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
Fremont Elementary	39686760111351	05/30/2023	06/20/2023

Purpose

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

Fremont Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, Asian, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD), and Two or More Race student groups.

Description

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

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

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment

Resource Inequities

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

Refer to the Comprehensive Needs Assessment

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Fremont staff was given a survey on May 11, 2023 to regarding professional development, AVID data, PBIS and other school initiaves for looking at the needs of the school: academic improvement, climate/culture, attendance and parent engagement.

A survey was also sent out to parents and staff regarding school climate and culture.

Staffing for next year was reviewed with SSC on April 6, 2023.

Based on input from staff, surveys, SSC and ELAC recommendations are: to continue to keep the same funding for positions that are funded by the site and CSI funding should continue to support collaboration and professional development for: Arts, AVID, Equity and PBIS. Materials, supplies and additional software to support student achievement and social-emotional growth. CSI funding expires on September 30, 2023.

Data trends show improvement in attendance is needed as well as any form of academic support in all subject areas. Every grade level has shown growth, but the stakeholders would like more tutoring, software, supplemental programs/curriculum and staff to see even more growth.

Staffing and Professional Development

Staffing and Professional Development Summary

Staff is highly qualified with the following:

- 9 teachers hold preliminary credentials
- 5 teachers are enrolled in programs to finish their credentials
- 26 teachers have clear credentials
- 6 are CLAD certified
- 2 are BCLAD certified
- 20 have earned Masters Degrees
- 2 have earned Doctoral Degrees

Staff development offerings: throughout the 2022-2023 school year the staff attended AVID, PBIS, Turnaround Arts and/or arts integration training. Collaboration meetings were also well attended for all of the school iniatives. Staff was compensated for their time in any professional development or collaboration opportunities held outside the contractual day. All staff has been trained in the PLC model.

As of January, Fremont is no longer a CSI school. Fremont is now classified as ATSI.

Site funded positions and types of support provided:

- Fremont has a bilingual parent liaison who works with parents, ELAC, SSC and staff. She clears absences,organizes workshops, and hosts coffee hours to engage parents. She also works with community outreach partners to offer additional services to parents.
- The bilingual assist has helped students with support in class and ELPAC testing. The other bilingual assist position was never filled.
- The library media clerk works with staff and students to identify reading levels and materials to make the library engaging and get more students to read.
- The Assistant Principal position is site and district funded. 50%/50%

Student performance:

Students have shown growth in iReady test scores. Teachers identify the students for targeted intervention and support.

As of May 2023, 37 ELD students have been reclassified or are in the process of reclassifying.

Fremont did not have any instructional coaches assigned in the 2022-2023 school year.

Staffing and Professional Development Strengths

Highly Qualified Staff:

Staff development training:

- AVID-all
- Arts integrated instruction-all
- PBIS-all
- Turnaround Arts conferences-principal and lead teachers
- PLC training-admin only for 2022-2023

Some staff attended the following:

- SIPPS (K-3 teachers)
- Heggerty (primary)
- Iready (all)
- Designated ELD
- Benchmark Advance
- NGSS
- Core reading
- SEL
- PLUS
- Math
- TI Calculator training
- History
- Writing
- Induction mentor training
- Literacy

Staffing strengths: Teachers are attending PD that aligns to the mission/vision of the school.

- Teacher collaboration takes place in scheduled PLC meetings every other week. PLC professional development will be attended by a portion of the staff in June.

AVID, PBIS, Arts integration and instruction and PLC training are well attended

All teachers were trained in the PLC model in 2021-2022. The PLC training was paused this year due to scheduling conflicts and communication with Solutions Tree. Fremont will resume site PLC training in the fall of 2023. District wide PLC training will also occur in the summer.

Fremont earned the Exemplary Arts Award for 2022 and was recognized by the State Superintendent.

Fremont earned AVID certification for the 2022-2023 school year.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Fremont staff needs to attend PLC training through next school year.   **Root Cause/Why:** Solutions Tree had a scheduling conflict and there was a miscommunication the last semester so the training did not take place. Discussion of data in PLC meetings is inconsistent across grade levels.

