$5,200	23030 - LCFF (Site)
$1,500	50647 - Title I - Parent
$500	50647 - Title I - Parent
$2,190	50647 - Title I - Parent

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 3.1.3

Students to be Served by this Strategy/Activity

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

Low Income
English Learners
All Students

Strategy/Activity

Latino Literacy The literacy program and training workshops are designed to establish family reading routines for Spanish speaking and English speaking parents and their children. The Project introduces the teachers to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for parent involvement, reading comprehension, vocabulary development, and English language development for parents and their children, with a bi-literacy approach for language development. This would be the first implementation of the Project at Elmwood. Several teachers will need to be trained in the delivery model. We will implement a 10-week session. Up to 2 (Pre K-1 grade) teacher training $250 @ or $750- license agreement/conference. LCFF Additional Comp to implement the program has also been calculated in. Supplemental Material/Supplies - Effectiveness will be tracked by attendance, survey and final product completion per family. Metrics for Progress Monitoring: Attendance Sheets, Feedback Evaluation Survey and other Need Assessments.

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)
$750	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 3.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Padres Brillantes offered by LECI is a well sought out 10-week workshop series offered to Spanish speaking parents. Each meeting or session runs for 2-3 hours allowing parents to connect with an educator and parent life coach. Parents begin to collaborate with one another as they discover more effective ways to raise their children within their Hispanic households. The training promotes thinking partners that come together to improve the quality of their children's lives and their community. Cost of manuals is approximately $350 up to 12 participants. Effectiveness will be tracked through attendance, survey and completion of course. Metrics for Progress Monitoring: Attendance Sheets, Feedback Evaluation Survey and other Need Assessments

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)
$4,200	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 3.1.5

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

All Students
English Learners
Low Income
Foster Youth

Strategy/Activity

Conference: Should CARRY OVER funds be allotted, or a transfer of funds from other allocations be approved, we will send up to 4 attendees to CABE and/or other professional development related to family engagement or researched based conference. In addition to CABE, the National Family Engagement Summit will be considered, for example. CABE Conference (San Francisco March 30th-April 2) for 5 parents and 2 site members to cover the conference. Registration, Meals, Transportation and Hotel: 4 attendees x $1324 = $5296 #of parents attending #of after training parents provide to other parents Attendance Sheets, Feedback Evaluation Survey and other Need Assessments

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]

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.

Somewhat Effective There is no doubt that by having a Parent Liaison work directly with parents, participation rates were affected. Number of participants in the weekly Parent Cafe, other workshops/trainings and quarterly ELAC meetings increased from 2 to an average of 7 participants and year and up to 10 or more this year.

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

This year's implementation of Goal 3 SPSA, has been challenging to meet again. Goal 3 was the weakest area and highest concern at the Pulse Check conducted in November. The teachers were unfamiliar, or unaware of the activities offered to the community despite the Parent Liaison posting activities almost daily on Class Dojo. Furthermore, parent participation, although it has increased since years past, it is still not where we would like it to be (15-20). This prompted us to host an evening event. Craft Night was a success with over 50 participants. In addition, the Parent Liaison updates are now shared out at staff meetings. While the purchases of computers were made, few technology classes were offered (2). Latino Literacy, nor LECI workshops were offered due to time and planning and consultant unavailability. Only 1 parent agreed to attend CABE.

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.

We will continue to provide parents with support and resources via instructional materials that empower them be engaged in their student's learning such as parent/ teacher conferences, Latino Literacy, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC Meetings, etc. $2190 Effectiveness will be tracked by attendance, and/or survey and final product completion per family. # of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events Parent Meetings -: Light snacks, pastries, and refreshments for all parent involved groups or events (ELAC, SSC, Parent Cafes, other trainings or evening events), parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement .These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students such as Latino Literacy. $1500 Effectiveness will be tracked by attendance, and/or survey and final product completion per family. Other Non-Instructional Materials/Supplies for parent and student involvement activities such as Craft Night, FAFSA Night, College/A-G/Graduation Awareness Night, Literacy & Numeracy Nights, and Science and STEM/CTE Nights, etc. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning. $500 In addition and in order to collect data driven decisions and evaluate the effectiveness of our family engagement and other instructional related work, Qualtrics will be used to create and interpret data $6,000 Effectiveness will be tracked by attendance, and/or survey and final product completion per family. Latino Literacy The literacy program and training workshops are designed to establish family reading routines for Spanish speaking and English speaking parents and their children. The project introduces the teachers to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for parent involvement, reading comprehension, vocabulary development, and English language development for parents and their children, with a bi-literacy approach for language development. This would be the first implementation of the Project at Elmwood. Several teachers will need to be trained in the delivery model. We will implement one or two 10-week sessions depending on demand. Up to 3 (Pre K-1 grade) teacher training $250 license agreement/conference. Additional Comp to implement the program or substitutes. Supplemental Material/Supplies etc. Effectiveness will be tracked by attendance, and/or survey and final product completion per family. In addition to Latino Literacy being coordinated by the PL, other consultants will be asked to join

us such as LECI, or Padres Brillantes. Padres Brillantes offered by LECI is a well sought out 10-week workshop series offered to Spanish speaking parents. Each meeting or session runs for 2-3 hours allowing parents to connect with an educator and parent life coach. Parents begin to collaborate with one another as they discover more effective ways to raise their children within their Hispanic households. The training promotes thinking partners that come together to improve the quality of their children's lives and their community. Cost of manual and class $325 x 6 participants $2185 Effectiveness will be tracked by attendance, and/or survey and final product completion per family. Carry over funds or transfer of funds after adjustments are revised Offer professional development for school staff and administrators, parents and other family engagement professionals on researched based strategies and effective practices. CABE Conference for up to 4 people at $1324 @ or $5296 to include Conference/hotel/transportation #of parents attending #of after training parents provide to other parents Effectiveness will be tracked by attendance, and/or survey and final product completion per family.

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	$254,020.00
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	$456,580.00

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	$241,695.00
50647 - Title I - Parent	$4,190.00
50643 - Title I Salary Contingency	$8,135.00

Subtotal of additional federal funds included for this school: $254,020.00

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)	$194,425.00
23030 - LCFF Salary Contingency	$8,135.00

Subtotal of state or local funds included for this school: $202,560.00

Total of federal, state, and/or local funds for this school: $456,580.00

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

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

H

Acronym	Description

I

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

J

Acronym	Description

K

Acronym	Description

L

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

M

Acronym	Description

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

N

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

O

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

P

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

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

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

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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