Needs Statement 2 (Prioritized): Ongoing professional development and collaboration is needed to support AVID, PBIS, Arts and integrated instruction.   **Root Cause/Why:** Not all teachers can attend professional development outside of the school day, however, substitutes are also difficult to secure.

Needs Statement 3 (Prioritized): PBIS continues to be a site challenge to implement site wide. Support is needed with the intermediate and upper grades for behavior and attendance.   **Root Cause/Why:** Lack of type of incentives for intermediate and upper grades.

Teaching and Learning

Teaching and Learning Summary

In the 2022-2023 school year the following trends were observed:

Teachers implemented SIPPS in the K-3 grades. Implementation was inconsistent in many grade levels based on training.

Iready is used in all grade levels.

Staff is highly qualified with the following:

- 9 teachers hold preliminary credentials
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Staff development offerings: throughout the 2022-2023 school year the staff attended AVID, PBIS, Turnaround Arts and/or arts integration training. Collaboration meetings were also well attended for all of the school iniatives. Staff was compensated for their time in any professional development or collaboration opportunities held outside the contractual day. All staff has been trained in the PLC model.

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Fremont earned the Exemplary Arts Award for 2022 and was recognized by the State Superintendent.

Fremont earned AVID certification for the 2022-2023 school year.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students are making some gains in areas of math and ELA and ELD, but overall the majority of students are still not performing at grade level in these areas.   **Root Cause/Why:** Chronic absenteeism, lack of consistency in teachers and planning. PLC structures were not followed to fidelity.

Needs Statement 2 (Prioritized): As an ATSI (Additional Targeted Support and Improvement) these subgroups have been identified as needing support: African American, Asian, Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities (SED) and White.   **Root Cause/Why:** The need for more interventions, staff, academic support, culturally relevant resources for staff and students to bridge the home-school gap

Parental Engagement

Parental Engagement Summary

Parent and community engagement has improved in the 2022-2023 school year. Examples include:

- PTSA is viable
- Parents/guardians are doing traffic control before and after school
- Multicultural Festival had over 500 participants
- Art night
- AVID night
- Monthly Coffee hours typically have 8-12 participants
- Parents attend health and wellness workshops
- Parents volunteered on field trips

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- Parents volunteered on field trips

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Continue to reach out to outside agencies for partnerships and support.   **Root Cause/Why:** Limited support available with outside agencies that are available

School Culture and Climate

School Culture and Climate Summary

Positive school culture and climate are critical and essential to the success of any school. The culture and climate of a school influence every aspect of a site, from student learning and engagement, school safety and belonging, teacher satisfaction, and parent involvement. A positive school climate and culture need to start with building and solidifying relationships and trust between all the key players in a school; "speed of change depends on the speed of trust". Since returning from online instruction Fremont has implemented PBIS schoolwide to foster and develop a safe and supportive environment for positive school culture and climate. Teachers have been attending training and meetings to promote positive behavior and proactive interventions in the classroom/school-wide. The program and incentives that are offered at Fremont consist of:

Bark Bucks & Store

Game Room with over 10 different games and activities for students (Arcades, Fools table, table tennis, Game consoles, air hockey, board games, and pool table).

Sports/Clubs- Martial Arts Club, Robotics Club, MESA, PLUS, Sports League, Cheerleading, Travel Club, Chess Club, and Yearbook.

Friday rallies

Morning Announcements

The incentives are working for attendance and behavior for K-3, need better incentives for 4th-8th grade students.

Reasons for suspension range from fighting to bullying.

Students are receiving counseling services, post-suspension restorative conferences, mental health services, check-in/check-out, and appropriate SAP Referrals.

School Culture and Climate Strengths

There was a significant reduction in suspension rates for the 2022-2023 school year.

PBIS was implemented school wide.

Counseling services provided, SSTs held and parent meetings for students who need additional SEL support

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students need better incentives in the upper grades. Continue to reduce suspensions with SEL support for students and their families. **Root Cause/Why:** Staff and students need more training on PBIS/consistency of program school wide and offer support for all students based on their needs.

Needs Statement 2 (Prioritized): Chronic absenteeism is still extremely high **Root Cause/Why:** Students had prolonged absences and more traveling occurred since the lockdown ended from Covid.

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

Professional Development/Training: A- By end of May of 2024, 100% of TK-8 Fremont teachers and other certificated staff (administrators, counselors, instructional coaches, RSP, PE and VAPA) both new and experienced, will complete the training necessary in AVID (including AVID conferences staff-driven professional development and collaboration meetings) measured by attendance and use of AVID instructional tools. B- By end of May 2024, 100% of teachers will be consistent in practices with WICOR, classroom expectations and use of digital notebooks/portfolios skills/strategies measured through calibration of student work. Student Goals: C-ELA: By the end of May of 2024, per iReady Growth Report, the total number of students performing will increase 3%-5% percentage of students on or above grade level. EL: By the end of May 2024, per ELPAC, we will maintain the number of students who reclassify by 10% of our EL student population. Math: By the end of May 2024, per iReady Diagnostic 3 Growth Report, the total number of students on or above grade level will increase to 23%.

Identified Need

Fremont staff needs to attend PLC training through next school year.

Ongoing professional development and collaboration is needed to support AVID, PBIS, Arts and integrated instruction.

PBIS continues to be a site challenge to implement site wide. Support is needed with the intermediate and upper grades for behavior and attendance.

Students are making some gains in areas of math and ELA and ELD, but overall the majority of students are still not performing at grade level in these areas.

As an ATSI (Additional Targeted Support and Improvement) these subgroups have been identified as needing support: African American, Asian, Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities (SED) and White.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students performing on grade level or above in ELA	Students on grade level or above 24.9%	Students on grade level or above 28%
Percentage of Students performing on grade level or above in Math	Students on grade level or above - 20.2%	23% will be on grade level or above 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
Low Income
Foster Youth
English Learners

Strategy/Activity

Consulting to provide teachers with professional learning opportunities and support core instruction, such as site-based coaching (1 FTE Instructional Coach - Centralized Service) (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc. Consultants from various groups such as iReady, Curriculum Associates and Solution Tree consulting for PLC training/PD in person or online and/or to include software training if needed. February Revision $10,000 (CSI 2022) *$20,000 (CSI 2022-2023) Substitute Pay Calculation (Object Code 11700)- To be used to provide teachers with professional learning opportunities - to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing the key standards, to support core instruction, etc... such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration 275 days X $200 = $55,000 Title I Teacher Additional Comp Pay Calculation (Object Code 11500) To be used to provide teachers with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, Illuminate, etc. To be provided by coaching with instructional coach(es) and other professional development providers. 42 teachers x 8 hours X $60/hour Title 1 $20,000 Instructional Coach Additional Comp Pay Calculation (Object Code 19500) To be used to provide teachers with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, Illuminate, etc. 1 coach(es) x 17 hours X $60/hour Title 1 $2000 Counselors Additional Comp Pay Calculation (Object Code 12500) To be used to provide counselors with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, PLUS, PBIS, etc. Also, to have counselors provide student support opportunities for ATSI subgroups and teacher collaboration. 2 counselors x 36 hours X $70/hour = $5000 LCFF Conferences - $40,000 - Title I (may include virtual professional learning alternative opportunities): PLC Conference AVID Conferences CABE Conference - County Math Workshops - throughout school year - All math teachers Arts Integration - throughout school year - grade level representation (primarily new teachers) PBIS

Conferences Equity SEL and academic achievement conferences, trainings, professional development Purchase of ancillary materials to support school initiatives such as PLC/AVID/SEL/PBIS/Arts/brain development/student behavior/student achievement CSI: Allotting funding for staff members to be trained in evidence-based inquiries to promote equity and inclusion. Provide teachers and staff members with professional learning opportunities - to review student and school wide data, AVID, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing the key standards, to support core instruction, etc.... such as site-based coaching (e.g., co-teach, demo lessons) To be used to provide teachers and staff members with professional learning opportunities to support-core instruction and social-emotional learning, Turnaround Arts, AVID, MTSS/PBIS, Illuminate, etc. To be provided by coaching with instructional coach and administration, or with district-based professional development. in the classroom, etc.) with instructional coach, and administration. February Revision Teacher Additional Comp Pay Calculation (Object Code 11500) 42 teachers x 40 hours x $60/hour= $50,000 (CSI 2021) and 50,000 (CSI 2022) 42 teachers x 40 hours x $60/hour= $50,000 (CSI 2022-2023) Counselors Additional Comp Pay Calculation (Object Code 12500) *2 counselors x 28 hours x $70/hour= $4000 (CSI 2021) 2 counselors $7,000 (CSI 2022) *2 counselors $11,000 (CSI 2022-2023) Instructional Coach Additional Comp Pay Calculation (Object Code 19500) * Instructional Coach x 28 hours x $60/hour = $2,640 (CSI 2021) * Instructional Coach x 28 hours x $60/hour = $2,640 (CSI 2022-2023) Conference/training/professional development/registration fees and materials needed (i.e. books, software and other items designed or aligned with the specific PD) for PLC, special education training, classroom management, brain/developmental, language support, CABE, ASCA, CASC, AVID, MTSS, PBIS, Turnaround Arts (VTS/Watershed/Art training), Equity, PLUS, to support ATSI subgroups: African American, Asian, Hispanic, Homeless, Socio-Economic Disadvantaged and White *$25,118 (CSI 2021) $30,000 (CSI 2022) *$55,000 (CSI 2022-2023)

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)
$55,000	50643 - Title I
$20,000	50643 - Title I
$2,000	50643 - Title I
$5,000	23030 - LCFF (Site)
$40,000	50643 - Title I
$50,000	50345 - CSI 2021/22
$11,000	50345 - CSI 2021/22
$55,000	50345 - CSI 2021/22
$20,000	50345 - CSI 2021/22
$2,640	50345 - CSI 2021/22

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

.5 FTE Assistant Principal LCFF - $98,627 Identify students for reading and math intervention, assist with organization and scheduling of intervention. iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission. Reviews academic and behavioral data to provide input and ongoing support with ATSI subgroups: African American, Asian, Hispanic, Homeless, SED, Disabilities, White CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students. AVID assists with site leadership meetings, collect AVID evidence, assist in certification documents, assist in AVID recruitment process, provide ongoing site-based training in AVID strategies. English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering tests. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD courses, monitoring designated ELD classes, supporting ELD instruction, ELD classroom walks. SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering tests. CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources. Participate in the CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at

meetings, advocate for students. Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. Serve on the operations team and leadership committee and oversee afterschool programs including Step-up, any learning enrichment activities and tutoring. .4375 Library Media Assistant: $29,774 LCFF Additional Comp Library Media Assistant: $10,000 LCFF The Library Media Assistant will increase reading school wide, to provide students access to the library and books, assist students with appropriate book selection based on Lexile levels, and to select new books to purchase to offer students opportunities to read a wide variety of texts. Library Media Clerk will also support reading with students in grades TK-4th and review culturally relevant material in order to serve the needs identified subgroups to ensure culturally responsive practices. Bilingual Assistant: $87,534 (1.1875) LCFF Additional Comp Bilingual Assist: $5,000 LCFF Bilingual assist (.75) Bilingual assist (.4375) Implement the push-in model to reinforce daily classroom activities. Focus EL language support in Core ELA and math concepts taught. Support specific teacher needs that would help foster positive English conversations with students. Designed to focus on supporting TK-2nd grade students Focusing on EL's that speak very little or limited English Support newcomers in adapting to a classroom with a diverse group of students who need additional support. Improved scores in a small group setting specifically for reading instruction, Benchmark Advance. Assist in translating, making phone calls home, Assist in testing both Initials and Summative ELPAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$98,627	23030 - LCFF (Site)
$29,774	23030 - LCFF (Site)
$10,000	23030 - LCFF (Site)
$5,000	23030 - LCFF (Site)
$7,867	50643 - Title I Salary Contingency
$12,840	23030 - LCFF Salary Contingency

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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

Throughout the school year licenses, materials fees and software related to all school initiatives including AVID, Equity, Turnaround Arts, PBIS, NGSS, STEM, and any related programs to support the initiatives will be maintained and support the ATSI subgroups. AVID: Advancement Via Individual Determination (AVID) Fremont School will implement AVID school wide K-8 with an elective class for students who meet the AVID student profile in 7th - 8th grade and will implement AVID Elementary at grades TK-8. AVID Curriculum and Materials, AVID Tutors, AVID Conference, AVID Field Trip, etc. Turnaround Arts program- Fremont will continue to be a TA school for the school year implementing and maintaining instructional strategies to support students and ongoing professional development for staff. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Science Technology Engineering Mathematics (STEM) projects to include STEM project materials. Instructional Materials/Supplies & Non-Instructional Materials: Provide students with materials, resources, and support to increase ELA, EL, and Math proficiency through AVID, NGSS, STEM, and Arts instruction/integration, CORE instructional strategies to meet grade level expectations in all domains. Also to provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments and students will have equal access materials to enhance the home-school connection with ATSI subgroups. Instructional Materials/Supplies - $ 40,000 Title I, $30,000 LCFF AVID: Fremont has a school wide AVID program TK-8th grade with a focus on student achievement, WICOR strategies, and College and Career ready. The instructional materials and supplies will address the key strategies in AVID and WICOR. They will provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments. Supplemental materials to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, paper, headphones, folders, post-its, 1", 2", and 3" binders, planners, poster boards, project boards, presentation materials, colored paper, construction paper, colored pencils, crayons, markers, pencils, etc.). License Agreements- $15,879 -LCFF (add additional $13,433 CSI 2022) Software (such as Adobe, Rosetta Stone, etc.)designed to support English Learners and identified ATSI students who need differentiated interventions will also be purchased as a supplemental program. ****General supplies are unallowable using State & Federal funds.**** Non-Instructional Materials - $ 25,926 Title I, LCFF $15,400 Non-instructional materials include paint, glue, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, literacy night, AVID night, and other enrichment activities that provide students with key strategies to support the school's focus. Toner for printers, Duplo toner, copier toner, laminating film, master rolls for copy machines, other supplies for copy machines, headphones for students to use with Chromebook/laptops/tablets/etc., speakers for classrooms, projector light bulb replacement, Chromebook/laptop/etc. replacement screens or other replacement parts, computer/technology cables, etc. ****General supplies are unallowable using State & Federal funds.**** February Revision - Technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, Chromebook, etc. District-adopted curriculum that uses equipment in student instruction, assessment, and planning. Students and staff use computers, tablets, iPads, Chromebook and other forms of technology with the adopted curriculum and supplemental resources ,such as SIPPS and Haggerty, with the use of projectors, doc cameras, poster makers, and additional supplies. To build capacity for STEM, NGSS, and PLTW implementation, intermediate and middle school classrooms need enhancement. Integration of fabrication laboratory apparatus is essential in providing opportunities for students to build STEM related skills and engage in project based learning for application of NGSS standards. Fab Lab resources will provide the tools necessary to foster student innovation, collaboration, entrepreneurship, and engineering. These materials will also support PBIS strategies to design classrooms with visual supports and assistive technology promoting learning for all student and stimulate the development of positive school culture and climate. Resources to include: robotics, drones, 3D printer, digital content cutting machines, sublimation devices, headsets with microphones, interactive smartboards, software, computers, and workbench/tables. Equipment $30,000 LCFF Maintenance

Agreement - $6,000 Title I, Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment to support student learning and understanding of the curriculum. Duplicating - $10,000 Title I: Reprographics within the district to provide posters to align with student instruction and the adopted curriculum, packets for students that are aligned with the adopted curriculum and standards, planners for students to support AVID in organization, fliers to be sent home for families, promotion paperwork, etc. to support the adopted curriculum, instruction, school wide and district initiatives and student achievement. CSI: Equipment and supplies for the Afterschool Learning Academy for Enrichment, robotics equipment, for Project Lead the Way including science manipulatives to support engineering and math and outdoor gardening related to NGSS for outdoor learning labs. SMART boards, robotics equipment and science/ stem related items $54,694 (CSI 2021) * 50,000 (CSI 2022) February Revision - Flexible seating: Equipment/Instructional Materials - provide flexible seating and flex space materials to create a learning environment conducive to student academic performance in all core subjects as well as supporting the emotional self-monitoring and choice, calm down corners, small group SEL lessons, collaboration & community, and physical health. These resources are essential in addressing the needs of student subgroups including EL, Special Education, Foster Youth, and Socioeconomically Disadvantaged. PLTW and other initiatives with project-based learning. ($150,000 CSI 2022) *$160,000 (CSI 2022-2023) PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8. Instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, drones, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions. Field trips associated with STEM, AVID and Arts , PBIS, Science and History. These expenses may include transportation and student fees. *$25,000 (CSI 2021) February Revision: Transportation 57250 $24,000 Student fees 58920 $1,000 = $25,000 (CSI 2022) *$50,000(CSI 2022-2023)

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)
$32,133	50643 - Title I
$17,160	23030 - LCFF (Site)
$25,926	50643 - Title I
$30,000	23030 - LCFF (Site)
$6,000	50643 - Title I
$10,000	50643 - Title I
$15,879	23030 - LCFF (Site)
$160,000	50345 - CSI 2021/22
$50,000	50345 - CSI 2021/22
$13,433	50345 - CSI 2021/22
$15,400	23030 - LCFF (Site)

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

The Goal 1 Strategy 1 was effective overall. Professional development and training: Due to travel restrictions some staff were unable to get trained mid-year. The AIVD training will be attended over the summer to accommodate individuals who needed to postpone the training. Absences- due to Covid, there were many staff absences during the school year. This contributed to not meeting the professional development goals such as AVID conferences. In order to have teachers attend any type of professional development or collaboration they were compensated after their contractual hours AVID walkthroughs provided feedback for our classroom teachers. We are certified and need to continue to practice all aspects of WICOR consistently. Currently, due to a lack of training and experience, some teachers are more effective in WICOR strategies than others. Inquiry and Collaboration were noted in the AVID March walkthrough as taking place. Teachers need to continue to implement AVID strategies consistently throughout the grade levels. Walkthroughs serve as a good monitoring system. Student Goals: ELA- Students are showing some growth in all grade levels; grade levels with significant jumps are 4th grade and 5th grades. ELD- 8 out of 343 students have been reclassified as of March 31, 2022. Students take the ELPAC test which requires several staff members to test. Math-students are progressing but not showing significant gains During the 2022-2023 school year: AVID walkthroughs provided feedback for certification Fremont earned AVID certification There are some discrepancies in overall implementation because of varying levels of teacher training. The in person, AVID pathway training offered mid-school year that many staff were able to attend seemed effective. ELD instruction is effective in most grade levels with the 3rd and 4th grades showing significant improvement 20 students have been reclassified. Math instruction- many teachers attended the professional development offered by the district on the contractual dates ELA instruction Many teachers attended the professional development offered by the district on the contractual dates K-3 teachers implemented SIPPS. Not all teachers have been fully trained. More training would benefit teachers.

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

Major differences are: Absences- student and staff-difficult to teach with multiple teachers substituting for their peers while out. No instructional coaches to guide teachers in their practices Inconsistent teachers with students when people are out for weeks at a time. This caused learning loss and inconsistent practices Teachers were compensated for training that was provided, but because it was outside of the contractual day, many teachers opted to not attend training. During the 2022-2023 school year: Attendance improved significantly from 2021-2022 with 53% chronic absenteeism 2022-2023 school year 33% chronic absenteeism

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.

Funding is used to compensate teachers and other staff for AVID during the summer rather than institutes during the school year.

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

Suspension: By the end of May 2024, the suspension rate will decrease by .4% as measured be the site discipline reports. Attendance/Chronic Truancy: By the end of May 2024, the chronic absenteeism rate will decrease by 10% from previous year as measured by the site chronic absenteeism reports.

Identified Need

Students need better incentives in the upper grades. Continue to reduce suspensions with SEL support for students and their families.

Chronic absenteeism is still extremely high

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	29 students, 3.4%	3%
Chronic Absenteeism (All Students)	40.6%	30%

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)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to improve student behavior and attendance. PBIS team to attend PBIS conference and training. The PBIS team will collaborate to improve school climate and participate in the CARE team. Assistant Principals and Principal to attend IEP's, SSTs and CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school culture and climate, all stakeholders (school administrators, school counselors/mental health clinician, teachers/staff members, parents, community partners) will collaborate and come up with strategies to decrease chronic absenteeism and improve school attendance, specifically with ATSI subgroups: African American, Hispanic, Asian, Homeless, White, Socio-Economically Disadvantaged, and students with disabilities. By providing students with resources and support through the implementation of the following programs/activities, chronic absenteeism will decrease and attendance will improve: PBIS/MTSS, PLUS, CARE/SST meetings, check-in/check-out, Restorative Practice, Actor's Toolbox, Smart Kids, Kelso's Choice, Why Try, Character of The Month, Small Groups and structured activities to maintain a safe, equitable and conducive learning environment. Conflict Management program and Restorative Circles led by counselors to frame conversations so that students benefit from learning to express themselves while listening to resolve a conflict. Implementation and make adjustments to support student learning based on student data, RTI, PBIS, and CARE team meetings. Incentives will be provided to students such as assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance. *Incentives, entertainment, prizes, etc. are not allowable using Title I or site LCFF funds. Consultant To provide structured student engagement activities for students We will redirect funding source for alternate consultant to achieve the same purpose for improving student engagement, culture and climate. Revision February 2023 .75 Parent Liaison: $78,669 Title 1 Additional Comp Parent Liaison: $10,000 Title 1 Parent Liaison: Clearing absences, calling parents daily, assisting with parents in the front office, helping parents navigate school resources, and communicating with teachers regarding student progress, increasing parent engagement, make calls to parents regarding behavior issues to improve communication between home/school, recruit parents to volunteer for school-related activities, explain how to use the internet and hosted several virtual coffee hours with teachers and students to engage them in online learning. Parent Liaison will also review data associated with subgroups (African-American, Asian, Hispanic, Homeless, Socio-economically disadvantaged, students with disabilities and White. regarding culture/climate, absenteeism and academic performance. CSI: After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture. The following programs will be added to ALA during the 2021-2022 school year: Chess, Robotics, MESA, No Borders Culinary Club, Latin Dance, Travel/Explorer Club, Martial Arts, and Archery. Certificated and classified staff will be teaching these activities to support academics and promote positive school climate and culture. Teacher Additional Comp Pay Calculation (Object Code 11500) To be used to provide teachers with professional learning opportunities to support-core instruction and provide support in the After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture. AVID/ PBIS/PLC/Tutoring/literacy/planning and collaboration to support ATSI subgroups: African American, Hispanic, White, Homeless, Socio-economically disadvantaged, and students with disabilities Teachers: 16 X $60 X 20 hours = $9,243 (CSI 2021) 10,000 (CSI 2022) Classified Additional Comp To provide support in the After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture. Afterschool tutoring, interventions, support, collaboration to implement Arts, AVID and/or PLC or PBIS to encourage build MTSS systems. Include CSA, noon duties, CWA, Parent liaison, library media, SST, admin and office assist, Classified: 6 employees X $25 X 20 hours = $3000 (CSI 2021) 2023-2024 Classified: 6 employees X $25 Additional Comp Parent Liaison: $4,360 (CSI 2022-2023) Parent Liaison: Clearing absences, calling parents daily, assisting with parents in the front office, helping parents navigate school resources, and communicating with teachers regarding student progress, increasing parent engagement, make calls to parents regarding behavior issues to improve communication between home/school, recruit parents to volunteer for school-related activities, explain how to use the internet and hosted several virtual coffee hours with teachers and students to engage them in online learning. Administrator Additional Comp Pay Calculation (Object Code

13201) To be used to provide teachers with professional learning opportunities to support-core instruction, Turnaround Arts, AVID, MTSS/PBIS, Illuminate, etc. To also provide support in the After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture. To be provided by coaching with instructional coach, and administration, or with district-based professional development.

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)
$10,000	50643 - Title I
$4,360	50345 - CSI 2021/22
$78,669	50643 - Title I

Annual Review

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

Analysis

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

Strategies such as phone calls home, talking with parents and students have proven helpful in improving student attendance. Student attendance is still low because of Covid-whether students are sick themselves or have been exposed. August 80.47% September 85.08% October 87.12% November 58.39% December 88.61% January 75.89% February 87.48%

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

PBIS is a major difference. We have incentivized attendance through rewards such as rallies, BARK Bucks and continuing to create positive relationships with students and their families. Budgeting for all costs associated with incentives and personnel related costs i.e. Parent Liaison has proven effective.

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.

Continuing to budget for allowable expenses for students who improve attendance and those who attend school regularly Staff with personnel to call home, hold meetings with parents to discuss the importance of attendance and how it affects overall academic achievement - changes to increase Parent Liaison from .6 to .8 FTE

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

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By the end of 2023-2024 school year, parent and family engagement will increase by 10% as measured by attendance and participation in school events. Parent Liaison provides support and resources to families of students who identify as African American, Asian, Hispanic, Homeless, Socio-Economically disadvantaged, students with disabilities and White.

Identified Need

Continue to reach out to outside agencies for partnerships and support.

Students need better incentives in the upper grades. Continue to reduce suspensions with SEL support for students and their families.

Chronic absenteeism is still extremely high

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets Increase in participation with parent activities	ELAC was 69 Coffee Hour was 130 Workshops was 136	Impact on student achievement, engagement, attendance

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)

Foster Youth
Low Income
English Learners
All Students

Strategy/Activity

Parent Liaison will continue to reach out to parents and families to communicate the importance of attending school while hosting monthly coffee hour meetings, parent workshops, attending SSC and ELAC meetings. Parent workshops offered were: How to help your child with distance learning, Diabetes workshops, Learn how to read your student I-Ready scores, Prepare your student(s) for Spring assessments such as ELPAC, and Social Emotional Learning during the pandemic. Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc. School staff will host Movie Nights, Parent-Teacher conferences, Multicultural Night, reaching out via BlackBoard and other media to strengthen the home-school communication gap with families and more specifically strengthen ties with: African-American, Asian, Hispanic, Homeless, Socio-Economically Disadvantaged, students with disabilities, and White. Parent Meeting - $1500- Title I - : Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. Materials/Books-$ 1500 Title 1 will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. Non-Instructional Materials - $1823- Title 1: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

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

Amount(s)	Source(s)
$1,500	50647 - Title I - Parent
$1,823	50647 - Title I - Parent
$1,500	50647 - Title I - Parent

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.

Implementation proved to be somewhat effective. Personnel was in place. Meetings were restricted to Zooms for a majority of the year due to Covid Coffee hours were held. Parent paint nights, art nights, parenting skills classes, diabetes workshops and others. Parents/community members did attend online and will continue to attend in person when allowed.

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

No snacks were needed for parents until March.

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.

Increase funding for snacks and refreshments and prizes for attending parent/community engagement activities.

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	$292,418.00
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	$898,531.00

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	$279,728.00
50647 - Title I - Parent	$4,823.00
50643 - Title I Salary Contingency	$7,867.00

Subtotal of additional federal funds included for this school: $292,418.00

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)	$226,840.00
50345 - CSI 2021/22	$366,433.00
23030 - LCFF Salary Contingency	$12,840.00

Subtotal of state or local funds included for this school: $606,113.00

Total of federal, state, and/or local funds for this school: $898,531.00

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](#)

Acronym	Description
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

Acronym	Description
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](#)

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